



# Race to the Top - District

## Technical Review Form

Application #0351CA-1 for John Snively, Ed. D., Superintendent

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	7
<p>(A)(1) Reviewer Comments:</p> <p>The applicant provided an exceptional description of its comprehensive, systemic, district-wide reform vision--Linked Learning: Pathways to College and Career Services. The vision has been adequately shared and supported by community entities, as evidenced through the use of surveys and public meetings. The applicant provided a detailed description of its community support. The project is supported by The James Irvine Foundation, ConnectEd, the California Center for College and Career, Stanford Center for the Opportunity Policy in Education, and the National Academy Foundation. The applicant plans to create a personalized K - 12 learning model that combines college preparatory academic real-world applications, engages business and other partners in bringing life to school through industries that include authentic projects and work-based learning, and defines clear pathways that connect K-12 preparation with post-secondary majors and career opportunities. The pathways are organized around majors in engineering, visual and performing arts, health professions, information technology, and agricultural and natural resources. The statistical data provided for the Porterville Community, serving 13,895 students, was supportive. Twenty-four per cent are English Language Learners. The applicant provided an extensive need for the four assurance areas. The Porterville Unified School District has been transforming schools in the areas of college and career readiness, data systems to improve instructions, developing great teachers and leaders, and turning around lowest achieving schools since 2006. Although the applicant cites significant improvement in students' prior experiences with Linked Learning for the past five to six years, additional specific foundational data on which this current grant is based is needed in the areas of attendance, on-time high school graduation, on-time grade promotions, and matriculation of students in post-secondary education.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The applicant's approach to the implementation process of its comprehensive reform model is clearly demonstrated and itemized for the state-, district-, and school-wide levels in Exhibit 1 of this section. The vision for this model includes all of its eligible 13,895 student participants, who are high need students from low-income families. All students will have a choice and access to a career pathway. The project will provide for personalized learning, project-based instruction, student area of interest, and career awareness for middle and elementary schools. The statistical data for each participating school was detailed in the School Demographics Table to support the percentage of high needs students participating in the project. Although the applicant indicated that all high schools and every student would participate, the applicant does not define the specific target population. The applicant failed to include the narrative on the list of participating schools and the description of its target population.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	7
<p>(A)(3) Reviewer Comments:</p> <p>The applicant provided a detailed description of its logic model for the District support of its LEAs. The applicant provided five major strategies and the rationale for each. The action plan identified the strategies, which were reasonable for the elementary, middle and high school involvement. The goals were developed collaboratively. The student outcome goals were realistically based on current research data. Researchers Eisenerg, McNeely, and Falei formalized the transition plan for moving the sixth grade students to middle school. The Center for Teaching Quality, K. Jamentz, and L. Darling-Hammond support its criterion referenced tests, formative assessments, higher order thinking skills. Implementing interest inventories, career exploration, personalized learning, standards-aligned curriculum integration, and project based learning grounded in real-world applications, the applicant will be able to extend the project to grades seven and eight in the middle schools. Even with an open enrollment policy, it is not convincing that the applicant is likely to increase the nine pathways to fifteen and</p>		

increase the number of participants from 300 to 400 by adding an extra 100 more participants to each pathway by the end of the four year period in translating the project into a meaningful effort to support district-wide changes.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
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(A)(4) Reviewer Comments:

The applicant provided the statistical data to support its vision for the LEA-wide goals for improving student outcomes that equal or exceeds State ESEA targets. Chart A4a clearly delineated the actual and projected goals and their explanation in the five identified areas. The baseline data for each of the project goals and its subgroup component were adequately addressed for each year of the grant period in Table A4a entitled Performance on Summative Assessment. Decreasing the achievement gaps in English and mathematics, the graduation rates, and the college enrollment were adequately addressed in Tables A4b, A4c, and A4a respectively. Its goals, performance measures, and annual targets are ambitious yet achievable. It is realistic that the project plans for students to pass the High school Exit Exam with an increase of 13% in Mathematics and English. The graduation rate for the project is above the District and the State. The California Partnership for Achieving Students Success and the National Student Clearinghouse will verify data. The applicant does not have any current post-secondary degree and attainment data, therefore, accomplishing this goal may encounter difficulty in its implementation.

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

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

(B)(1) Reviewer Comments:

The applicant provided a high-quality plan and evidence to demonstrate a clear record of student success since 2000. Using charts, graphs, and pertinent student performance data, the applicant documented its progress in advancing student learning and achievement. The applicant has a history of documenting an increase in student achievement, reduction in gaps between the lowest performing schools, and increases in passage rates on the California High School Exit Examination. The academic achievement level of students district wide has increased by 157 points over the past ten years. The use of a series of tables clearly documented student learning outcomes. Student performance data was shared appropriately with the District stakeholders using three benchmark tests and common formative assessment, since 2008. With the creation of a partnership with ConnectEDU, the applicant has access to a Student Progress Information Page for parents to have access to students achievement data. Because there was a degree of success in the track record for the past years, it is likely that there will be a continued success in the future. Although the applicant plans to use online-access for parents to monitor attendance, assignments, and grades, it would have provided additional support for parents to have included training for parents on the Aeries Parent Portal system.

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

The applicant described its plan for sharing its LEA processes, practices, and investments using its Standard Accounting Code Structure (SACS) , announcements of public hearings, Board meetings, and meeting agendas for its school stakeholders. The SACS sorts code for resource, site, goal, function, and object for its budget items. Attachments 14A, 14B, 14C, 14D, and 14E in the appendix provided evidence of its budget reports for the actual personnel salaries for instructional and support staff, for instructional school staff only, for teachers only, and for non-personnel expenditures at the school level as designated in this section. Even though the applicant cites that opportunities are provided for parent input to review and approve the budget

items on the agenda and that budget reports are available as a public record, the applicant did not provide who is the keeper of record or who has this responsibility for maintaining the archives.

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

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(B)(3) Reviewer Comments:

The applicant clearly indicated that no state regulations exist for preventing the development and expansion of its personalized learning environment for elementary, middle, and high schools. Students have a four-year plan to meet college/career readiness outcomes. The plans are grade appropriate and incorporates an academic core and technical core sequences, work-based experiences, and core support activities. The proposal is supported extensively by several agreements with community partnerships. ConnectEd, National Academy Foundation, ConnectEdu, and WestEd have assisted with planning, implementation and assessment of the model. The California Partnership Academies have received funding for over fifteen years and the Porterville Unified School District has received funding for five of its academies. Because of its history of previous funding sources to fully implement the personalized learning environment, this element contributes to successful conditions and sufficient autonomy.

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

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(B)(4) Reviewer Comments:

Evidence of stakeholder engagement was documented with copies of support from various community officials and contact time for different business partners. Stakeholders are involved in the creation, implementation, and evaluation of the reform vision. Proposal input was received from business partners, collective bargaining units, administrators, teachers, and parents. The applicant described the contributions of the Joint District Administration Council, University of California, California State University, Site Council, English Language Advisory Committee, The bargaining agency, The Porterville Educators Association, an affiliate of the California teachers Association, provided funding in the areas of professional development, collaboration time for teachers, parental involvement, technology, and recognition of the Personalized Professional Development Plan. No evidence was provided for addressing the contact time for the State comments in this section.

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

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(B)(5) Reviewer Comments:

The applicant thoroughly discussed a presentation of a high quality plan addressing the analysis of its needs and achievement gaps. The use of annual implementation plan and quarterly reports are reviewed and revised annually to track the progress of its priority areas and challenges. The use of charts provided an additional explanation of its District benchmarks with sample indicators. The implementation plan clearly identified needs, outcomes, and challenges. The timeline chart depicted key findings based on the needs and capacity assessment. The implementation plan requires a comprehensive assessment of current strengths, establishment of desired outcome, and a gap analysis between the desired outcomes and the strengths. The focus of this grant to extend the plan to include kindergarten through sixth grade and an expansion of high school and middle school programs seems to be quite ambitious based upon the identified needs, outcomes, and challenges provided; particularly with beginning early to track progress of kindergarten students towards graduation outcomes.

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

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

(C)(1) Reviewer Comments:

The applicant provided a detailed description of its personalized learning component for elementary, middle, and high school students. Understanding of what students are learning is the key to the success of the participants accomplishing their project goals. High school students have the option of participating in a Linked Learning Pathway which provides for the integration of core academic skills with the core technical skills with a connection to their career interests. The high quality plan aligns student performance with college and career readiness standards. Students are involved in deep learning experiences with integrated projects and a sequence of core academic courses, technology and foundation skills, technical courses, and work-based activities. The deep learning experiences are in their area of students' interests, and these experiences are used to demonstrate participants academic preparation in their identified professional field of study. Parent participation and meetings are required for the development of student four-year plan. Counselors, parents, students, and teachers review students progress towards graduate readiness requirements. Data dash boards will be provided to have students performance tracked

against their benchmarks. The applicant did not address accommodations and high-quality strategies for high-need students to meet their educational goals. Although the applicant cites that learning plans are revisited and revised annually and students will receive graduation feedback every four weeks, additional clarity is needed in how the student applicant will receive ongoing and regular feedback for personalized learning recommendations.

(C)(2) Teaching and Leading (20 points)	20	12
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(C)(2) Reviewer Comments:

The applicant adequately described its teaching and leading component of its high quality plan, which is supported by national partnerships to provide professional development for its staff. Partnerships with ConnectED, Project Lead the Way, WestEd, and the National Academy Foundation provide extensive professional development in teacher collaboration and integrated curriculum and projects. The applicant is committed to combining college preparatory academics with high quality technical core targeted towards career interests. The applicant is committed to increasing more than 60% of its teachers and administrators to transition from California Content Standards to the Common Core Standards. With the support of its partnerships, high school and middle school administrators will participate in summer institutes and training sessions in creating a personalized professional development plan to assist with curricular and schedule changes, which are encountered with transitioning to small learning environments created by the pathway model. Data analysis and tracking of student progress will be share with parents in family workshops. The applicant is relying on the District and the union for its input in fine tuning its evaluation system and for administrator and teacher staffing changes. The applicant is relying on its partners for providing professional development activities; however, additional clarity is needed in addressing the specific subject /topic areas to be covered..

