



Race to the Top - District

Technical Review Form

Application #0365CA-1 for Riverside Unified School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>The applicant articulates a comprehensive and coherent reform vision, however that vision was weakened somewhat by its failure to include references to the Common Core State standards and College and Career Readiness Standards that are major elements of the applicant's plan. This section thus scored in the lower end of the high scoring range.</p> <p>RUSD's application focuses on the use of digital education and technology as the foundational strategy to personalize learning for all students, and for the activities described in the application. The vision it has selected presents a clear and credible approach to accelerating student learning through personalized learning.</p> <p>RUSD addressed all 4 Core Assurance areas. However, in Assurance Area 1 (adopting standards and assessments that prepare students to succeed in college and workplace and to compete in the global economy), RUSD referred only to California state standards and national technology standards. It omitted any reference to the Common Core State Standards which are a major outcome goal of this project, and which it states on the assurances pages of this application have been adopted and will be implemented no later than 2014-15.</p> <p>RUSD provided a chart showing how each of the 4 Assurance Areas would be addressed in the project.</p> <p>The District demonstrated that it has garnered strong support for, and the district has a strong understanding of, the effective use of educational technology to foster personalized learning.</p> <p>Formative and summative assessments were addressed in the attached E-Rate Technology Plan, including that the results of formative and summative assessments would be used to improve student learning and classroom instruction (e.g., 3(i)).</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>RUSD fully met all criteria in this section. This section thus scored at the high end of the high scoring range.</p> <p>The district identified criteria for use in selecting schools to participate in the grant were:</p> <ul style="list-style-type: none"> • academic performance, • school and community need, • wireless network capacity on campus and throughout the community, • access to community services agencies, and • capacity of staff to embrace and support change through the application of innovative teaching and learning strategies. <p>A feeder pattern of schools was selected as the district schools that would participate in the application. These schools are comprised of 8 elementary schools, two middle schools, two high schools, a virtual school and a school of independent study.</p> <p>The feeder pattern selection is a strength as it will allow for students to move seamlessly through the grade levels, minimize the time it would take for students and parents to become familiar with the program, and will support vertical articulation of the project goals, strategies and activities.</p> <p>Total student population in the selected schools is 11,753 students, of which 9,547 meet the definition of high-needs students; including, 81% minority students, 24% English learners, 5.4% students with disabilities and 79% from socio-economically disadvantaged households. These numbers are higher than the district-wide averages of 72%, 18%, 4.4% and 63%,</p>		

respectively. Schools in the iZone have struggled with under performance and would benefit greatly from the professional development, enhanced learning opportunities, and community engagement strategies proposed within the five iZone projects.

There are 480 participating teachers and counselors currently assigned to the 14 schools within the Innovation Zone.

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

10

9

(A)(3) Reviewer Comments:

The applicant successfully met all of the criteria in this subsection. This section thus scored at the higher end of the higher scoring range.

In addition to the program narrative, and project plans for this application, RUSD submitted its 2011-16 Technology Plan, which included a long term action plan. This action plan supports the district wide implementation of blended learning strategies and learning personalization as a consistent element of that plan. Together these elements meet the requirements for a high quality plan describing how the proposal will be scaled up beyond the participating schools.

RUSD provides a logic model blended from two research based models. It will be used in all aspects of project implementation. While not elaborated on in this section, in following sections the district describes how it will use this logic model to closely monitor project activities and outcomes and adjust as necessary to ensure the project meets its goals.

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

10

7

(A)(4) Reviewer Comments:

RUSD addressed each of the criteria in this section. However, while the goals selected by RUSD are achievable they are not as ambitious as they could be considering the ambitious nature of the project proposed and the substantial investment envisioned by RUSD. For these reasons this subsection was scored at the high-end of the mid level range.

While the goals set by the district would result in increased achievement for every sub-group, it selected as its methodology for determining annual growth targets, the "*federal minimal achievement goal*" of "*safe harbor: a 10% reduction in the number of non-proficient students each year.*" While this is achievable, particularly at the elementary level, it is not a high bar for the definition of "ambitious." This is particularly true for schools, such as those in RUSD, in which the overall percentage of students meeting standards is 58% in ELA and 52% in mathematics. For sub-group populations such as African-American this would mean by 2016-17 proficiency rates in ELA and mathematics would be 73% and 66% respectively; for English learners this would be 55% and 61% respectively; and for economically disadvantaged students this would be 70% and 68% respectively.

In terms of closing achievement gaps, while the goals selected by the district represent increased proficiency across all sub-groups, they do not represent ambitious goals. In this measure, the goals are based upon the Asian sub-group making a 2 % gain each year (while assuming all other groups make double digit gains) and RUSD reducing the gap between each subgroup and the Asian subgroups by 10% each year. If these goals were met, over the course of the grant project and beyond (2016-17), the gap in ELA for Hispanic/Latino would remain at 16 percentage points, for English learners 33 percentage points, for students with disabilities 28 percentage points, and economically disadvantaged at 18 percentage points. For math the gaps are even larger with the percentage point gap between African American students and Asian students at 24 percentage points, English learners 28 percentage points, students with disabilities at 30 percentage points, and economically disadvantaged at 28 percentage points.

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

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

(B)(1) Reviewer Comments:

RUSD has successfully met the criteria in this subsection. Thus, this section scored at the high end of the high range.

RUSD student assessment results show a consistent pattern of growth overall and across all sub-groups as measured by the California state assessments. RUSD outperforms the state in the percentage of students taking the SAT or ACT, those taking advanced placement or International Baccalaureate exams, completing college requirements for college enrollment for California state universities, and the four-year college and college attendance rates. RUSD provided statewide assessment data showing that on its three lowest performing elementary schools to illustrate that these schools were improving the performance of its lowest achieving schools.

RUSD sub-group populations have also made substantial gains in ELA and math. For example, in comparing the percentage of students in sub-group population that were proficient and above between 2008-09 and 2011-12, Asian students increased their percent proficient in ELA by 8% and by 6% in math; Hispanic students by 31% in ELA and 23% in math; African-American by 22% in ELA and 18% in math, Socioeconomically disadvantaged by 32% in ELA and 22% in math, ELL by 54% in ELA and 27% in math; and students with disabilities by 81% in ELA and by 46% in math.

Measures provided were, in some instances, difficult to compare as reporting years, groups, and calculation measures were not uniform. Some measures were reported by percentages, some by percentage points, some included comparison groups state-wide, and others did not. For example, it would have been helpful to see both RUSD and statewide data on theme of the California High School Exit Exam (CAHSEE) results in 2009 and 2012, and to have included white students in comparison data presented on the results of California state assessments.

RUSD provided evidence of its ability to grant parents access to real time to student performance data through the parent portal which is currently available district-wide. Students also have the ability to track their own achievement via a variety of means including results of diagnostic and short cycle assessments.

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

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(B)(2) Reviewer Comments:

RUSD met all of the requirements in this section. Thus the section was scored at the high end of the high range.

All salaries, including personnel salaries at the school level for all instructional and support staff, are posted on the district's website for viewing at any time.

RUSD stated that each year, topics to be negotiated between the bargaining unit and the district are disclosed during public hearings prior to the time the topic is negotiated. All agreements reached through the interest based bargaining process are fully disclosed during a public Board of Education meeting, and then considered by the Board of Education for approval at a subsequent meeting.

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

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6

(B)(3) Reviewer Comments:

RUSD partially met the requirements of the criteria in this section. This section scored at the mid-level of the medium range.

Early in this section, RUSD asserts that there is a "*generally supportive*" atmosphere for technology and personalized learning throughout the school day in California. To support this, RUSD has provided descriptions of district and state "*initiatives*" and "*drives*" that would support these conditions and that these initiatives and drives provide sufficient autonomy for the plans proposed by the School District. However it was not clear which of these initiatives have been enacted, which were not, and which are still under consideration. Without this key, it is unclear whether the LEA has sufficient autonomy to implement all facets of its proposal.

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

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(B)(4) Reviewer Comments:

RUSD met each of the criteria in this section. Thus the section scores at the high range of the high level.

There is clear evidence of community outreach and engagement in the application. The in-person and technology-based outreach and feedback processes employed as the project was developed are described in the application. The support of the teacher's union was evidenced through the signature on the assurances page of this application.

Meetings were held district wide to gather input and ideas for what should be included in this proposal. Teachers participated at in-put sessions, provided feedback through email, in-person, via twitter, or on the district Facebook page. The grant was written by writing teams who each took on various parts of the proposal. These teams were "composed of teachers, administrators, curriculum and instruction specialists, and union leaders." Suggestions and ideas were solicited via the district

Facebook page, twitter or email chat with writing team members.