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The implementation plan thoroughly addresses the LEA practice, policies, and rules. The project receives input from numerous community officials and school stakeholders -- The Governing Board, District Pathway Department, advisory groups, administrators, parents, teachers, and students. The applicant adequately described the duties, roles, responsibilities and input for each of the contributors. The implementation plan specifies project contributions in the areas of facilities, personnel, and software. However, additional information is needed in how the applicant will make learning resources and instructional practices fully adaptable and accessible for the students with disabilities and the English learners.

(D)(2) LEA and school infrastructure (10 points)	10	9
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(D)(2) Reviewer Comments:

The applicant provided a high-quality plan to support implementation through comprehensive LEA policies and school infrastructure. The applicant adequately addressed the policies and infrastructure to promote personalized learning with the development of a hand-held policy and device for all students to have access to on-line resources and e-print textbooks. The middle school dual immersion students are participating in an on-line pilot iPad program to access Spanish and English news articles and textbooks. The plan is also accommodating the English Language Learners with its use of an iPad pilot program. The district is seeking overlapping wireless service with schools serving as hubs in the community. The applicant provided a comprehensive description of how it plans to use information technology systems and interoperable data systems to implement the project. Even though partnerships are providing access wireless services for students and parents to monitor students' grades and attendance, the applicant did not make provisions for offering any tech support training or assistance, particularly for parents.

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 thoroughly described its ongoing improvement process to include the use of external evaluators to confirm the self-study accreditation results. The reform plan is reasonable in providing a review and revision of the elementary and middle school model. In addition, attachment 19 further supports the continuous project improvement. Reference was also made of attachment 20 being in support; however, the font size was so small that it was not readable.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>The applicant provided a brief plan to address ongoing communication and engagement. The applicant will rely on an annual update of a case study which will be developed by Stanford Center for Opportunity Policy in Education. The applicant is committed to connecting student learning to future career opportunities through a kindergarten to graduation focus on college and career readiness. . Specific plans were not detailed; however, the applicant plans to make use of on-line formats of student stories, annual partnership case studies, video product multi-media, and online journalism courses as strategies to promote continuous engagement of internal and external stakeholders.</p>		
(E)(3) Performance measures (5 points)	5	4
<p>(E)(3) Reviewer Comments:</p> <p>The applicant's performance measures are reasonable, ambitious yet achievable for all students. The applicant identified the goals and the rationale for working with the elementary, middle, and high schools. Using charts and tables for additional clarity, the applicant adequately addressed the performance measures for each student group category.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	4
<p>(E)(4) Reviewer Comments:</p> <p>Applicant's description of its reform plan activities was clearly outlined with an explanation of strategies in the areas of professional development, technology, school partnerships, and private agencies. Applicant plans to utilize survey instruments and walk through protocols for evaluating effectiveness of investments. Performance measures for elementary and middle schools will be evaluated on an annual basis and the report will be forwarded to the Board. Using strategies tables, the applicant adequately outlined the responsibilities for specific assigned categories.</p>		

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
<p>(F)(1) Reviewer Comments:</p> <p>The budget for the Linked Learning Pathway is reasonable and inclusive, as evidenced by its tables outlined in this section. The applicant allocated the projected budget for the total reform model with a breakdown for the elementary and middle schools, teaching, and the learning, and the targeted intervention. The applicant provided pertinent rationale for the allocations. The budget is supported by findings based on current research initiatives. The plan includes memorandum of understanding to support the project.</p>		
(F)(2) Sustainability of project goals (10 points)	10	0
<p>(F)(2) Reviewer Comments:</p> <p>The applicant demonstrated that it does not have a high-quality plan for sustainability of the project's goals, as evidenced by no listing of funds to support the grant after the Race To The Top phase.</p>		

### Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant provided a description of its results, resources, alignment, and integrated which 79% are identified as socio-economically disadvantaged, services. Using a timeline chart, the applicant provided a list of its partnerships with their committed contributions to supporting the vision and expected outcomes of the both the Porterville Unified Schhol District and the Linked Learning Pathway. The applicant plans to create a personalized K - 12 learning model that combines college preparatory academic real-world apploctions, engages business and other partners in bringing life to school through industries that include authentic projects and work-based learning, and defines clear pathways that will connect K-12 preparation with post-secondary majors and career opportunities. The pathways are organized around majors in engineering, visual and performing arts, health professions, information technology, and agricultural and natural resources. In its alignment with the District level goals. the applicant itemized numerous population level desired results for the reform model The applicant included educational, career, and behavioral anticipated results. The applicant clearly outlined the anticipated goals and the strategies for reaching each of the 13,895 students of which 79% are identified as socio-economically disadvantaged. Many of the high school students come from rural areas anf attended one of 14 elementary feeder districts outside of Porterville District. The applicant provided a convincing presentation on the contributions of partnerships; however, the applicant did not identify which partnership or who would be responsible for providing mental health counseling.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has met absolute priority 1 - personalized learning environment for its elementary, middle, and high schools in the Porterville United School District's comprehensive reform model; Linked Learning: Pathways to College and Career Success. The applicant described in detail a high and natural resources.uality plan and analysis of LEAs to positively impact the personalized learning environments and the logic behind this innovative reform model. The applicant plans to create a personalized K - 12 learning model that combines college preparatory academic real-world applications, engages business and other partners in bringing life to school through industries that include authentic projects and work-based learning, and defines clear pathways that connect K-12 preparation with post-secondary majors and career opportunities. The pathways are organized around majors in engineering, visual and performing arts, agriculture and natural resources, health professions, and technology. The plan will prepare 13,895 students to succeed in college and the workplace by assisting teachers and principals with improving instruction and school leadership.

Total	210	150
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### Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

The applicant has not fulfilled the criteria for requesting additional funding in this category.



# Race to the Top - District

## Technical Review Form

Application #0351CA-2 for John Snaveley, Ed. D., Superintendent

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9
<p>(A)(1) Reviewer Comments:</p> <p><i>The applicant demonstrates its commitment to a comprehensive and coherent reform vision with its existing participation over the last four years in the Linked Learning: Pathways to College and Career Success in the district's high schools.</i></p> <p><i>The formation of an advisory board for each Linked Learning Pathway and an over-arching coordinating advisory council coupled with union cooperation in establishing teacher leadership roles, supports the district's vision for the project.</i></p> <p><i>The lead agency does not provide information as to the degree the Linked Learning model framework 'radically' improved instruction and learning throughout K-12 grades in their district over a six year time frame. For example, The NAF Academy of Engineering in 2012 graduated its first class, but the applicant did not provide a measure of success as to how many students remained enrolled from grade 9 through grade 12, graduated in grade 12 as well as what their successes were in enrolling in post secondary education.</i></p> <p><i>The district has set a comprehensive and coherent reform vision that builds on its work in the the four core educational assurance areas. They developed their reform vision back in 2005 which included college and career ready standards and assessments, data systems to improve instruction, developing great teachers and leaders and turning around lowest achieving schools.</i></p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p><i>The district's decision to include all schools within the district is an extension of their vision that every high school would be wall to wall career pathways and every student would have choice and access to career pathway and to move to extend Linked Learning Pathway components of a personalized learning and career awareness to the elementary and middle schools will support high quality LEA level implementation of the proposal.</i></p> <p><i>The applicant is to be commended for selecting all schools within the district to be involved with the project and providing documentation that the participating schools meet the competition's eligibility requirements. Schools are listed with the requisite demographic data with detailed student population information provided. Specific data includes the categories of low income families, high need students and participating educators.</i></p>		
(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p><i>The district promotes the notion that their plan will use Linked Learning Pathways to produce high levels of proficiency in mathematics, science and ELA at the high school level. The plan also supports their efforts on a pragmatic approach to include credit accumulation, experience working with adult professionals and deeper awareness of career opportunities and their relationship to further postsecondary education as well as incorporating a Personalized Learning plan for the four years spent in high school.</i></p> <p><i>The plan also supports the improvement of student learning outcomes for the lowest performing students and lowest</i></p>		

*performing schools which includes the district's commitment to make changes in leadership and teaching with those inclined to support Linked Learning in a school improvement strategy. There is a district wide initiative to change evaluation systems in place for both teachers and administrators to reflect the goals of the project. The district plan incorporates career pathways and improvement in academic achievement in their elementary and secondary schools. The district proposes to develop an articulated curriculum across school levels.*

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

Expected graduate rates for Socio-economic disadvantaged are ambitious as reflected by the district's expectations for this subgroup. College enrollment percentages also appear ambitious and attainable.

The district does not demonstrate by listing its performance on summative assessments as being ambitious for many of the goal areas. In the column High School Exit Exam for 10<sup>th</sup> grade, % passing the overall column represents in 2012, 81% with the intent to move to 93% in 2016-17. In four years the district intends to move 12% points which appears low. In addition, in the Whites non Hispanic column, moving from 90% to 94% four years later does not appear to be ambitious for this plan.

State comparisons for achievement with PUSD's do not appear to be ambitious in raising the achievement gap. Hispanic test results detailed in the above example warrant increased expectations for outcomes that are presented in the table.

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:

The district describes in sufficient detail how currently teachers and parents are provided access to their students' learning information. Teachers receive student test assessment data on a regular basis and parents have access to online information for attendance and assignments.

The district has not provided specific data that clearly demonstrates that they raised student achievement, high school graduation rates and college enrollment. The number and percentage of participating students who completed and submit the FAFSA for grades 9-12 in the Hispanic column went from a baseline of 66% in 2011 to 81% in five school years. This is a growth of 15 percentage points over a five year span. Similar numbers are listed for the number of students who are on track to college and career for the Hispanic listing. This number went from 9% in the base year to 34% five years later. In addition, the district does not provide specific details how it achieved ambitious and significant reforms in its persistently lowest achieving schools. The Information provided for Harmony Magnet Academy omits information on grade retention/persistence and other demographic data for the school's population. The performance measures listed by the applicant represent a degree of success, but not a clear track record of success.

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

The district provides supporting documentation of a high level of transparency by providing evidence that the school district

budget is accessible to the school district community and provides for actual personnel salaries at the school level, actual personnel salaries at the school level for teachers and for actual non personnel expenditures at the school level. Attachment 14 on Appendix pages 245-253 provides evidence of budget reports that meet the listed criteria including a site code for each school building. Attachment 14B demonstrates actual personnel salaries at the school level for all instructional and support staff, based on US Census Bureau's F-33 as described in the criterion B-2-a. Categorical funding has parent representation for Title 1, EIA and Title 3 as required. The public votes on the school budget annually.

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

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(B)(3) Reviewer Comments:

The applicant makes a strong case to support its ability to have sufficient autonomy under State legal statutory and regulatory requirements to implement the personalized learning environment described in their proposal. The State has supported initiatives that parallel personalized learning and supported the district's efforts through grants. The California Education Code gives the authority to the local district governance to operate the school district's educational programs. The district receives five CPA grants. The district has strong broad local support to expand pathways and the links between academics and careers. Professional partnerships are noted in agreements with ConnectEd, National Academy Foundation and ConnectEDU that encourage planning, implementation and assessment of the Linked Pathway model.

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

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(B)(4) Reviewer Comments:

The district describes stakeholder engagement in the development of the proposal and in support for the plan. The Joint District Administrators Council initiated a list of reforms to address the requirements of the University of California or California State University entrance requirements. The district's governing board drafted graduate outcomes that support the project goals. The applicant lists school constituencies that were involved in reviewing the guiding statements. These included each school's staff, Site Council and English Advisory Committee. The District Advisory Committee and the District English Language Advisory Committee reviewed the guiding statements and the increased graduation requirements. Student Board members from each high school revived the proposal as well.

There is specific details describing the involvement and specific input from teachers and their collective bargaining unit in the development of the final plan. Their contribution were detailed in areas of funding for professional development, collaboration time for teachers and recognition of the time involved in the development of Personalized Professional Development Plans in the salary schedule, parent involvement and technology.

The district provided letters of support from key stakeholders such as business leaders in the community, Porterville P8 Initiative, The James Irvine Foundations, institutions of higher education, the Chamber of Commerce and other organizations supporting the project.

How parents and school parent organizations were involved in the design and review of the final plan was not described in the context of the formal school units or committees in place or established for the purpose of the grant.

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

5

5

(B)(5) Reviewer Comments:

The district identified the following gaps: that ConnectEdu program needs refinement at the company level to link appropriately with Aeries student data system currently in use; the need to create a sequenced career and college exploration professional development for all middle schools but individualized by school; expand a more systematic approach from middle school to high school articulation and sharing of pathway experiences and projects; provide academic based intervention training; hire Pathway Coach to monitor middle school to high school transition projects. The district also identifies a gap in the development of Pathway chart showing links between middle school courses, high school pathway, postsecondary education and careers with the goal of using common planning time for all pathway small learning communities. The district has a high-quality plan for an analysis of the applicant's current status in implementing personalized learning environments and the logic behind the reform proposal contained within the applicant's proposal, including identified needs and gaps that the plan will address.

The district provides extensive details describing the efforts at the elementary and middle schools that need to be incorporated to initiate personalized learning and utilize the pathway model already in place at the high school level.

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

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

(C)(1) Reviewer Comments:

The district provides a high quality plan beginning with the creation of a Pathway department for monitoring and evaluation of development of Linked Learning Pathways and administration of RTTT-D Funds. The district plan includes activities, timeline, evidence and responsible parties for each strategy. The district provides an extensive plan for 5 strategies that reinforce the goals and objectives for the project.

The Linked Learning Pathway as described by the applicant supports the understanding of what students are learning in accomplishing project goals. The concept of integrating core academic skills linked to a student's career interest, developing a personalized plan yearly with teachers, parents and support personnel and monitoring student progress contribute to the strengths of their plan.

Beginning in the elementary schools, the district positively encourages the development of a grade level personalized plan that encompasses core academics, technical core skills, worked based activities and support activities. Each of these categories is supported by specific activities and a rubric check list which guides graduate outcomes. This methodology is supported throughout elementary, middle and high school with the personalized plan changing annually. Support activities are also described that support the personalized learning plan. High School level activities include work-based experiences at multiple levels and concluding with an internship option. Coupled with a culminating project or presentation.

Provision for deep learning is reinforced at the high school level with their academic preparation being put to the test to outside professionals in the field of interest. Skills needed and supported by the project include problem solving, information literacy, creativity and innovation including the ability to work with diverse individuals is a good example to support the project.

There is supporting evidence of the diverseness of the district in its support of Internationalism or as they refer to as the Four F's (flags, festivals, food and fashion). The district lists concrete examples to show the cultural diversity of the district in supporting the maintenance of home language and promotes second language acquisition through a K-8 dual immersion program. Pathway programs also encourage a spirit of internationalism such as tracking international markets and international trade of local products.

The district presents viable components in their plan to help students archive their individual leaning goals and successful completion to graduation and college-career readiness. Students as examples are provided with an expansion of strategies to increase student access to content and support.. Common planning time for pathway teachers to provide student supports, the use of pacing guides, common formative assessments and bench mark exams provide teachers and parents information on what is needed in the student's personalized learning plan to keep him/her on track.

The district provides information to support digital access to textbooks and resources which is a part of their technology plan. Ongoing agreements with the National Academy Foundation and Connect.ED provide for access to integrated curriculum and technical core instructional materials and also provides staff development for the use of these technologies.

Student progress is detail specific and includes progress reports every four weeks, a standards-based report card for K-6, formative assessments, CA Standards Test results and the CA High School Exit Exam. In addition pathway students receive additional monitoring forms that address progress toward college and career readiness.

There are sufficient activities enumerated that address the need to provide training and support to students to help them understand how to use the tools and resources provided to them to track their learning. Afterschool programming and other

activities are available to provide student supports.

Specifically, the applicant does not address and differentiate the accommodations and high quality strategies available for high-need students to insure they are on track for graduations and career standards.

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

20

17

(C)(2) Reviewer Comments:

The applicant provides specific supports for middle and high school teachers that include professional development through ConnectED, Project Lead the Way and National Academy Foundation that foster preparation in integrated curriculum, teacher collaboration and integrated projects. This level of support through this grant initiative will be expanded to all grades and newly developed pathways. The district is to be commended for the plan's development of a Personalized Professional Development Plan for each teacher. This plan, according to the district, will encourage teachers to participate and be recognized in salary negotiations. This individual plan is for school administrators as well.

Examples of adapting content and instruction and providing opportunities for students by their teachers to engage in common and individual tasks in response to personalization of education is not specifically embellished to support the project.

The applicant provides sufficient details regarding assessments and student progress including grade level rubrics to track and modify instructional strategies as needed.

The district is providing a push to school leaders to norm the teacher observation and evaluation process to improve student performance. This effort and emphasis on student performance is a positive step in meeting the goals of the project.. Changes in evaluating administrators are planned to incorporate the values of student achievement, teacher effectiveness, use of formative and summative data to drive discussions and decisions and measurement of student outcomes to meet graduation is a plus to assist in meeting project goals.

The district is to be commended for its willingness to make administrative changes during the school year where evidence was presented that students were not making appropriate progress. Teachers have also been transferred in similar situations. These efforts promote a system that works in the best interests of students.

There is a lack of detail that specifically addresses a high quality plan for increasing the numbers of students who receive instruction from effective and highly effective teachers and administrators. This is especially true for low performing schools. While professional development assistance is discussed in detail for both teachers and administrators the details of how this increase will occur especially in hard to staff schools and specific subjects are not detailed in the plan..

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

Under Attachment 1, the district plans to initiate the creation of a Pathway Department with a Director in charge for monitoring and evaluation of development of Linked Learning Pathways and administration of RTTT-D funds. The attachment lists activities in chart form over several pages that the Director is directly responsible such as By-laws and meeting schedule for new advisory board and career tutor program. While the director's activities are listed in chart form, the the applicant has not defined and discussed the qualitative role of the Director in the implementation of this K-12 initiative as it relates to project coordination and communication on a K-12 level. The district plan would also benefit from information on how the Director will provide direction and leadership to his department staff as listed in Attachment 1.

The district is to be commended for establishing an advisory council for each pathway with members from that career area as well as the use of the P8 Council with varied representation from higher education and business.

The district articulates a solid discussion of school leadership teams in terms of the ability to modify teacher schedules, hire staff including student support staff. In addition through Site Councils, principals can modify budget expenditures based on their allotment. School leadership teams have practices and policies that facilitate personalized learning at the school level.

There are limited options for giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways at this time which include on-line courses, credit recovery programs (not explained) alternate and independent study programs and concurrent enrollment at the community college. Logically, with the years of experience the district has with its pathway programs, many of these programs state supported with grants, an initiative was warranted that meshes the career path experiences with academic mastery of a core course or electives to broaden students ability to earn course credit based on personalized learning. In addition, a discussion of giving students the opportunity to demonstrate mastery of standards at multiple times, is not presented.