Letters of support from key stakeholders include those from University of Southern California, Riverside Community College, The Riverside Mayor, and Information Officer of the City of Riverside, California Baptist University, University of California at Riverside, SmartRiverside, Riverside County Office of Education, NAACP, and League of United Latin American Citizens and the Riverside Association of School Managers.

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

5

5

(B)(5) Reviewer Comments:

RUSD met the criterion for this section. Thus it was scored at the high end of the high range.

RUSD has chosen performance indicators that "are research-based predictors of success in becoming career and college ready." Thus, in addition to measuring progress, the baseline measures provide the data necessary for a match/gap analysis. For each of these indicators the district will use the baseline results to understand the district's current status in implementing key components of personalized learning environments. They will then identify needs and gaps which RUSD will address through project activities, measuring the success of those activities via growth on the measures. Timelines for setting those baselines were provided in the application.

This plan that will emerge from the match/gap analysis will be key in understanding how the many technology based initiatives and software programs that will be part of RUSD's implementation of its proposal can be welded together into a coherent system of services.

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

	Available	Score
(C)(1) Learning (20 points)	20	19

(C)(1) Reviewer Comments:

The applicant fully and successfully met all of the criteria in this section except for subsection (c) which did not contain adequate supporting detail. Thus this section scored at the higher end of the high range.

The plan's foundation is its emphasis on the use of technology to address improving learning and teaching through a personalized learning environment, will at the same time maintaining alignment to graduation and college and career readiness standards. Key strategies include expanding blended-learning opportunities, including use of rotation, flex, flipped classroom, and self-blended models at the appropriate grade levels.

RUSD has brought together many programs and strategies which it proposes to coordinate into a system of instruction, assessments, interventions and support that would work together to target and address individual student needs while also ensuring that each student participates in a rich and rigorous course of student learning. Additionally professional development for teachers and administrators will be provided in a variety of ways to ensure that educational professionals themselves have the knowledge and skills to support these efforts.

Balancing the project goals with the many strategies and activities proposed in this complex project will require sophisticated planning. RUSD has a good start on the detailed planning that will be required. RUSD has successfully addressed each of the required components of this section through its project narrative, project plans (appendix) and technology plan (appendix), RUSD has identified project goals, the rationale being each goal and key strategies, deliverables, timelines and who will be responsible for implementing each of these steps.

Subsection (c) (Accommodations and high-quality strategies for high-needs students) was the least fleshed out section. While accommodations are mentioned in the narrative (e.g., "RUSD will also provide technology tools for students with special needs as identified in specific IEP's as well as continually monitoring access and new technologies specifically designed to meet their needs" and in the project plans (e.g."Enhanced opportunities for EL, SES, Special Education and GATE) this would be an area in which the application could have been more specific.

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

20

14

(C)(2) Reviewer Comments:

RUSD partially met the requirements of the criteria in this section. The section scored at the high level of the medium range. The RUSD proposal fully responded to the requirements in subsections (a) and (b) of Section 3. However, the policies required in sections (c) and (d) particularly around teacher and principal evaluation systems, and policies to support RUSD's ability to carry out subsection (d) do not appear to be in place at this time. This lack resulted in a score at the high level of the medium range.

Regarding subsections (a) and (b): The Eyes on Learning project will develop and implement an integrated data and content management system that includes a clearinghouse of professional learning resources to support teachers professional development including building teacher and leadership capacity in creating and sustaining effective personalized learning.

School Leadership Institutes will be provided. This project also includes support to each of the school iZone Councils to build collaborative school site team leadership. Professional Learning Institutes will provide in depth, and job-embedded professional development to teachers in using personalized learning and blended learning environments to close achievement gaps, accelerate student learning, turn around low performing schools, and ensure each child graduates college/career ready. iZone innovation facilitators will provide professional development to teachers in using student performance data to design and implement targeted interventions that meet student learning needs and preferences.

Regarding subsections (c) and (d): RUSD did not sufficiently address subsections (c) and (d) the applicant asserts that all policies that need to be in place to enable them to structure an effective learning environment may not, or are not in place at this time, specifically regarding the evaluation systems for teachers and principals. For example, in the following response, the applicant states, that,

"Although the existing agreement between the District and Association includes ties to California Standards for the Teaching Profession, including the use of student performance data to guide instruction, District administration and leadership from the association have committed to and have begun discussions geared at using the interest-based problem solving process to develop and implement an enhanced evaluation system for both teachers and administrators prior to the beginning of the 2014-2015 school year. This new evaluation process will involve tools designed to support timely and constructive feedback and include summative evaluation that is based on multiple measures and provides teachers and principals with clear and actionable feedback to enhance practice. Indicators will reflect the multiple factors, both academic and non-academic, that influence student learning. The interest-based problem solving process used to develop a new evaluation tool will include a stakeholder committee formed of five teachers and five managers that is representative of all grade spans. Adoption of the new tool and procedures will be formalized by agreement between the district and association once it has been completed."

In its response regarding principal evaluation processes, the district states:

"Principal evaluations are tied to California Professional Standards for Education Leaders which include the incorporation of student performance data. In addition to the formal evaluation of each principal by their direct supervisor, principals report school performance before the superintendent, cabinet, and board members during an annual Principal's Summit in the fall. Each principal meets with district leaders later in the school year to monitor progress and continue this critical dialog relating to school improvement. This process enables district leaders to monitor the performance of school leaders and make strategic decisions about placement of effective school leaders. District leadership has committed to implement strategies that support the recruitment, development, and retention of highly effective principals at the district's most challenging schools, including those in the iZone."

D. LEA Policy and Infrastructure (25 total points)

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

This section, when considered in the light of the information provided in (C)(2) above, fully meets the criteria of (D)(1)(a-b) and (d-e). It does not however address the requirements of subsection (c). This section was thus scored at the higher level of the medium range.

In this section (together with (C)(2) above) RUSD lays out a clear organizational structure for its central office, support to schools, school leadership teams, school staffing, and leadership models. It also commits to allowing for student progress through demonstrated mastery rather than seat-time. It also offers some insights into how RUSD proposes to address the needs of students with disabilities and English learners. It also provides assurance that students will be afforded multiple opportunities to demonstrate mastery. In this section and in those above it, RUSD has described a comprehensive learning program that will address the needs of all learners.

The response does not address subsection (c) (giving students the opportunity to progress and earn credit based on mastery rather than seat time) although references in other sections of the application to these opportunities for GATE and elementary students were made.

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

RUSD fully met the criteria for this section. Thus, this section scored at the high end of the upper range.

As described by RUSD, a number of important infrastructure pieces are already in place for RUSD students and families. For example, RUSD families with incomes below \$45,000 qualify to receive a free computer and "device" to support connectivity to the city's free wireless network. No cost technical support (in English and Spanish) is available at any time of the day or week by dialing 311 from any telephone, and free computer classes are offered to families by RUSD staff. To date, this Digital Inclusion program has placed over 8,000 computers with Internet connectivity into the homes of Riverside's low income families.

RUSD proposes a robust data system that will provide 24/7 access for teachers, students and parents to RUSD's new content aggregation system. This system will include student data, and instructional interventions based on that data, that can be accessed by parents to enable them to support learning from their home computers. Parent training sessions, hosted at the school and accessible online will provide multiple ways for parents to be informed on activities at school and emerging learning opportunities in the iZone. Online tutors will support students at home and provide quick access to a college student ready to assist them with their homework.

Access to the proposed portal will also provide RUSD afterschool programs and afterschool community groups (e.g., churches, Parks and Recreation) to support academic homework clubs that are aligned to, and supportive of the objectives identified within each child's personal learning plan. Single sign on abilities will ensure that all systems fully communicate with one another and their target audiences.

The components of the high quality plan called for in this section are included in the narrative, the project plans located in the appendix and the 2011-16 Technology Plan (located in the appendix) Together these documents meet the requirements of a high quality plan, including goals, strategies, rationale, deliverables, timelines and who is responsible for implementation.

The narrative does not specifically respond to the criteria requiring "inter-operable data systems."

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	14

(E)(1) Reviewer Comments:

RUSD fully met the criteria for this section and was thus scored at the higher range of the higher level.