The provision of providing learning resources and instructional practices to all students including those who are SWD, homeless, foster students are not discussed. Programs for ELL are mentioned.

(D)(2) LEA and school infrastructure (10 points)	10	7
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(D)(2) Reviewer Comments:

Dual immersion middle school students, in support of tools available, is piloting a program using iPads to access Spanish Language news articles and textbooks as well as English language resources and the district has proposed a city wide project to use schools as hubs to provide overlapping wireless service to the community. The district does not indicate whether the immersion students have access to these iPads at home in addition to school use.

The district's plan does not fully detail that all participating students, parents and educators, regardless of income have access to learning resources and have appropriate levels of technical support and the use of information technology that allow parents and students to export their information in an open data format. The district at this time offers a parent portal for attendance and grade records at the district level and the ability to access school achievement data from the State Department of Education website. While there is mention that the district is developing a hand held device to ensure all students have ready access to on-line resources this does not appear to be in operation at this time. The district's current status of the use or availability of interoperable data systems to accomplish end user applications is not detailed for this project.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12

(E)(1) Reviewer Comments:

District wide the process for monitoring progress, analyzing the gaps in performance, revisit plans and publicly reporting the success or lack of success of programs including the Linked Learning Pathways is not supported in full. Yearly, schools report publicly and in a written format on the progress of the Single Plan for Student Achievement and revise their goals based on the analysis of the state accountability data and parent feed-back. The district goes on to explain that each section of the district reform plan requires a review of progress and revisions of the plan for professional development, technology, pathway development and extension of the pathway model in the middle and elementary schools. The district reports that outside evaluators visit the school on a mid-term basis to confirm the self-study findings and action plans or to make recommendations for revisions prior to continuing accreditation. The district is accredited by the Western Association of Schools and Colleges and follows a six year cycle of self review for that accreditation. The district is also partnering with the IEBG for data support for continuous program improvement of Linked Learning Pathways. Attachment 20 which is a List of Grants Directly Supporting the California Linked Learning Distinct Initiative is not readable. The district provides a continuous improvement process that as listed provides timely and regular feedback on progress toward some of the project goals and other district goals and opportunities for ongoing corrections and improvements. The district, however, does not provide, specific details on the quality of the investment funded by Race to the Top.

(E)(2) Ongoing communication and engagement (5 points)	5	3
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(E)(2) Reviewer Comments:

The district responded to this criteria with a four line paragraph that stated that the district will request an annual update case

study from the Stanford Center for Opportunity Policy in Education and in addition also wants to assist students in creating an online format to tell about their successes in connecting student learning to future career opportunities. The above does not sufficiently detail strategies for ongoing communication and engagement with internal and external stakeholders for this project.

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

5

4

(E)(3) Reviewer Comments:

The district provides the rationale for selecting its performance measures. For example, the evaluation of the effectiveness of principals and teachers is based on student academic achievement growth as measured on the annual State Testing and Reporting system for California. The percentage of students demonstrating growth from within an individual teacher's classroom in grades K-6 will be the methodology for determining teacher effectiveness.

The applicant describes how the measure will provide rigorous, timely and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern. For example, the performance measures for K-3 primarily address students gaining foundation skills in reading and making a link between the work they do in school and the work they will do later in their career. The district uses STAR and teachers are able to track students first by pre testing and make adjustments quickly so that students are receiving effective interventions when needed. Grades 2-3, the performance measure will be the percentage of students scoring proficient or advanced on the ELA portion of CST.

The applicant does not address how it will review the measures over time if it is insufficient to gauge implementation progress.

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

5

3

(E)(4) Reviewer Comments:

The district provides a plan to evaluate the effectiveness of Race to the Top and District funded activities. The district provides examples of the evaluation components within the action plan for aspects of the reform plan. Strategy 1, reviews and evaluates the expansion process and includes review of performance measures targets, plan for revision where target areas are not met and completion of annual report of progress are examples. Strategy 2, includes review and evaluation of middle school pathway program and strategy 3, includes review and evaluation of elementary school college/career awareness program and contains the same activities listed for 1 and 2. This plan includes the time of the review, who the review is reported to and the staff person responsible for the review. It appears that the district relies heavily on surveys to determine evaluation of important activities that may also be provided to measure outcomes. Surveys are anticipated to be use for staff development, technology, and school partnerships with government and private agencies which are completed by parent and student surveys. With the emphasis of this district reform movement on personalization of education, additional measures to evaluate the effectiveness of investments may be prudent. A discussion of the strategies, if any, to modify service delivery, decision making structures and modification of school schedules are not detailed by the applicant for the project.

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

	Available	Score
(F)(1) Budget for the project (10 points)	10	6

(F)(1) Reviewer Comments:

The applicant identifies funds that will support the project from the Race to the Top grant initiative. Funds from other sources used to support the project are detailed and include other grant entitlements (Title 1 and Economic Impact Funds) and the

James Irvine Grant.

The budget as detailed is sufficient to support the development and implementation of the applicant's proposal. However, the budget narrative contains expenditures for new leadership staff where the exact position responsibility and job description are not specifically detailed. These positions include, The Director of Pathways ands Advisory Board Coordinator. Within the equipment and the supply line budget narrative it indicates that the exact expenditures for the needed items are to be determined. While the total amount is provided for contractor services the specific amounts and contractors are not listed.

The district provides a description of all the funding sources in the budget categories, There is not specific detail provided that delineates what the budget categories Title 1, Impact Funds and James Irvine Grant will be directed to support. The Race to the Top Budget and other funding sources supporting the project do not include any dollar resources being expended by the applicant's local district funds.

An explanation of the funds that will be used for one time investments versus those that will be used for ongoing operational costs for the project are not delineated as well as addressing the long term sustainability of the personalized learning environments.

(F)(2) Sustainability of project goals (10 points)	10	0
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(F)(2) Reviewer Comments:

The applicant does not include a high quality plan for sustainability of the project's goals after the term of the grant which includes support from State and local government leaders and financial support. The reviewer was not able after a search of the application to find details on a high quality plan for sustainability.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The district lists 30 or so, what it indicates, as major partnerships with the way each organizations supports the vision and expected graduate outcomes. Organizations such as City of Porterville and Tulare River Tribal ([provides financial assistance to school programs) are examples that contribute support, but do not provide additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students. There are partners on the list that do provide for high needs students. Information listed in chart form for the organizations do not provide enough information to categorize

The district identifies six population level desired results for students in the LEA that align with and support the applicant's broader Race to the Top - District proposal. These results include educational and other education outcomes and family and community supports. Examples include provide mental health and counseling to improve behaviors and school attendance, provide students opportunities to gain experience in the workforce through internships, and academic supports through after school programs.

The district tracks the selected indicators and provides population level desired results for educational, behavioral, educational and career for all children within the LEA and at the student level for or the participating students.

The district does not describe how the use of data to target its resources in order to improve results for participating students with special emphasis on students facing significant challenges. There is no follow up discussion for participating students regarding facing poverty and the like to improve results for project participants. The district does not develop a strategy to scale the model beyond the participating students to at least other high-need students and communicate within the LEA over time nor did they address how to improve results over time.

The district does not specifically address how the partnership would within participating schools integrate education and other services for participating students. There is no description of how specific communication will occur between the partner and the school that specifically links the service to achievement or improved performance in the school setting.

The district does not detail how the partnership and LEA would build capacity of staff in participating schools by providing them with the links to assess the needs and assets of participating students that are aligned with the partnerships goals for improving the education and family and community supports identified by the partnership. This is in addition to be able

to identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education and family and community supports identified by the applicant.

The district has not described the creation of a decision making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students and support improved results, engage parents and families of participating students in both decision making about solutions to improve results over time and in addressing student, family and schools needs and routinely assess the applicant progress in implementing its plan to maximize impact and resolve challenges and problems and identify its annual ambitious, yet achievable performance measures, for the proposed population level and describe desired results for students.

### Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

#### Absolute Priority 1 Reviewer Comments:

The applicant coherently and comprehensively addresses how it will build on the core educational areas. In adopting standards and assessments that prepare students to succeed in college and the workplace, the district proposes to personalize a learning plan for each student connected to student interest, goals and graduate outcomes and lists the activities that will support that core objective. In building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction, the district proposes to review necessary reporting components and process for inputting information, select the format, in-service of technology staff, develop a reporting platform to teachers and parents that links to current systems online and make data available to parents, students and teachers. The district proposes to use interest inventories, rubric evaluation of student progress toward expected graduate outcomes, review performance measure targets, completion of annual report of progress and use state level mandated assessments. In the area of recruiting, developing, rewarding and retaining effective teachers and principals the district proposes, the district will five days of orientation for new hires and one day for returning employees, join with CSU Fresno Linked Credential Program including hosting student teachers in Pathway classrooms, development of recruitment material that highlights the reform efforts and the stipends available to take the challenge, the use of a Personalized Professional Development Plan for all certificated staff, Trainer of Trainer Designation for those completing a Trainer Program, and review of current data programs to ensure accuracy of linkage between student accountability data and teachers. Turning around the nations lowest achieving schools and decreasing achievement gaps across student groups, the district provides the following: the introduction in 2008 of a Comprehensive School Assistance Program introduced in all district schools, RTI programs piloted at three elementary sites and the expansion of these programs in more schools coupled with the increase of staff development activities to increase teacher effectiveness in the classroom, interventions for EL students and the monitoring of these services which include Saturday School, and after school programs. Services for students with CST's who are below and far below include support services, small group pull out or leveling sessions, and summer sessions. Assistance to lowest performing Schools include contracts with national or state organization for revising intervention model, teacher coaches, principal coaches and teacher reassignments.

The district's capacity to increase career opportunities in their school community with specific description of those career resources that will be needed as a result of the expansion of pathway programs to 15 were no directly discussed. Also, details on how they will differently meet the needs of disenfranchised school populations and the varied sub groups found in schools that are at-risk of dropping out or school failure. These may include SWD, homeless, foster care students, effects of poverty and those victims of violence and those involved with the juvenile justice system. The Table of Organization for the overall district reform project with chains of command were not provided. The information presented did not clearly state the dual program that would exist for high school students and their teachers that would not participate in the Linked Learning Pathways.

Total	210	161
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Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

The applicant does not make a overwhelming convincing case for an optional budget supplement. The actual implementation of personalized learning experiences and supports for individuals and subgroup categories for elementary and secondary students are not described in sufficient detail to forecast the district meetings its goals for the project..



# Race to the Top - District

## Technical Review Form

Application #0351CA-3 for John Snaveley, Ed. D., Superintendent

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8

(A)(1) Reviewer Comments:

The Porterville Unified School District (PUSD) is proposing a comprehensive and high quality long-range plan to transform schools by preparing students for lasting success in college and career called the PUSD Linked Learning: Pathways to College and Career Success. The vision for the plan consists of developing a district-wide college and career readiness personalized K-12 learning plan that combines college preparatory academics with real-world application, engages business and other community partners in bringing life to school through authentic projects and work-based learning, and defines clear pathways (especially for high school students) that connect K-12 preparation with postsecondary majors and career opportunities. The proposed plan is aligned with the California comprehensive systemic reform effort known as the California Linked Learning District Initiative. The applicant has articulated a vision of the school district that is focused and achievable. The applicant has provided supporting evidence that the district has piloted that efforts over the past four years and have achieved positive results. The applicant provided a very comprehensive narrative that clearly outlined PUSD's vision of reform for preparing all students for success in both college and career. The plan consists of three essential goals: (1) to develop and implement throughout all high schools a high quality, personalized Linked Learning pathways that combine college-preparatory academics, challenging technical education, demanding work-based learning, and essential student supports; (2) in grades K-8, ensure that all students develop the foundation of strong academics, experience with project-based learning grounded in real-world application, and strong career awareness that will prepare them for success in Linked Learning pathways in high school; and (3) adopting a district-wide, systemic approach to reform that builds and institutionalizes the policies, procedures, community partnerships, and infrastructure that will continue to sustain and improve our schools over time. The following evidence(s) have been provided by the applicant:

- PUSD is now in its fourth year as one of nine districts allied in the California Linked Learning District Initiative. As a leading member of that Initiative, PUSD has so far designed and implemented nine Linked Learning pathways organized around major industry themes that include engineering, visual and performing arts, health professions, information technology, agriculture and natural resources. Thus far, about half of the district's ninth grade students are enrolled in a Linked Learning pathway. PUSD has also begun implementing strategies to expand Linked Learning into grades K-8, including more systematic attention to real-world application in academic curriculum, career awareness, authentic project-based learning, and personalized learning plans for elementary and middle school students.
- As a result of districts four year involvement with the initiative the district has seen significant improvements in outcomes for students engaged in Linked Learning. Those achievements include: (1) gains on standardized tests and

the state's academic performance index (API), (2) improved attendance and on-time grade-to-grade transition, (3) higher rates of high school completion, and (4) larger numbers of students transitioning to postsecondary education. Based on the initial successes of the initiative, PUSD is seeking Race to the Top District funding to provide resources to ensure that all students in all grades will be able to participate in the Linked Learning approach.

(A)(2) Applicant's approach to implementation (10 points)	10	8
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(A)(2) Reviewer Comments:

The applicant provided a comprehensive logic model called the Porterville Logic Model for District-Wide Linked Learning System. The logic model outlines and aligns the PUSD reform proposal to all state and regional goals, as well as the district goals. The model outlines the proposed expansion of the district vision that every high school would be wall-to-wall career pathways and every student would have both choice and access to a career pathway. All schools within PUSD are included in the district wide proposal. The logic model list all schools in the district and all meet eligibility requirements. The applicant's goals to include all schools and all grade levels in the plan will support a high quality district-wide reform implementation. The pilot program provided guidelines for expanding to the highest needs schools in the district. The following evidence describes the demographics off the participating schools and targeted population:

- The district is located in Tulare County in the eastern portion of California's San Joaquin Valley. A geographically large district with an attendance area covering over 3,000 square miles, PUSD serves students within the incorporated town of Porterville (55,000) and in the surrounding unincorporated areas. The district is composed of a state pre-school, ten elementary schools, three middle schools, five comprehensive high schools, a charter independent study high school, three alternative education campuses, and an adult school. The majority of high school students come from rural areas and attended one of 14 elementary feeder districts outside of PUSD. Demographically, of the 13,895 students attending PUSD, 2.1% are American Indian, 2.7% are Asian, 0.5% are African American/Black, 77.9% are Hispanic, and 18.8% are White, not Hispanic. Twenty-four percent of PUSD students are English Learners, and 79% are identified as socio-economically disadvantaged.

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

The PUSD provided a high quality and detailed plan describing how the proposed reform plan will support district-wide change and enable the applicant to reach key outcome goals and improve student learning outcomes for all students districtwide. The plan includes key goals and the activities have been framed throughout five key strategies and rationales. The plan includes clearly defined evidence to support how the district with implement district-wide reform and change and improve student learning outcomes for all students. The pilot program provided guidance and opportunities to refine and revise over the past couple of years. The following evidences are provided by the applicant:

- The plan is supported by a logic model and a narrative that aligns the Linked Learning system with five major strategies. Each strategy includes the proposed goal(s) and outcome(s), and a rationale. The five major strategies are : (1) the development of personalized learning plans for students, (2) adoption of grade-level rubrics to assess progress toward PUSD's profile of graduate outcomes, (3) professional development to promote effective teaching, (4) formative assessments to strengthen instruction, (5) use of data to assess student progress associated with individual schools and teachers, and (6) building capacity of district and school leadership.
- The plan is inclusive of grades K-12 and provides a continuum of engagement through graduation. Additionally, the plan includes strategies for implementing ongoing, and district-wide programs for the recruitment, development, and retention of highly effective teaching and administrative staff trained to implement the program at all grade levels. The plan is well documented and achievable.

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

The applicant provided detailed charts to support and document the PUSD overall annual goals and State ESEA targets by student subgroups. The data includes performance indicators for each of the requested five categories: (a) performance on summative assessments (proficiency status and growth), (b) decreasing achievement gaps, (c) graduation rates, (d) college

enrollment rates and, (5) post secondary degree attainments. For example, PUSD indicates that the district will track three indicators: (1) 10th grade pass rates on the California High School Exit Exam (CAHSEE), (2) performance in grades 2-11 on the California Standards Test, and performance on the Academic Performance Index by school and district. The plan is solid and will likely result in increased graduation rates and post graduation career success. The plan does not provide the reader a discussion to determine if the the proposed plan will lead to post secondary attainment among all students, but in particular among Hispanic students. The applicant provided reasonable, feasible and achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s) overall and by student subgroup for each participating LEA. The applicant's vision is likely to result in improved student learning and performance among the majority students. However, 77.9% of the district's student population is Hispanic and the applicant did not provide adequate documentation in the narrative to determine if their vision will likely result in improved student learning and performance among this sub-group. Based on the baseline data for Hispanic students, the projected annual growth targets in all five categories are extremely high. More evidence and documentation is needed to determine if the proposed program will move this sub-groups at the projected high rates over a five year period. The applicant indicated the State of California will be transitioning to new assessments that will align with the adoption of the Common Core Standards. The adoption of the Common Core Standards and Smarter Balance testing will become a major component of the proposed reform plan. Once this transition takes place the applicant indicates there will be a major revision in their current performance targets to reflect the change in standards and assessments.

**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 provided documented evidence and records of success over the past four years in advancing student learning and achievement and increasing equity in learning and teaching trough the Linked Learning Initiative. The applicant demonstrated additional evidence of student academic growth and increased student academic achievement, reduction in gaps between the lowest performing schools and increased passage rates on the California High School Exit Examination (CAHSEE) since 2000. Additionally, the district and schools Academic Performance Index has increased and three schools have reached and exceeded the state goal of 800. The achievement gap between the lowest and highest achieving elementary schools has decreased from 192 to 95 API points. The evidence included a narrative description, charts, graphs, and raw student data all of which clearly provided a very thorough demonstration of past successes. The proposed plan is high-quality and the evidence demonstrates the applicant's ability to (1) improve student learning outcomes and make significant gains in the lowest performing schools. The plan additionally includes key goals and plan for increasing ways to inform and encourage participation from parents. The proposal is lacking an ambitious details on college attainment for all students.