RUSD has blended two existing research based educational logic models into one, creating a well developed plan, do, check, act process. RUSD proposes to use this model to collect data, monitor the efficacy of the implementation of the project, adjust practices and facilitate training or support where identified by the monitoring, and use those results formatively to refine the program.

The RUSD Logic Model will be used to support the iZone Council and iZone Resource Team as they monitor the efficacy of the project implementation, aggregate and disaggregate essential data in relation to student achievement, and identify trends for adult learning opportunities.

Participants will use the information derived to adjust practices and facilitate training or support to ensure successful implementation of the plan. In this process, participants will examine effectiveness and determine the need for refinement or adjustment. This "questioning" is an integral part of the overall process because it allows flexibility for members to challenge assumptions and find solutions that arise as the plan is being implemented. These changes or refinements are then planned and information about them disseminated to stakeholders.

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

5

4

(E)(2) Reviewer Comments:

RUSD met nearly all of the criteria in this section. This section scored at the lower level of the higher range. RUSD has an array of communication tools and processes in place or planned to provide ongoing communication and engagement with internal and external stakeholders including a link on the district website, the websites of the participating schools, the iZone website, the district Facebook page, quarterly newsletters, AERIES Parent Portal, Digital Dashboard, and RUSD's cloud-based content and learning management system (Haiku). However this section lacked evidence for how these strategies would be used to increase communication and engagement with internal and external stakeholders around *this* project.

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

5

2

(E)(3) Reviewer Comments:

RUSD partially met the requirements of this section. The section scored at the lower level of the medium range.

RUSD did not set goals for either of the required measures for "All students" as required in the grant application.

Additionally, RUSD did not set performance measures for grades 9-12 (e). The applicant states that these measures will be developed within 100 days of the grant award notification. Thus this section was scored in the upper level of the lower range.

RUSD selections for each of the performance measures in shown in bold in the chart below.

Applicable Population	Performance Measure
All	<p>a. The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly effective teacher (as defined in this notice) and a highly effective principal (as defined in this notice); No baseline or growth measures were provided. RUSD has not agreed to the USDOE definition of "highly effective teacher" or highly effective principal" at this time. Instead RUSD states in its application:</p> <p><i>“Highly effective and effective teachers will be defined through the collaborative Interest based RUSD also proposed that the problem-solving process between the district management team and RCTA to agree on the that will include multiple measures of student growth...will be completed and implemented prior to the beginning of the 2014-15 school year. Baseline data relating to effective and highly-effective teachers and principals will be collected and goals identified at that time.”</i></p> <p>b. The number and percentage of participating students, by subgroup (as defined in</p>

	<p>this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice). No baseline or growth measures were provided. RUSD has not agreed to the USDOE definition of " effective teacher" or effective principal" at this time. Instead RUSD states in its application:</p> <p><i>“Highly effective and effective teachers will be defined through the collaborative Interest based RUSD also proposed that the problem-solving process between the district management team and RCTA to agree on the that will include multiple measures of student growth...will be completed and implemented prior to the beginning of the 2014-15 school year. Baseline data relating to effective and highly-effective teachers and principals will be collected and goals identified at that time.”</i></p>
PreK-3	<ul style="list-style-type: none"> a. Applicant must propose at least one age-appropriate measure of students’ academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and DIBELS Reading b. Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development). Chronic disengagement as measured by missing 10% of school
4-8	<ul style="list-style-type: none"> a. The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice); Readistep Assessment b. Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; State Benchmark Assessments for Algebra I c. Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan. Chronic disengagement as measured by missing 10% of school
9-12	<ul style="list-style-type: none"> a. The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; FAFSA b. The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice); Entrance Requirements for UC c. Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; Career Cruising Profile d. Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; Number of students participating in at least two extracurricular activities - Note: Performance measures for grade 9-12 (d) and (e) were not developed. The applicant states that these measures will be developed within 100 days of the grant award notification. e. Applicant must propose at least one grade-appropriate health or social-emotional

leading indicator of successful implementation of its plan. Chronic disengagement as measured by missing 10% of school Note: Performance measures for grade 9-12 (d) and (e) were not developed. The applicant states that these measures will be developed within 100 days of the grant award notification.

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

5

2

(E)(4) Reviewer Comments:

While the narrative in this section provides an overall goal and strategy, it does not provide many of the the elements of a high quality plan for evaluating the effectiveness of RTT-D funded activities. This section was scored in the lower range of the medium level.

RUSD proposes a two pronged monitoring approach. In the first, internal monitoring will be conducted via the Project Implement Team use of the RUSD iZone Logic Model. In the second, the district will contract with the University of California, Rossier School of Education to conduct an external evaluation.

The narrative is vague and lacks many of the characteristics expected in a high quality plan, particularly in regard to the UC study, stating only that the evaluation would employ "quantitative studies that analyze effectiveness of the various blended learning approaches." Specific elements of a high-quality plan that are not provided in this section include key strategies, rationale, timeline, deliverables, and the person who will be responsible for implementing the plan.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	9
(F)(1) Reviewer Comments:		
<p>The budget provided is comprehensive and meets the all criteria of this section except for identifying which expenditures are one-time versus on-going operational costs. Thus the score for this section is at the mid-level of the high range.</p> <p>The budget is comprehensive and coherent with the project's goals. It identifies all funds that will be used to support the project including funds outside of those provided by RTT-D.</p> <p>The expenditures appear reasonable and sufficient to support the projects as described.</p> <p>RUSD provides a brief but thoughtful rationale for all investments that includes a description of all funds that will be used to support each project component.</p> <p>RUSD does not provide identification of one time investments versus on-going operational costs.</p>		
(F)(2) Sustainability of project goals (10 points)	10	4
(F)(2) Reviewer Comments:		
<p>RUSD has not provided a high quality plan for the sustainability of the project's goals after the term of the grant. While RUSD broadly describes strategies it intends to use to continue the grant activities after the project period, the plan is very general in nature. Missing components of a high quality plan include goals, strategies, rationale, deliverables, timelines, or persons</p>		

responsible for carrying out the plan. Thus this section is scored at the mid level of the medium range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	7

Competitive Preference Priority Reviewer Comments:

RUSD fully met all criteria except for (5)(a-e). These criteria address how RUSD will build capacity of staff in participating schools to assess the needs and assets of participating students, identify and inventory the needs and assets of the school community, create a decision-making process to select, implement, and evaluate supports that address individual student needs, engage parents and families, and routinely assess the applicant's progress in implementing its plan. The district response to these criteria was vague and did not adequately address the criteria. This section scored at the upper level of the medium range.

RUSD has demonstrated that it has a long history of numerous and sustained partnerships with community organizations both private and public. In this section, RUSD provides convincing evidence of these partnerships. RUSD includes details about 18 of these partners, which range from Riverside Afterschool Collaborative: a multifaceted partnership that supports quality after-school learning, to Fit, Fresh, and Fun/Start RIGHT (Riverside is Getting Healthy Together) a citywide partnership which provides education and opportunity for healthy habits and choices; to Starting Blocks, a program of various community service organizations to provide free swimming to students during the summer.

In its competitive priority section, RUSD proposes two strategies both aimed at parents. In the first, a parent resource center will be established. This center will serve as a one-stop bilingual resource center for families to access information regarding support services to address the socio-emotional, behavioral and educational needs of families and students. In the second project, RUSD will expand the Latino Literacy Project currently in place in three elementary schools within the zone to all iZone schools. Employing a bilingual workshop format, parents with children in pre-school through high school learn how to support their child in school and prepare them for college and careers.

Thoughtful performance measures are provided as are growth goals across the project's life. These measures are:

- The percent of RUSD families participating in SmartRiverside's Digital Inclusion Program
- The number of families participating in the Latino Literacy Project
- The percentage of students on track for reading by 3rd grade
- The percentage of students who miss 10% or more of school

The district has also identified short, medium and long term impacts of the program.

The project proposes to evaluate the effectiveness of these programs through existing evaluation measures and through the Implementation Team Logic Model process.

The district's response to how it would build capacity in participating schools (5)(a-e) was not well defined, lacking the key details necessary to evaluate the degree to which the capacity building met the requirements of the section

Areas not fully addressed include how these programs would be scaled, and those described in subsection (5) of this priority.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The emphasis throughout this application is on providing technology-based solutions to create personalized learning environments for every child. The solutions proposed are well designed to result in accelerating learning and closing achievement gaps. RUSD has demonstrated a track record of success in raising student achievement both overall and within each subgroup. The proposal is tightly aligned to college and career readiness standards. Significant time and resources are dedicated to providing professional development to teachers and school administrators and in preparing them to succeed in a digital instructional environment.

Total	210	171
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Race to the Top - District

Technical Review Form

Application #0365CA-2 for Riverside Unified School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The Riverside Unified School District (RUSD) proposes a high-quality plan, called Innovation Zone (iZone), that targets low-achieving, low income students in 14 schools which range from elementary to high school.

Points were deducted because RUSD did not adequately address critical reform support elements such as: principal recruitment, retention, and professional development or teacher recruitment strategies for creating and managing blended learning environments. Although the application states that RUSD works with its business and higher education partners, they are not named. The ultimate outcome--students prepared for the 21st century workforce--is stated, yet the skills needed are not identified because "the rate of change..to information and communication technologies makes identifying the specific skill set difficult to articulate, let alone plan for."

The iZone project was well-developed and it encompasses 5 project areas: data integration, personalized and accelerated learning, professional development, and student and family health and well-being. RUSD plans to build on its reputation as an innovator based on:

- early adoption of digital texts (third high school in nation and first in California);
- development and launch of Digital Dashboards for student, parent and educator access to data;
- unique teacher STEM professional development through CaMSP grant and others;
- 2007 launch of virtual, blended learning model Riverside Virtual School;
- selection as AVID national demonstration site; and
- helping the Riverside Community be named 2012 #1 Intelligent Community of the Year by Intelligent Community Form (Dashboards above named "Coolest Application").

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

RUSD did a good job of meeting the criteria of this section by articulating its process and selection of schools that exceeded the selection criteria. These include:

- 14 named schools (8 ES, 2 MS, 2 HS, 1 virtual and 1 independent study)
- 11,753 teachers and 480 teachers
- 70% students are low income

The selection process identified schools with "pockets of innovation." The process is described in the *Our Collective Impact* project and was careful to identify communities with adequate access to broadband wireless, transportation, and libraries and community centers with internet access that matched the needs to extended learning beyond the school day.

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

RUSD did a good job of articulating the reforms proposed in this grant in its 2011-2016 Technology Use Plan. However, points were deducted for the lack of evidence that this "technology" plan is fully supported by RUSD curriculum and instruction and leadership administrators.

This grant would expand the iZone project's five focal areas into 14 schools, but it is not clearly stated how many schools are in RUSD so whether this will lead to system-wide reform is unclear. RUSD states that future scaling is dependent upon success, but success is ambiguously defined.

RUSD lays out a good district-employee organizational structure which requires the project leader, "Lead Learner," to report directly to the superintendent. School principals report to the Lead Learner. "Innovation Facilitators" and a "Resource Team" will work with teacher teams.

The RUSD Logic Model is well-defined and illustrated. The text, however, does not include clearly defined outcome measurements for medium and long term outcomes.

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

RUSD presents a plan that addresses ambitious goals for low income, low performing students from elementary through secondary levels. Most of the goals presented are ambitious yet achievable based upon the evidence of past success and this was scored in the mid-range because of those.

However, certain goals appear to be unrealistic based on the information presented.

The goals undermined by the lack of evidence in the proposal that RUSD plans targeted programs to provide the dramatic increases projected include:

- increasing ELL ELA proficiency 7.6 points from 11-12 to 12-13 even though it only increased by 2.5 points the previous period (the grant did not outline any possible dual language or other special programs);
- overall Math proficiency increased .8 points from 2010-11 to 2011-12, but is projected to increase by 4.8 points in the next period; and
- without 2010-11(optional) college enrollment baseline data it is difficult to determine if the improved enrollment growth figures are realistic, especially in the light of state access issues.

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

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

(B)(1) Reviewer Comments:

RUSD provided a high-quality plan that addressed the section requirements, except for high school graduation rates, for which points were deducted as this is a critical indicator of CCR success.

RUSD shows impressive gains in student achievement at the elementary and middle school levels over the past 4 years. Elementary grade levels focused on math (Success Tracker) and ELA (DIBELS) interventions as well as multisensory strategy professional development. Middle schools focused on numerous algebra teaching strategies and appropriate interventions. Technology fueled parent-student-teacher access to information (although it is not clear whether the "parent portal" was available to secondary students and parents, although that is alluded to in later sections).

- ELA elementary improvement ranges from 10% (Anglo) to 31% (Hispanic) to 54% (ELL) and 81% (students with disabilities);

- Lowest performing elementary schools improved ELA scores from 19% to 31%;
- Math elementary improvement ranges from 15% (Anglo) to 23% (Hispanic) to 27% (ELL) and 46% (students with disabilities);
- Lowest performing elementary schools improved Math scores from 18% to 50%;
- ELA middle school improvement ranges from 11% to 51%; and;
- Math middle school improvement ranges from 5% to 73%.

RUSD 10th grade students are passing the California High School Exit Exam at rates of 84% (ELA) and 86% (Math), an increase from 81% and 82%, respectively, over 4 years. Its innovative Riverside Virtual School has been granted University of California "online provider status" and delivers programs throughout southern California.

RUSD has been awarded several secondary-level grants, including a \$3 million Bill and Melinda Gates Foundation for a community-supported "Completion Counts" initiative to raise college enrollment and completion rates. RUSD offers the largest AVID program in the country and has been recognized as a national model program. RUSD reported impressive statistics of its AVID graduates' advanced course taking and college enrollment activities, however, the Technology Plan revealed that only 13% of its seniors are enrolled in AVID.

RUSD did not report historic high school graduation nor college enrollment rates.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	2
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(B)(2) Reviewer Comments:
 RUSD stated that the district shares Interim Periodic Financial Reports in addition to financial information as required under state law on its website. However, RUSD only provided evidence that (B)(2)(a) was reported, not the other 3 minimum requirements.

(B)(3) State context for implementation (10 points)	10	9
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(B)(3) Reviewer Comments:
 The evidence RUSD supplied provided evidence of sufficient autonomy and successful state conditions to ensure implementation of this grant.
 As reported, RUSD is a state leader in personalized learning environments (autonomy) and the superintendent sits on the state task force (autonomy and conditions). RUSD has been a leader in providing online access to rural districts (autonomy and conditions). In 2012, RUSD proposed state legislation to shift state funding from an attendance-based to competency-based model.
 California has adopted the Common Core and RUSD has piloted Smarter Balanced-type adaptive assessment tools, which RUSD plans to use (conditions and autonomy).

(B)(4) Stakeholder engagement and support (10 points)	10	5
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(B)(4) Reviewer Comments:
 RUSD did a good job of engaging many stakeholder groups in the process of its creation of a high-quality plan. However, limited evidence of support from RCTA (the signature Tim Martin on the cover page, but lack of support letters and major involvement in the process) and affected teachers was provided, thus resulting in the deduction of points from this section.
 Specifics in support of this score include:
 RUSD began the grant process by convening 38 district teachers, administrators, and college and career specialists and receiving consensus from this planning group to proceed. At a later stage high school students participated in various classroom and school-level activities, including videos and town hall discussions to imagine a 2020 school. The superintendent received informal feedback from parents at community meetings, and members of the planning team received advice from community partners.
 RUSD provided many letters of support (Appendix) from community, education, and business leaders, including the county superintendent, Riverside Community College, UC Riverside, USC's Rossier School of Education, California Baptist University, the NAACP, LULAC, After School Collaboration, Smart Riverside (provides technology access), CTAP, and CLRN.
 While the Riverside Association of School Managers provided support for the project, there was no letter of support from the

Riverside City Teachers Association (RCTA). RUSD reports "significant and helpful collaboration" with RCTA, but there is inconclusive evidence of RCTA's level of support.

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

5

4

(B)(5) Reviewer Comments:

RUSD did provide a high-quality plan that analyzed the gaps and needs to support successful implementation of personalized student learning environments.

In sections A, B, D, and especially E, RUSD provided a clearly defined process used to create its Logic Model and the thinking behind its choice of indicators. Indicators include research-based nationally accepted ones, including 3rd grade reading, 8th grade algebra and use of ReadStep, FAFSA completion rates, achievement of college entrance requirements, as well as social, emotional assessments. Through a recent BMGF college completion grant, RUSD hired Education Trust West to research senior courses and grades in order to determine its own benchmarks for secondary college success on-track metrics.

The data in section E did not provide existing longitudinal data on key indicators such as high school graduation rates and other performance metrics and a point was deducted for this omission.

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

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

(C)(1) Reviewer Comments:

RUSD did provide a high-quality plan to address criteria for (a), (b), and (c) in this section. Specifics of the plan in support of these criteria are detailed below.