- During the past four years and the introduction of Linked Learning Pathways, PUSD has measured the effectiveness of the instructional model of Pathways compared to non-pathway student achievement. The first graduating class (2012) of Harmony Magnet Academy, the only current wall-to-wall Linked Learning Pathway high school in PUSD, had 46% of the 2012 graduates enter a four-year college or university and 49% enter a two-year community college. Based on these strides, the district's governing decided to pursue funding to expand to a district wall-to-wall pathway design and extend integrated curriculum, project based instructional strategies and college/career awareness into middle and elementary levels.
- PUSD has implemented a number of programs to increase the availability of student performance data to teachers, students and parents. A Comprehensive School Assistance Program (CSAP) was implemented throughout all PUSD schools beginning in 2008. Teachers are able to use the data from benchmark test and common formative assessments to measure progress and to use as guide for review. Parents and students have on-line access to attendance, assignments and grades through the Aeries Parent Portal. Attendance, a key indicator of success in school, is provided on-line in real time, so parents can check at any time to see if their children are in attendance. All are accepted practices for data distribution, however, the applicant realizes there areas of data distribution and utilization can be improved. Thus, the applicant is proposing the addition use of a dash board format for a Student Progress Information Page. The dash board format will provide one central place for parents to access all achievement data. Additionally, such a program can be used to track student progress toward expected graduation outcomes the effectiveness of work-based experiences, transcripts and resume would assist parents and students in measuring their progress toward being prepared for college and career.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>The PUSD district provided documents in the application that demonstrates a high level of transparency in all processes, practices and investments. All records are public and available upon request. Board meetings are open and agendas are posted six days prior to meeting. Public hearings are required prior to approval of budgets and major expenditures. Notification of the opportunity to provide public comments is provided in the local newspaper ten days prior to the annual adoption of the budget. The announcement includes time and place for the hearing. PUSD uses the Standard Accounting Code Structure (SACS). In SACS all budget items can be sorted by code for resource, site, goal, function and object. The plan is of high quality and evidence clearly demonstrates current and increasing transparency in the LEA processes, practices and investments. The applicant provided detailed plan for ensuring personnel salaries for all employees, including, staff, instructional staff, and teachers are available for public review. Additionally, the applicant provides a high quality plan for ensuring, non-personnel expenditures are available for public review. The following supportive evidence can be found in the proposal:</p> <ul style="list-style-type: none"> <li>• Additionally, the applicant indicates that parents in the district are allowed in-put in decisions made on all expenditures of categorical funds including Title I, EIA, and Title 3. Site Councils, English Learner Advisor Committee (ELAC), District English Learner Advisory Committee (DELAC), and District Advisory Committee (DAC) meet regularly to review current issues and to discuss concerns or make suggestions. Each meeting has a public agenda and includes a financial agenda item. Parents review and approve the budget items on the agenda. Minutes of these meetings are recorded and maintained as a record of parental involvement in the budget process.</li> </ul>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>The applicant indicates that there are no inhibiting State regulations that would prevent the development and expansion of a personalized learning environment for PUSD students proposed in application. The California Education Code is a permissive code and therefore not restrictive of innovative changes. The applicant additionally indicated that the California Department of Education (CDE) has a history of supporting Career Technical Education (CTE) and has maintained CTE Standards. The California Small High School Funding Grant is evidence of the Legislature’s recognition of the value of small learning environments. The plan clearly indicates that a positive relationship existing with the State and there is support for the reform change.</p> <ul style="list-style-type: none"> <li>• California Partnership Academies (CPA) have been funded by the California Legislature for over fifteen years. PUSD currently receives funding for five CPAs. The State Superintendent of Schools, has requested that the CDE continue with key objectives that will support, sustain and strengthen the connection between academics and CTE. One of the key objectives is to implement a Linked Learning Pilot Program. Additionally, California has enacted the Assembly Bill 790 which provides for pilots to assist in designing district led school re-design initiatives that integrate career-themed pathways into the organization and instructional frameworks of high schools. PUSD is in the forefront of this effort with nine open enrollment Linked Learning Pathways. The new legislation demonstrates the supportive context that exists in California for PUSD’s proposal to expand the Linked Learning Pathway’s supportive small learning environment and personalized learning plans.</li> </ul>		
(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>The applicant has provided substantial documentation through letters of support from many the key stakeholders represented in the narrative. The application includes letters from the (a) local Chamber of Commerce, (b) the City Manager, (c) Porterville College President, (d) the President of Kern Community College, and (e) representatives of the California State Senate and Legislation. Although there was much discussion of support and collaboration with the teachers union and parents and, the applicant did not provide letters of support from these groups. Since the school district has a teachers union, letters of support from the teacher's union would have provided evidence of collaboration and input in the development of the proposal.</p> <ul style="list-style-type: none"> <li>• The applicant has indicated that various stakeholders have been continually involved in the creation, implementation and evaluation of the PUSD reform vision that is the basis for the Rtt-D proposal. The Joint District Administrators Council (JDAC) is composed of all site and district administrators. The JDAC developed a suggested list of reforms that</li> </ul>		

needed to be addressed and identified areas of concerns, such as; (1) preparation of students to meet University of California or California State University entrance requirements, (2) vertical and horizontal articulation of curriculum, (3) elective opportunities for CTE courses and, (4) connection of academics to career interest beginning in elementary school. Through various other school based and community-based committees which included teachers, students, parents and business partners, guiding statements were developed and adopted for inclusion in the proposal. The collaborative work of the various committees lead to the eventual adoption of a new Vision, Mission and Expected Graduate Outcomes by the Board.

- The applicant indicated that the goals of the reform proposal for Race to the Top funding were based upon a collaborative working relationship with the Porterville Educators Association (PEA) that is affiliated with the California Teachers Association and is the bargaining agency for the teachers in PUSD. PEA leadership was involved in the drafting of language for the RTTT-District proposal. PEA proposed several additions to the plans. As a result, increased emphasis and funding were included in the areas of professional development, collaboration time for teachers and recognition of completion of Personalized Professional Development Plans in the salary schedule, parent involvement and technology.

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

The applicant provided a well documented and thorough plan to illustrate their current status in implementing personalized learning environments. The PUSD Link Learning Pathway Implementation Plan is reviewed and revised annually. During the annual reviews, the applicant indicated that the Implementation Plan and the comprehensive assessments are reviewed for (1) current strengths and capacity, and (2) the establishment of desired outcomes and a gap analysis between current strengths and desired outcomes. The Implementation Plan currently addresses the development and expansion of college and career readiness skills through personalized learning plans including academic core, technical core, work-based learning and access to high quality and effective instruction through integrated projects connected to career interest. The focus of the current plan is high school and middle school. The RTTT-District reform proposal would extend the plan to include kindergarten through sixth grade and expansion of the high school and middle schools programs.

- The applicant included an example of the Linked Learning Pathway Implementation Plan for Middle School Preparation and Pathway Selection and Individualized Student Support. The plan clearly identifies needs, outcomes, challenges and next steps. The detailed plan is additionally used for those schools in the process of accreditation renewal. The data and evidence compiled is used to in the self-study process to provide evidence of school wide goals, demonstrate the current status toward achieving the goals and to develop an action plans with goals, activities, timelines, evidence and responsible parties.
- The detailed plans for each of the five strategies outlined in PUSD's proposal are included in the plan and includes a rationale for the plan, activities, timelines, specific evidence of completion and responsible parties by position. The plan clearly demonstrates evidence that the applicant has developed a high-quality plan to analyzed their needs and gaps.

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 describes in the application a high-quality plan for improving learning and teaching by personalizing the learning environment to provide all students the support to graduate college and career ready. The plan outlines many approaches and instructional strategies for K-12 students that will enable participating students to pursue a rigorous course of study aligned to college and career ready standards and to meet college and career ready graduation requirements. While the applicant presented a well documented plan that will significantly improve learning and teaching, the applicant does not provide any evidence that the 77% Hispanic student population will be supported and graduate college and career ready. For example, there was no mention of specific activities to ensure parental understanding and participation from Hispanic parents. The following evidence documented the applicant's readiness and preparation for ensuring student learning:

- The reform vision that underlies PUSD's reform plan is a blueprint for providing a personalized plan and sequenced

support from kindergarten through high to ensure that all students can demonstrate the Expected Graduate Outcomes and be ready for college and career. The outcomes include the dimension of college and career readiness: core academics; career knowledge; foundational skills for post-secondary and career success; interpersonal skills; and self-management. The plans will be personalized by grade level, student interest and student support needs.

- The plans will be further personalized by pathway design at the high school level. Support activities will be tailored to student needs and might include afterschool activities, enrichment courses, tutoring, summer bridge classes or intervention courses. A teacher and self-assessment of progress toward the graduation outcomes will be part of the personalized learning plan. The PUSD personalized plan for all students at all levels (K-12) will contain: (a) sequence of core academic courses (b) a sequence of technical courses, (c) work-based activities and, (d) support activities aligned with growth toward achieving the expected graduate outcomes. The evidence provides a high quality approach to ensure all students understand that what they are learning is key to their success in accomplishing their goals and can identify and pursue learning and development goals linked to college- and career-ready standards. Experiences in career environments additionally, will help students to be involved in deep learning experiences in areas of academic interest.
- At the elementary school level, each student will have a grade level personalized plan developed with the collaborative guidance of teacher and parent. The academic goals will be based upon district promotion and retention criteria and proficient level on the California Standards Tests. The plan will allow students to make the connection between the accomplishing their current goals and their future goals by linking current learning to future career choices and earnings.
- The learning plans will be revisited and revised each year and change in format as a student transitions between grade levels. Middle school students will have the opportunity to participate with teachers, career counselor and parents in the creation of their learning plans. They will have results from interest inventories to help guide in their selection of activities. Middle school plans will have core academic goals based on entering high school at grade level without the need for remediation that would limit choices of electives. Technical core courses will be presented as career themed elective choices that allow four choices each semester so that students will have the choice to explore four career areas during middle school. Integrated projects will be part of the curriculum and focus upon career options. Work-based activities will become more focused with opportunities for field trips, mentorships, speakers and community service opportunities. The evidence demonstrates the applicant's plan to help students understand that what they are learning and how the activities are key to their success in accomplishing their goals.
- The learning plans at the high level will be targeted toward an area of career interest and the choice of pathways. Career counselors work with students to interpret the results from academic, career interest and personality inventories. Parent participation and meetings are required during the development of the four-year high school plan. Each student will be scheduled for courses that will meet the entrance requirements for the University of California and California State Universities. Each pathway will have specific core academic and core technical courses included on the four-year continuum. Student plans at the high school level include work-based experiences at several levels but concluding with an internship option. The plan will also include the expectation of a culminating project or presentation with self-assessment of the work. These presentations and projects in combination with completion of graduation course work requirements will demonstrate that the student has achieved the expected graduate outcomes.
- Ongoing and regular feedback regarding progress toward graduation to students and parents is currently provided through progress reports every four weeks, a standards-based report card for grades kindergarten through six, formative assessments, California Standards Test results, and California High School Exit Exam. Pathway students receive additional information that documents their progress toward college and career readiness. Student certification outcomes connect specific activities to graduate profile. End-of-course and internship evaluations also evaluate progress toward the graduate profile. A data dashboard for educators, parents and administrators to track student performance against benchmarks and provide warning indicators to assist in identifying students at risk so that there is early intervention. The system will also track the interventions and provide information that will allow for an RTI process. Provisions for instruction to students regarding use of the tracking data systems and parent workshops will be part of the implementation plan. The evidence demonstrates the applicant's plan to support students and parents understand how to use the tools and resources to manage and track their learning.