RUSD outlined five iZone projects for this grant: The projects and their main goals (as articulated in Section C and Project Budgets, starting on page 89) are:

- *All Eyes on Learning*: focused on building a single sign-on interoperable data system for parents, students and educators;
- *My School*: to develop personalized learning plans (and formative assessments) and hire iZone project staff;
- *One Size Fits None*: develop policies and procedures for individual student pathways, a senior capstone project, an Early College High School, and student internships in local businesses;
- *RUSD Learns*: recruit, develop, reward, and retain effective teachers and principals providing professional development, pre-service certifications, and collaboration with local teacher college; and
- *Our Collective Impact*: establish parent resource center, hire parent liaison, train parents and community members to support students, including health-related and early literacy programs.

RUSD plans to improve its Digital Dashboard and AERIES parent portal which provide student-level information to students, parents, and educators.

RUSD proposes an innovative approach to helping students with technology through the creation of Student Technology Assistance Teams (STATs), computer clubs, and tech teams. STATs will also be available to teachers.

However, the weaknesses of the proposal center on the lack of cohesiveness between K-12, postsecondary education and training, and career-orientation. For instance, the space program is mentioned as a possible career path, but other than possibly attending a space camp, no cohesive plan to create the educational pathway is outlined. The proposal lacks substance on how the 5 key programs are aligned with college and career readiness for the postsecondary schools most graduates currently attend or for preparing students for regional careers.

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

20

13

(C)(2) Reviewer Comments:

RUSD did not provide adequate information to meet all the criteria needed for this section thus undermining its plan for ensuring high-quality educator capacity and capacity-development.

First: In Section C, RUSD provides few specific examples of programs that will support the 5 named projects. It proposes to "engage and expand blended-learning opportunities, including...rotation, flex, flipped classroom, and self-blend models at appropriate grade levels," but does not provide examples. Many new programs are proposed to be delivered via a new data system to allow both under-performing and GAT students access to appropriate level programs. Named programs include Skype, iEarn, Model UN, Career Cruising, Socratic seminars, and others (the previous section names math and reading online programs and Khan Academy). Student academic behavior courses (team building, problem solving, and goal setting) are said to be "traditionally taught," but specific programs/courses are not named.

Second: One of the 5 projects identified is *RUSD Learns*, which will recruit, develop, reward, and retain effective teachers and principals through professional development, pre-service certifications, and collaboration with a local teacher college. The proposal does not specify any requirements for professional development to be received and points were deducted.

Third: Access to student-level data is provided to students, parents, and teachers through the Digital Dashboards and parent portal. Specific details about what data are included are not provided. The type of data coaching that will be provided is unclear. It may be provided by the Innovation Facilitators, but details about what data analysis model they will use, or the kinds of expertise expected of the Facilitators is lacking.

RUSD did provide examples of professional development to be delivered through a variety of sources. These include School Leadership and Professional Learning Institutes. The first program is designed to provide supports at the school level, and each School iZone Council will create its own implementation plan. The Professional Learning Institutes are focused on teacher development and a variety of topics and sessions will be planned. Teachers will have continuous access to learning modules online. RUSD teachers currently use the state's online "Sandbox" toolset for sharing ideas about instruction.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
<p>(D)(1) Reviewer Comments:</p> <p>The plan is dedicated to shifting to a learner/student centric approach in the classroom, including introducing state legislation to empower students to gain mastery of their learning. This high-quality plan also provides all stakeholders with the tools, and training in their use, required by this section's criteria. RUSD has met the criteria of this section.</p> <p>RUSD has created 2016 Technology Use Plan (Appendix pages 282-404) which is based on the federal Blueprint for Reform and the 2010 National Technology Plan. The goal of the plan is to implement 21st century learning environments and leverage the power of blended learning, and support personalization. It provides the basis for this grant proposal and outlines action plans that encompasses delivery of student assessment data, professional development, and access to learning media as well as hardware/connectivity needs.</p> <p>The teacher's key role will be that of learning facilitator and RUSD's plan has given them autonomy, flexibility, and support in order to be successful.</p> <p>In conjunction with other members of the Superintendent's Cabinet and the iZone Council, the project's Lead Learner will determine polices and procedures. The 7 member iZone Council will be made up of 3 teachers (elementary, middle, and high school), 1 parent, 1 principal, and the Lead Learner in an ex officio position. The 2 teachers will be appointed by the President of the RCTA, and the parent by the executive board of the PTA. Teachers will comprise half (3/6) the voting members of the Council.</p> <p>The detailed Technology Plan is well done, but the grant proposal does not fully address certain plan benchmarks that were to be completed by June 2012. These include the identification of key updates to the learning management system, a wide variety of professional development opportunities, and online student learning resources.</p> <p>The grant application and the Technology Plan mention the need for daily student data to be delivered to educators, students, and parents, but most of the data elements addressed (federal, state, and local trimester assessments) are lagging indicators. In reading the Technology Plan, RUSD does not appear to have a data warehouse that includes data elements from its various systems (accounting, grades, state PD, etc.).</p>		
(D)(2) LEA and school infrastructure (10 points)	10	9

(D)(2) Reviewer Comments:

RUSD presented a coherent and comprehensive plan to support personalized student learning systems, provide exportable data in an open data format, and train users.

RUSD enjoys a rich partnership with the community that has resulted in programs that allow widespread internet access. The SmartRiverside project covers the identified iZone schools and provides free wireless network. The Digital Inclusion program, supported by businesses, donates used computer equipment to families in need.

RUSD's goal is to create an integrated data and content management system. This project's *Our Collective Impact* and *All Eyes on Learning* components address the issues of this section, including access to exportable data in an open data format, and parent, student and educator training.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	12
<p>(E)(1) Reviewer Comments:</p> <p>In its high-quality plan, RUSD proposes using a well-developed logic model in order to ensure continuous improvement. RUSD's logic model approach encompasses the very best practices of project and program management as it is thus awarded points for its selection.</p> <p>The RUSD Logic Model is based on 2 conceptual frameworks: Harvard's School of Education Public Education Leadership Project (PELP) and a Shannon-Blysmas collective action system. The PELP model guides the alignment of system resources to desired outcomes. Shannon-Blysmas research focuses on reform integration into a wider system over time. The resulting model includes ongoing communication practices with stakeholders.</p> <p>Using basic logic model components--inputs, outputs, and outcomes--the RUSD Logic Model incorporates action elements. The basic actions defined are: monitor, adjust, inquire or question to inform (feedback loops), and act.</p> <p>However, RUSD did not clearly articulate the necessary participation of community stakeholders involved in predicting future regional careers, nor involvement with stakeholders to provide adequate transition supports for required postsecondary education and training. These are mandatory processes that need to be outlined so that: "each graduate is equipped with the tools necessary to prepare them for success in college and/or careers of choice."</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>RUSD's high-quality plan includes a well-developed communications plan for both internal and external stakeholders.</p> <p>In conjunction with practices defined in RUSD's Logic Model a wide variety of communication is planned to various stakeholders. These include a quarterly newsletter for the community; the AERIES parent portal for students and their families; the Digital Dashboard for teachers and parents to review recent assessments and progress toward graduation; and the teacher-student Haiku system.</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>RUSD's plan addresses all the section requirements, including its rationale for selection and ability to measure progress over time. RUSD has provided a high-quality plan that is both ambitious and achievable.</p> <p>The measures below were chosen deliberately as indicators due to availability and quality. The continuous improvement plan addresses how the goals will be tracked to ensure progress. A summary of the performance measures is shown below. The number and percentage of students are also included in these measures.</p> <p>PreK-3</p> <ul style="list-style-type: none"> • 3rd grade Reading growth (DIBELS) • Absences at and above 10% as indicator of disengagement 		

Grades 4-8

- 8th grade ReadStep assessment (to be used diagnostically to place students in appropriate personalized learning environments)
- State benchmark for Algebra I (indicator of college access)
- Absences at and above 10% as indicator of disengagement

Grades 9-12

- FAFSA completion rates (improved from 34% to 56% in previous 2 years)
- On-track for completion of U of California entrance requirements (increase partnership with AVID)
- Usage of Career Cruising Profiles (provide interest tests and career alignment)
- Early Assessment Program (EAP) (collaboration between CSU, CDE, and SBE)
- School+2 program (high school student involvement with 2 extra-curriculars)

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

5

5

(E)(4) Reviewer Comments:

RUSD presented a high-quality plan that included its processes and practices to evaluate the effectiveness of its investments. In RUSD's proposed organization structure this responsibility lies with the Lead Learner (member of Superintendent's Cabinet), iZone Council, School iZone Councils, and the iZone Resource Team. RUSD plans to engage the Rossier School of Education at USC to research program effectiveness. Findings will be distributed nationally,

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
<p>(F)(1) Reviewer Comments:</p> <p>RUSD addressed the criteria for this section: identified all funds; budget is reasonable and sufficient; and provided thoughtful rationale for investments and priorities. RUSD is requesting \$29,983,211 in RTT-D funds and will use \$4,216,823 of district support. Those funds come from the general fund, Title I and II programs, and state categorical programs.</p> <p>RUSD states that it collaborated with union representation and all are in agreement that this budget is reasonable and sufficient to develop and implement the proposal, but it appears that a limited number of educators were involved with the creation of the proposal.</p> <p>Significant funding is allocated to one-time expenses to develop sustainable resources. These include CCSS digital resources, online professional development, student choice policies and procedures, a competency-based approach to develop alternative pathways to graduation. The detailed 5 key project budgets are aligned to grant categories and resources are reasonable allocated.</p> <p>A weakness of this proposal is the lack of identifying potential external funding sources for a proposal aimed at career readiness.</p>		
(F)(2) Sustainability of project goals (10 points)	10	4
<p>(F)(2) Reviewer Comments:</p> <p>RUSD did not fully address this criteria, citing the dynamic economy, and points were deducted. It stated that it cannot plan for post-2016 resources to sustain all program components.</p> <p>RUSD does, however, plan to keep partnerships on several innovative projects prior to this grant, including community-wide Smart Riverside, its Bring Your Own Device to school, early adoption of digital textbooks, and innovative creation of a virtual high school. Some aspects of the grant application, teacher online PD may be continued through the state's Open Campus program and its future use of adaptive online assessments. The district vows to continue support for administrative oversight of program components.</p>		

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

RUSD's plan did not address (5) (a) through (e), a critical requirement for implementation, and this lack of information severely undermines RUSD's ability to implement (6) the proposed plan successfully. Additionally, RUSD articulated past accomplishments of other organizations and the city, but did not clearly outline what future partnerships it would engage to meet its ambitious goals of all graduates being college and career ready.

It did articulate how it identified needs, selected indicators, selected students, and created past partnerships in the community.

The *Our Collective Impact* section outlines specific projects that build on this history of district-community collaboration. RUSD has built these partnerships with local government, businesses, NPOs, funders, and community members based on an asset/strength-orientation that includes programs focused on social-emotional child and family development. Some of the current RUSD-community programs named include: Completion Counts, Lighted Schoolhouse, SmartRiverside, Dad's University, Early Learning Task Force, Riverside Afterschool Collaborative, Mayor's Night Out; Youth Leadership Summit; Fit, Fresh and Fun; Set4School; Starting Blocks and Summer Feeds. Partnership programs exist with the Riverside and Borrego Community Health foundations, Family Services Association, Police department high school outreach lectures, and the University Eastside Community Collaborative. The City of Riverside also won the 2012 "Best of the Best Awards" from the ULI of Orange/LA counties for its "Seizing Our Destiny" recognizing its creative approach to sustainable growth.

The application outlines 7 population level desired results with annual growth targets for each. The 7 are targeted toward PreK, PreK-4, Parent, K-3 students and teachers, students and families (health), all parents, and low income families.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

RUSD met this priority by providing a coherent and comprehensive plan that builds on its leadership in creating and launching blended learning experiences for its students. It has shown leadership in proposing California state legislation to shift the funding model to a competency based model, in creating an innovative virtual school that also serves rural students, and in piloting adaptive assessment tools as the state adopts CCSS.

Total	210	153
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Race to the Top - District

Technical Review Form

Application #0365CA-3 for Riverside Unified School District

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 reform vision articulated by Riverside is structured around the four core assurance areas with five separate projects that will typically be implemented in all 14 participant iZone schools and, generally within the period of grant funding, across the district. While the assurance areas remain fundamental, the applicant lays out a plan for personalized learning and instruction that is facilitated through the use of new technologies, emphasizing attributes such as student access to online programming and the implementation of a Digital Dashboard. The proposal provides five projects within the overall vision as well as the lens of technology, but not a clear picture of the vision itself. In the discussion of the implementation, the participant iZone schools were created to provide an environment where teachers could facilitate student growth and learning. The expectation would be that a comprehensive vision focused on these schools would expand beyond teachers to students, families, and community. The vision statement remains understated.</p> <p>Equity of access to technology remains an area for future consideration, even within the often-referenced Technology Plan. The 14 participant iZone Schools all serve predominantly low-income families and yet the vision offers only minimal attention to access to technology for parents and the community and for students beyond the after-school programming. The proposal does not mention any individual student demographic group, leaving the question of whether English-language learners, Special Education students, any minority group might have special needs within the district's vision.</p> <p>The proposal offers positive insight into the uses of technology to advance student achievement, access to data, and deepen student learning. Examples include the college prep online program through the Riverside Virtual School, the CaMsP grant partnership, and the Digital Dashboard). The schools, the district, and city have been successful in providing leadership in educational technology at the national level; this level of commitment and collaboration demonstrates a dedication to the work.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	9
<p>(A)(2) Reviewer Comments:</p> <p>The proposal includes a description of the participant schools and students, showing them to be predominantly low-income and representing 45% of the district. While the selection criteria are provided, the response is insufficient to determine the objectivity of the process. The steering committee retains the right to alter the list of participant schools post-award, determine the capacity of the school staff to support the iZone projects, and determine the specific school and community needs. There is no indication of who serves on the steering committee, including principals and/or teachers from any of the participant schools.</p> <p>The narrative includes additional descriptive information on the selected schools that supports their selection (significantly higher than district averages for high-need students in multiple measures). It references, as well, the iZone Our Collective Impact project. Parallel to the national movement, this collaborative and community-wide effort engages numerous partners to address the needs of their mutual constituents. This particular project is consistent with efforts already underway within the district and city and provides key partnerships to support the iZone projects.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	7
<p>(A)(3) Reviewer Comments:</p> <p>Each of the five projects within the proposal is offered as linked and aligned pilot programs that can each be called throughout the district. Full descriptions of each project included elsewhere in the proposal detail both medium- and long-term outcome/impact that illustrate their expansive intent. The proposal provides more than adequate documentation that student learning is at the core of each of these projects.</p> <p>The narrative addresses that the work of scaling up the projects will take place within a reworked governance structure intended to support innovation and collaboration across the organization. The governance of the iZone Project will be the Lead Learner whose time and effort are evenly divided over the five projects, has administrative authority over the project, and who reports directly to the Superintendent. The iZone Council (presumably the Steering Committee), however, has governance authority over the project. With the authority of the Council addressed earlier (e.g. revise the listing of participant schools), the governance structure leaves the authority of the grant project itself ambiguous.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10
<p>(A)(4) Reviewer Comments:</p> <p>The Innovation Zone application provides four charts that inform annual goals throughout the grant in specific areas of interest by student subgroup for the district as a whole: assessments, the achievement gap, graduation rates, and college enrollment. Each of the charts offers evidence of significant annual improvements. Detailed explanations for these increases and the</p>		

rationale for expecting their continuation is provided in convincing detail, supporting the conclusion that they are both ambitious and reasonable. Examples include improvements in both ELA and Math for minority populations, low-income students, English learners, and students with disabilities.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12
<p>(B)(1) Reviewer Comments:</p> <p>The proposal offers evidence of success over the past four years for all ethnic and minority groups, including low-income, English-learners, and students with disabilities. These changes are statistically significant and demonstrate the gradual closing of the achievement gap between these student groups relative to the Asian student population, the normative group used in California. The charts provided are clear and valuable to the discussion.</p> <p>Table 8 illustrates changes in ELA and math proficiency over a four-year span disaggregated by student populations but aggregated by school, grades, and testing levels. As the participant schools were selected, in part, due to their academic performance, and the schools include elementary, middle, and high schools, it would be of value to provide data on academic improvements disaggregated by school levels. This would allow a more focused and meaningful comparison of growth.</p> <p>The narrative annotates each table with an appropriate and extensive description of strategies and activities that have led to the success recorded on the table. Middle school achievement, for example, was supported by a different approach to ensuring that students were progressing in Algebra by using diagnostic testing, short-cycle assessments, and other specific interventions.</p> <p>The proposal does not include evidence of a four-year success rate in increasing the high school graduation rate or the rate at which high school seniors enter and/or remain in college. Information is offered on the districts AVID graduates, but only as compared to AVID graduates at the State level, and no indication is provided as to the percentage of high school graduates at district schools were AVID students. Data on high school graduation rates, particularly using the cohort model, could indicate the extent of the improvements already implemented into the schools.</p> <p>The narrative describes multiple indications of ambitious and significant reforms in technology, including online texts for students, support of DIBELS at the elementary level, and assigning additional personnel to low-performing school to assist in their success. The evidence of the success of these strategies is demonstrated on the tables within the narrative. Descriptions are clear and concise and add qualitatively to the discussion.</p> <p>Reference is made to the parent portal which allows real-time access to student performance data to families. It is unclear whether this is the same as the Digital Dashboard mentioned earlier in the narrative. More information would be useful to understand what student performance data is available, if it is teacher dependent, and the degree to which it is user-friendly to families.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	3
<p>(B)(2) Reviewer Comments:</p> <p>The narrative references individual school Student Accountability Report Cards that provide public information about teachers, performance measures, and other related data. The district website hosts this information which also includes all salaries, including personnel salaries at the school level for all instructional and support staff. No information is provided, however, on actual personnel salaries at the school level for instruction staff only or for teachers only. This added level of transparency is necessary to determine the true cost of student support and regular instruction.</p> <p>Transparency of practice within the district is clearly demonstrated through the financial reporting, including all steps leading to the adoption of the annual budget. Annual unaudited and audited financial reports are presented to the Board of Education in a public forum. All processes are public and posted on the district's website.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>Riverside has shown itself to be an innovative leader at the school, district, state, and even national level. The narrative</p>		

provides ample evidence of successful conditions and sufficient autonomy to implement the projects within the proposal, including opportunities such as the district's Virtual School, its role in online learning at the state level, and pilot work with the MAP assessment. Most impressive, however, is the move to introduce language for legislation to change funding for education from attendance-based to competency-based: a dramatic shift that could alter the picture of learning in the state and across the nation.

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

10

10

(B)(4) Reviewer Comments:

Stakeholder engagement and support were both well supported during the development of the proposal. The narrative presents a compelling chronology beginning with the commitment of the superintendent and step-by-step endorsements and additional commitments by principals, teachers, partners, students, and their families. Students were involved through video sharing and town hall-style discussions to provide input on personalized learning environments and digital learning. Parents and other members of the community had opportunities to ask questions and provide feedback; the resulting plan was improved through this feedback. Riverside provided exceptional opportunities for input and feedback to all constituents, including the bargaining representative and principals for the site locations. The significant use of student involvement was not just unique, but highly appropriate given the nature of the vision and projects before them.

The application includes, as well, over 30 letters from community supporters. While the letters themselves are generally from one or two basic templates, all of these organizations agreed to endorse the district and the project which speaks of the local investment they have in their schools. The letter from the Mayor follows the same template. The project has the support of the district teacher's collective bargaining union.

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

5

5

(B)(5) Reviewer Comments:

The proposal identifies several gaps that inhibit progress towards student success (e.g. absenteeism, below grade-level in reading at 3rd grade, proficiency in 8th grade Algebra, and access to acceleration for GATE students). In each case, personalized learning is offered as a primary solution, through blended or flexible learning models, personalized pathways, or other technological avenue. All of the five programs within the plan are not focused on students and technology, however, so a wider view of the plan would be appropriate and of some value.

The narrative presents a solid argument for the benefits of personalized learning in a blended learning environment in a discussion of what teachers can do to facilitate student success and what students can do to not just be successful but to monitor themselves and track their own progress and growth.

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

	Available	Score
(C)(1) Learning (20 points)	20	16

(C)(1) Reviewer Comments:

Riverside proposes a plan built around five projects, three of which are more directly student centered than the other two. At the core of each of these projects is the full integration of technology to personalize learning. Detailed descriptions within the Appendix provide additional support to the successful implementation scenarios envisioned in the narrative. Students, from elementary through high school, have choices in content, scheduling, and official analysis of mastery. Specifics are provided relative to the pursuit of college- and career graduation requirements as well as the use of technology to expand cultural awareness. The narrative offers a clear and comprehensive view of the possibilities open for students through technology integration.

Among the strengths of the plan are the wide varieties of academic supports the personalized environment can provide. Examples are included throughout, such as access to virtual mentors for AVID students, international collaborations, and options for specialty diplomas and Capstone projects.

It would benefit, however, from additional detail as to how this personalization will specifically allow students at all grade levels to develop and pursue goals linked to college and career.

It is clear from the proposal that educators are the primary support for the students throughout the plan and that parents will have access to student data and are encouraged to participate in decision-making. Partnerships will assist in increasing low-

and no-cost internet availability in iZone neighborhoods, but there is no parallel discussion regarding available hardware for low-income families.

The Innovation Zone Plan emphasizes a personalized learning environment and multiple choice options for students, especially at the secondary level, but provides little evidence of educator or parental guidance for critical decision making. The narrative notes that responsibility for designing and monitoring their individual pathways should be made increasingly by students as they progress through school, as these skills are requisite for success in both college and career. Additional information is needed as to the level of student authority and at what stages and who is responsibility for guiding student choices, whether it is teachers, guidance counselors, parents, or teams of invested constituents to include the student.

The district's Digital Dashboard will provide student data for key constituents (students, teachers, and families) that can be used to determine progress towards college- and career-ready graduation requirements, providing a tool to guide students in their decision-making. While not directly stated, it is expected that the data is an automatic upload from the district's student information system thus remains current with that system. The plan does not include any description of a feedback loop available to students experiencing a personalized learning environment that would provide a user's perspective for improvement, enhancement, revision, or comment to the Council/Steering Committee. No process is offered for students, teachers, or parents to address the implementation as a whole or the individual projects other than at the school level, even though the issue may be program-wide.

The plan only minimally addresses accommodations and high-quality strategies for high-need students to ensure that they will graduate from high school at all, much less ready for college or career. There is no evidence that teachers, counselors, or others at the iZone schools or at the district level will provide additional personnel, equipment, or resources to students who are already at risk of educational failure, are far below grade level, are at risk of not graduating on time, or otherwise quality as high-need.

The Innovation Zone plan includes a mechanism to train students to form Student Technology Assistance Teams to assist their fellow students in using the technologies available to them; a train-the-trainer model. This peer model is smart in that it both utilizes the skills of tech-savvy students and offers students help from a knowledgeable peer rather than a teacher. Along with the establishment of computer clubs for students interested in pursuing technology careers, these initiatives tend to establish the environment as student oriented as well as tech oriented; a very positive move.

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

20

15

(C)(2) Reviewer Comments:

The proposal outlines an approach to assist educators to improve instruction and build individual capacity that includes both formal and informal means and provides numerous options for teachers and other educational staff working with students. The statewide professional learning network (The Sandbox), for example, represents one of the very positive informal opportunities that educators will be able to access and connect with other educators, including mentors. The participant schools will engage in two more formal training opportunities through School Leadership Institutes (for Council members) and Professional Learning Institutes, the latter allowing teachers to select the timing and the style they prefer. This level of flexibility indicates both support for the teachers and acknowledgement of their individual needs.

While all educators (including all teachers) will have access to these opportunities, there is no discussion in the narrative as to whether or not participation is mandatory at any level. The proposal does not include any indication of the level of teacher support at any of the participant schools other than a letter of support from the after-school programs. A commitment from the educators at the schools would be requisite to success of the full implementation of the plan.

The iZone Plan provides each classroom teacher with additional daily planning time as well as time to meet as a team with other teachers and the school's Innovation Facilitator who is available to assist them in using student performance data to develop targeted interventions for specific student needs.

According to the proposal, the iZone schools will implement an "adaptive and standards-aligned assessment system" to inform instructional practice and measure individual student growth against both the Common Core State Standards and the iZone Key Performance Indicators. Given that there are 14 iZone schools ranging from elementary through high school, it is unclear how this new assessment (not reflected in the budget) would be constructed or administered. More information, including the short-term ramifications of this testing, would be of value.

Participating teachers will be able to work within their school teams, along with the Innovation Facilitator, and join a Professional Learning group to increase their capacity with student personalization through technologies. The narrative does not provide the current status of the knowledge and/or training of the 510 teachers at the 14 iZone schools and whether or not professional development has already been introduced. The plan offers no sequence of educator learning, series of learning workshops, online videos, or other trainings that would be fundamental for a teacher new to the digital environment anticipated for the iZone schools. There is a sustainability plan to archive and maintain digital records of professional development

programs once offered, however. This is an excellent idea.