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

20

18

(C)(2) Reviewer Comments:

The applicant provided a high quality reform plan in which the foundation for teaching and learning is to personalized the learning environment to support expected graduate outcomes and to ensure that students make the connection between what they are learning and career options. The plan provided evidence to support effective implementation of personalized learning environments through, (1) adapting content and instruction to optimize learning approaches, (2) frequently measuring student progress towards meeting college and career ready standards, and (3) to improve teacher and principal effectiveness through professional development and teacher evaluation. The applicant outlined in the plan training for teachers and administrators, thus, ensuring high quality plan for increasing the number of students who will receive effective instruction from highly effective teachers and school administrators. The high quality plan includes timelines, key goals and responsible parties. A sample of the following evidences have been provided in the reform plan:

- The applicant has been engaged in developing and implementing the reform effort for the past four years with a small middle school population. Middle school teachers who have implemented the program over the past four years have had an opportunity to engage in extensive professional development through several educational vendors. the trainings will enable the teachers to provide content and instruction that combines college preparatory academics with high quality technical core targeted toward student career interests, as well as, helping teachers learn how to make class work relevant and linked to out of the classroom problems. The training will support the applicant plan to train and engage teachers and principals to adapt content and instruction. The training will support the applicant's plan to ensure that all teachers are engaging in common tasks.
  
- The PUSD RTTT-D proposal plan includes professional development in each Strategy area. Each teacher will have a Personalized Professional Development Plan that is designed collaboratively with the site administration and based upon classroom observation, student achievement, California Teaching Standards, and a self-assessment of level of preparedness to guide students toward achievement of the expected graduation outcomes. The evidence provides a high quality approach to ensuring training and systems are in place to assist school personnel with making progress towards increasing student performance and closing achievement gap.
  
- School administrators will also have a personalized professional development plan that will link with their evaluation and be designed to enhance their professional skills and assist teachers in the implementation of the personalized learning plans focused upon academic and technical core, work-based learning, support activities and grade level rubrics for assessing progress toward expected graduate outcomes. Administrators will also participate in activities to norm the teacher observation and evaluation process as there is increased focus on student performance in the evaluation. There are plans in the district strategy action plans that specifically address revising the current administrative evaluation system. The revision will include student achievement, teacher effectiveness, use of formative and summative data to drive discussions and decisions and measurement of student progress toward meeting expected graduate outcomes. A revised evaluation system will ensure teachers and administrators are provided opportunities for feedback and interventions when necessary..

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

Given the applicant has piloted the proposal reform efforts for the past four years, practices and policies are currently in place to facilitate personalized learning. Additionally, the Board supports a K-12 sequence leading to students being college and career ready. This is evidenced by the fact that rubric assessments have been developed at each grade level to prepare for the next phase of the program. Board and district administration have attended state and national conferences in support of the transition to a pathway model for all students. The Board approved budget supports professional development targeting college and career readiness. The applicant has provided document evidence that the LEA has developed policies, practices and support services to assist with transitioning into full mode of the reform vision. The plan is high quality and includes key goals with timelines. The activities are clearly stated and personnel will be in place to ensure the viability of the program. Overall, the applicant has included in the plan all the key elements needed meet the criteria.

- To ensure the appropriate implementation of the project, the district has developed an administrative office called the Pathway Department to oversee all the functions of the project. The office includes a director, clerical support, two work-place learning coordinators and two part-time instructional coaches. The Pathway Department provides support for site Pathway teachers, Pathway students and site principals. The Pathway Department organizes the open application process for all Linked Learning Pathways and parent information meetings. The work-based learning coordinators work with the business community to secure internships, mentoring, speakers, field trips and other forms of work-based experiences for students. The instructional coaches assist teachers in developing integrated projects and a project-based assessment process. This governing and oversight office will provide the needed support to ensure all aspects of the plan will be implemented and meet the goals and objectives of the project.
- School sites and school -based leaders have been given considerable autonomy to make decisions that are supportive of the Pathways. Principals and Pathway Leads are the leads in interviews and decisions for hiring teachers and support personnel at the site. Principals have the flexibility to shift staffing within the full-time teacher equivalency (FTE) that is allotted to the site. Principals, with advice from Site Councils have control of site budget items. Sites make decisions regarding the scope and sequence of core technical courses and present new course proposals to Curriculum Articulation Committees and then to the Governing Board. Sites have flexibility over decisions for intervention models that demonstrate effectiveness for their students. Master schedules are developed at the site level and can be developed to ensure common planning time for collaboration and time for Pathway Leads to coordinate site level activities. Coordination among school leadership is crucial to ensuring the plan is effective. Additionally, giving school the flexibility to make decisions at the school level will provide assurance each school will be able to make decisions that directly effect that particular school.
- Currently, high school students have limited options to earn credit based upon mastery instead of time in class. There are options of on-line courses, credit recovery programs, alternative and independent study programs and concurrent enrollment at the community college or adult school. The PUSD Reform Plan will guide the development of more options for students to earn credit through challenge examinations. PUSD provides differing levels of support to meet the needs of students with disabilities and English language learners. The Special Education Department assigns highly qualified instructional assistants or behavioral assistants to students with learning or behavioral disabilities so that students can maintain progress in a mainstream class. All English language learners receive English language support as well as core instruction. Afterschool, summer and Saturday programs are offered for English language learners. Parents of English language learners are involved in the school and district plans through committees and report to the Board annually with commentary on the programs provided. the applicant provides a high quality plan for ensuring all student have an opportunity to progress and learn at multiple levels. Given the school district has a 77% Hispanic student population, the plan includes provisions to ensure English language learners have access to the necessary learning resources and instructional practices that are adaptable and accessible.

(D)(2) LEA and school infrastructure (10 points)	10	9
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(D)(2) Reviewer Comments:

The applicant has provided a clearly defined and high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources needed. The applicant addressed the need to build on the technology infrastructure to support the project. The applicant's program will require the use of many advanced technological requirements. The PUSD is currently developing a "hand-held device" policy that will ensure all students have ready access to on-line resources and eprint textbooks. The preliminary plan will require the use of different platforms at different grade levels and for differing goals. Middle school dual immersion students are participating in a pilot program using iPads to access Spanish language news articles and textbooks as well as English language resources. The district has proposed a city wide project to use schools as hubs to provide overlapping wireless service to the community. Given the fact the advanced technology is needed the applicant has provided a reasonably high quality plan that includes goals and timelines for acquiring the technology needed to properly implement all aspects of the plan. The activities outlined in the reform plan provides the rationale for using technology. The district has implored a committee to investigate different technology programs and equipment. Additionally, currently parents can access attendance and grade records through the PUSD Parent Portal. California Department of Education provides on-line reports that show the school wide progress of individual schools and districts. High school students and parents have access to ConnectEdu for college planning. Expansion of similar services to include all grade levels and to allow tracking of progress toward expected graduate outcomes is part of the PUSD Plan.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12

(E)(1) Reviewer Comments:

The applicant provides a high quality plan with key goals for meeting the needs of continuous improvements. The applicant has already put in place strategies for ensuring timely and regular feedback, as well as, a plan for further developing the process. The plan includes future partnering with an outside agency to track and analyze student data. Access to this information will provide the applicant with valuable data for future decision making on program improvements. Currently, PUSD has a process in place for monitoring progress, analyzing the gaps in performance, revisit plans and publicly reporting the success or lack of success of programs including the Linked Learning Pathways. Each year, schools report publicly and in a written format on the progress of the Single Plan for Student Achievement and revise their goals based on the analysis of the state accountability data and parent feed-back. Each section of the PUSD reform plan requires a review of progress and revisions of the plan for professional development, technology, pathway development and extension of the pathway model into middle and elementary schools.

- All PUSD high schools are accredited by the Western Association of Schools and College. The schools follow a six year cycle of self-review through a comprehensive self-study with an annual written report of progress on action plans developed through assessment of strengths and areas of need. Outside evaluators visit the school on a mid-term basis to confirm the self-study findings and action plans or to make recommendations for revisions prior to continuing accreditation.
- PUSD has agreements and contracts with a number of organizations that provide assistance and direction as the district develops more pathways and increases the college and career focus district-wide. Porterville is partnering with the Institute for Evidence-Based Change (IEBC) for data support for continuous program improvement of Linked Learning programs. IEBC will provide an on-line data tool to track student cohorts from high school to college. The data tool will also track pathway participation, work-based learning participation, district-wide attendance and suspension information. Access to this information will provide guidance to the District Pathway Leadership Team as they make decisions related to pathways and college and career readiness.

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

PUSD will support the effort of the Pathway students to create an on-line format to tell the story of PUSD's success in connecting student learning to future career opportunities through a kindergarten to graduation focus on college and career readiness. The foundation for this project exist with the video production, multi-media and on-line journalism courses. The applicant did not provide many details to ensure ongoing communication will be ongoing. There was no mention in the plan for engaging external and internal stakeholders.

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

The applicant demonstrated in the application an ambitious, yet achievable plan for projected performance measures. The plan is well documented with data that includes overall annual targets and projected targets by subgroup. The performance measures will provide rigorous, and timely information. The proposed plan provides measures for review and improvement overtime. PUSD will use growth in Academic Performance Index (API) and discipline as district wide performance measures for all students. The data collected over the past four years that the Linked Learning Pathway model has been implemented clearly demonstrates the effectiveness of increasing API and decreasing discipline issues among those students enrolled in pathways. Clearly the model is addressing the social skills necessary for college and career readiness as well as the academic skills. The applicant has provided 15 measures.

- The API of Pathways averaged 72 points higher than total school API and all but one of the pathways exceeded the state goal of 800. There was a 3% difference in suspension and a 10% difference in number of discipline referrals between pathway and non-pathway students.
- The proposed program being used is computer based and each student is pre-tested at the beginning of the school year. Teachers are able to track the success of interventions and make adjustments quickly so that students are receiving effective interventions when necessary to reach proficiency. Maintaining this support system is a key ingredient of the personalized learning plan for each student. In grades 2 through 3, the performance measurement will be the percentage of students scoring proficient or advanced on the ELA portion of the CST.
- The performance measures at grades 4 through 6 focus upon assessment of students being academically prepared in both ELA and mathematics so that they can enter middle school without the need for intervention and be on-track for career exploration elective courses. Increased percentages of students at proficient or advanced levels on CST in mathematics and ELA will provide evidence that the personalized learning plans, integrated curriculum and project based instruction and assessment are successfully increasing student success in school. A formalized 6th grade to middle school transition program will be implemented as a way to make the move from a self-contained classroom in a neighbor school to multiple teachers in a middle school more comfortable for students and parents. Measuring improvement in attendance will show evidence that students are on-track to meet expected graduate outcomes related to college and career readiness skills of responsibility and organization.
- PUSD reform plan details the extension of Linked Learning Pathway components into the middle school. Currently each middle school offers career exploratory courses in engineering, performing arts, medical careers and digital information and design. The plan would provide career counselors and interest inventories to guide students and parents in the selection of a high school pathway that matches student interest and links to career options. Performance measures at the middle school to determine students on track for college and career readiness are those students on grade level in mathematics and ELA and with at least 90% attendance. These indicators were selected because, if met, the students will be entering high school with skills to access academic and technical textbooks and work place skills of attendance, ethical behavior and self-responsibility.
- The 7th and 8th grade performance measures were selected to measure the effectiveness of the personalized learning plan, interventions for academics, behavior and attendance and the career linked electives. Increasing percentages of students scoring proficient or advanced on CST's would evidence that changes in instructional strategies from the increased professional development opportunities, the increase focus on student achievement during evaluation conferences and increased relevancy of classroom academic core have positively impacted student learning. Increasing student enrollment in career exploration electives would indicate that students are making connections between school and work. Improvement in the student attendance would indicate that the individualized attention to students' needs through their personalized learning plans and opportunities to apply academics in the exploratory CTE courses have resulted in students believing that it is important to be at school.
- The performance measures for grades 9-12 are directly linked to Strategy 1 of the PUSD reform plan. That strategy is to expand the number of pathways from 6 to 15 so that all high school students can select a career-themed pathway. The results that were documented by the SCOPE Case Study of Porterville's Linked Learning Pathways and the data that has been collected and shared by the PUSD Pathway Department shows the academic and social skills growth of students in a pathway compared to those students not enrolled in a pathway program. The performance measures

targets were built upon that data as well as the growth percentages in each sub-group for the past four years. If students are enrolled in a pathway and have a grade point average of 3.0 or higher, they are prepared upon graduation for college and career.

- The performances measures that would demonstrate the successfully implementation of a wall-to-wall model where all students could select enrollment in a career-themed pathway are an increasing percent of students meeting all district and pathway graduation outcomes, decreasing serious discipline issues and an increase in college enrollment.

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

5

4

(E)(4) Reviewer Comments:

The applicant provided a high quality plan for evaluating the effectiveness of all RTT-D funded strategies of the PUSD reform plan. The plan has an evaluation component that is demonstrated and defined in the application. The plan outlines key goals and objectives for professional development. The examples of professional development activities are relevant and rationales have been included through the application. The following evidences can be found in the narrative:

- The professional development activities will be evaluated by a survey instrument developed by the staff development department and by walk through protocols that identify instructional strategies targeted in the professional development activities.
- Professional development will also be evaluated through a review of the completion of the Personalized Professional Development Plans of each teacher. Technology evaluation will be by survey of teachers, students, and parents. Technology will be assessed by ease of use, loss and damage, and increased student utilization of technology in project based assignments and assessments.

The applicant has demonstrated in the application a strong evaluation plan for continuous review and evaluation of the expansion process of the plan. The plan includes a timeline, dates and persons responsible for data collection and evaluation components. The application includes the process of evaluation leading to the completion of the annual report of progress. The following evidence can be found in the narrative:

- School partnerships with government and private agencies will be evaluated by parent and student surveys of ease of access and ability to assist students in gaining skills necessary to demonstrate expected graduate outcomes.
- Review of Performance Measure targets
- Comparison of collected data to targets
- Plans for revisions in areas where targets are not met or if targets are set too low for projected forward growth
- Additions of performance measures as
- new pathways create new expected outcomes.
- Completion of annual report of progress.

## 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 clearly and well-defined budget that projected the budget needs for the project for four years. Additionally, the applicant described in detail in a narrative summary aligned by strategies and rationales. The budget plan provided the reader a clear and complete picture how the school district will utilize RTT-D funds through the budget chart, however, there was no budget narrative to further explain any of the expenditures. A budget narrative would have given the read a clearer idea and identification of the funds that will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period.		
(F)(2) Sustainability of project goals (10 points)	10	2

(F)(2) Reviewer Comments:

The applicant did not provide in the narrative a plan for sustainability of the project's goals after the term of the grant. The plan included MOU's and letter of support from the State and other key stakeholders, however no additional funding was identified.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant has described a high quality plan that meet the Competitive Priority criteria. The plan is aligned with the resources and the partners have well-defined roles and responsibilities for sharing in the success of the partnership. PUSD has both formal and informal partnerships with a wide range of public and private organization that provide support for the PUSD reform plan. The goal of the plan is to increase the number of students that graduate from high school prepared for college and career. The applicant provided a very detailed chart listing all the major partnerships and how they support the vision and expected graduate outcomes of Porterville Unified School District. The strategies to reach that goal are:( 1.) Increase the number of Linked Learning Pathways available for high school students. (2.) Extend the Linked Learning components of integrated curriculum, project-based instruction and career awareness into middle and high school and (3.) Build the professional capacity of teachers and administrators through professional development focused upon Common Core and Linked Learning strategies. The reform includes all students within PUSD with the underlying belief that high school graduation truly begins with Kindergarten and builds towards the expected graduate outcomes. Each pathway has an advisory board comprised of community members. The advisory boards provide curriculum advice and career connected work-based experiences and internships. The Population Level Desired Results for PUSD are directly connected to the district level goals and have been discussed in criterion E. PUSD will strive to improve the academic achievement level of all students, improve the attendance rate of students, decrease the number of serious discipline issues, and increase the percentage of students that graduate with college and career readiness skills. The applicant indicated multiple partnerships have been established. The partnership depending upon the focus of the organization will offer support for students to be successful in achieving the graduate outcomes of having the skills necessary to be responsible citizens and prepared to work in a global economy. While this information is vague and sketchy on details regarding the partnerships, the applicant does indicate relationship have been established. For example the following areas have been designated as focus areas:

- Assist families to build parenting skills that address student behavior and develop student's capacity to avoid at-risk behaviors such as drugs, gangs and violence
- Provide mental health and counseling to improve behaviors and school attendance
- Provide students opportunity to gain experience in the workforce through internships
- Academic support through after school programs
- Professional development for teachers and administrators
- Assistance to new immigrants with legal information and translation services

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The Porterville Unified School District (PUSD) is proposing a comprehensive and long-range plan to transform schools by preparing students for lasting success in college and career called the PUSD *Linked Learning: Pathways to College and Career Success*. The vision for the long range plan consists of developing a district-wide college and career readiness personalized K-12 learning plan that combines college preparatory academics with real-world application, engages business and other community partners in bringing life to school through authentic projects and work-based learning, and defines clear pathways (especially for high school students) that connect K-12 preparation with postsecondary majors and career opportunities. The proposed plan is aligned with the California comprehensive systemic reform effort known as the California Linked Learning District Initiative. The vision is aligned with the core educational assurance areas.

The applicant provided a very comprehensive narrative that clearly outlined PUSD's vision of reform for preparing all students for success in both college and career. The plan consists of three essential goals: (1) to develop and implement throughout all high schools a high quality, personalized Linked Learning pathways that combine college-preparatory academics, challenging technical education, demanding work-based learning, and essential student supports; (2) in grades K-8, ensure that all students develop the foundation of strong academics, experience with project-based learning grounded in real-world application, and strong career awareness that will prepare them for success in Linked Learning pathways in high school; and (3) adopting a district-wide, systemic approach to reform that builds and institutionalizes the policies, procedures, community partnerships, and infrastructure that will continue to sustain and improve our schools over time.

Total	210	177
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