The proposal does not address how the plan will increase the number of students who receive instructions from effective and highly effective teachers and principals.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	13
<p>(D)(1) Reviewer Comments:</p> <p>The iZone project is designed to be fully integrated into the existing structure of the district's central office; the Lead Learner (presumably serving as the Project Director) reporting directly to the Superintendent and serving on the Superintendent's Cabinet. As the plan involves 14 participant schools representing 33% of the schools and 45% of the students, this is an appropriate structure.</p> <p>Minimal information is provided regarding iZone school leadership among teachers. While support is provided by the Innovation Facilitator, it is unclear as to the role and responsibility, scope of work, or expectations associated with such a leadership role.</p> <p>The applicant will develop policies and procedures to make school-wide shifts in the school structure, including one system where value is transferred from "presence" (seat time) to growth and mastery. Mastery, itself, will be measured and demonstrated in non-traditional as well as traditional ways, including at multiple times during the year. These innovative ideas have the potential to positively impact students as they move through content as their own pace in a personalized digital environment.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	8
<p>(D)(2) Reviewer Comments:</p> <p>The iZone project within the Riverside Unified School District falls within the city jurisdiction, resulting in access for all residents to the internet. The Digital Inclusion program is a partnership between the city, the district, and the business community to not only ensure city-wide access but to refurbish donated computers and make them available to low-income households. The city has set up over 8,000 families with both computers and internet access. As this program continues, qualifying families in the iZone schools will have at-home access to student performance information plus the limitless advantages available to any learner.</p> <p>As parents and others begin to access real-time performance data, they are encouraged to participate in parent training sessions offered at each school; these sessions are also available online. Students have access to online tutors; college students who model college life while they assist with homework problems. Students will also be able to call up their peers on the Student Technology Assistance Teams and take advantage of online tutors, among other options. These strengths add to the quality of the proposal.</p> <p>Minimal information is provided that indicates that the information technology system that will inform the Digital Dashboard used by students, parents and educators will also allow data to be used for other electronic learning systems. The Dashboard includes options for goal setting and monitoring of key performance indicators from pre-K to graduation, but does not extend to electronic tutors or more advanced learning or teaching tools. A similar lack of evidence exists between the student data base and other systems within the district (budget, human relations, etc.). The narrative notes that they have become increasingly integrated, but leaves no specifics as to the current status, the role the implemented iZone Plan will take in changing that status, or any timetable for change. Schools find themselves facing this same disconnect as they use multiple systems using multiple online opportunities.</p>		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	10
<p>(E)(1) Reviewer Comments:</p> <p>The applicant offers a well-developed Logic Model as a "visual snapshot of a comprehensive process" to support the Council</p>		

and Resource Team as they monitor program implementation and for site-level participants as they adjust practice. The model includes opportunities for participants to inquire and question the effectiveness of program components and challenge assumptions. This feedback is considered integral to the plan and is figured prominently in the visual logic model, as appropriate.

No specifics are provided, however, as to exactly how this feedback will occur and the level of authority it may have. The Council/Steering Committee receives feedback, although it is unclear as to whether such feedback must emanate from the school or can come directly from other site-based sources, but there is no process if the Council fails to act or rejects the feedback. The narrative reinforces the plan's approach to learning and the involvement in multiple stakeholders in the plan's development, leaving the impression that positive feedback to inform progress would be more likely than feedback for significant plan revision. The proposal does not address how the feedback and progress will continue after the term of the grant and, while members of the community will receive digital quarterly newsletters about the iZone projects, there is no indication that information relative to the quality of total Race to the Top - District fund, including investments in professional development and technology across all participant schools, will be included.

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

The proposal includes numerous strategies for ongoing communications with stakeholders that include quarterly newsletters, school and district websites, the district's parent portal allowing access to student academic progress and attendance, and iZone school's Digital Dashboard with test scores and progress towards high school graduation. Additionally, teachers are able to directly communicate class- and course-based resources and information to students using a learning management system. The newsletters are sent digitally across the community and the iZone Council, leading the plan, includes representatives from all key internal and external stakeholders. Bi-annual reports from the iZone Council will be presented to the School Board and presented to the City. The outgoing communication is well represented.

The narrative does not address strategies for engagement through these communication efforts. No avenues are presented that open conversations with stakeholders within the newsletters or even between teachers and parents. Businesses and partner non-profit organizations could be interested in opportunities to publicly describe their investments in the projects to a wider audience.

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

The first performance measure, required for all applicants, addresses effective and highly effective teachers and principals. Although the definitions are provided, the applicant has elected to postpone decision-making until definitions are developed that are agreeable between the district management team and RCTA that can be used to design the new teacher evaluation system that is expected to be a part of the final plan. This choice leaves their response incomplete and their use of the term "effective" when addressing teachers and principals in possible contradiction to expectations.

The two K-3 performance measures are focused and appropriate. A clear and convincing rationale is provided for both. The non-cognitive indicator of growth - chronic disengagement - refers to low productivity levels in online courses or independent study environments; these would seem unlikely for a student in a K-3 environment.

The performance measure chart shows significant gains in the percent of students on track for reading by the end of third grade. The target for all students in 2014-15 is 100%, and yet subgroups such as English learners and students with disabilities remain relatively low (even with large increases from the previous year) at 69.1% and 48.2%, respectively. These figures appear to be inconsistent.

The proposal includes three performance measures for grades 4-8, all of which are well supported and described in sufficient detail. These measures, along with those for the other grade spans, are well aligned to each other and present a thoughtful and well-reasoned approach to both measuring and encouraging student success.

A detail within Performance Measure (b) for Grades 4-8 on the State Benchmark Assessment for Algebra I notes that both internal and external stakeholders will be notified of every student's progress through Data Director Reports and/or a second online assessment and reporting system. It is unclear as to whether or not individual student progress will be made available or if this information is aggregated by school or in some other way.

A look at the performance measure chart shows that, while both English learners and students with disabilities are predicted to have a 20% gain in their performance on the Readiness Assessment, the actual numbers are so low as to make this large percentage far less impressive. In both cases, these student groups move from a very low percentage of students on track for Advanced Placement course work as determined by their Readiness assessment to still very low percentages even after the

grant funding ends. With the recognition that one child at each participant school serving students in grades 4-8 passing the assessment has the potential to double the percentage of students in either of these subgroups suggests that more ambitious goals would not be out of line.

Performance Measures for high school students include increasing participation using the FAFSA, ensuring that students are on track for college with entrance requirements for the University of California and the use of Career Cruising Profiles, and the use of the Early Assessment Program to inform and direct assistance to students to achieving college ready status. All are well supported and present an aligned set of measures. The proposal offers the final Performance Measure as a "postulated" positive for high school students (extra-curricular activities) with no baseline data available and the goals throughout and beyond grant funding to be completed within 100 days. This leaves the final measure as both incomplete and ambiguous, as the applicant has not provided a reasonable rationale for its inclusion.

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

5

2

(E)(4) Reviewer Comments:

Evaluation of the effectiveness of funded activities falls within the scope of the iZone Council, the iZone Resource Team, and the individual School iZone Councils; the iZone Council assumes primary responsibility. The Council and the Lead Learner will utilize research teams from the Rossier School of Education and USC to study program effectiveness and inform practice related to blended learning and personalization while doctoral-level researchers plan to investigate both qualitative and quantitative effectiveness of the various approaches and outcomes. Mention is made of doctoral student publishing and presentations at national conferences. None of these external organizations are included in the budgets to conduct external evaluations for any part of the project.

The informal, and unpaid, relationship with evaluators does not ensure an unbiased, comprehensive evaluation of any part, not to mention the whole, of the iZone initiative. The iZone Council and other district- and school-based oversight groups are not guaranteed to have the research and investigative skills to develop the necessary research questions that can truly inform project directors of program success.

The discussion of project evaluation does not address key elements including professional development for teachers, best choices for technology, or the ramifications of key decisions impacting school schedules and structure.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8

(F)(1) Reviewer Comments:

The proposal includes budgets and budget narratives for each of the five projects within the overall plan; each is well documented and provides fiscal details as well as rationale for how the funded will be used as either one-time investments or ongoing operational costs. The budget includes funding from sources other than Race to the Top-District grant and is sufficient to support the proposal. The majority of the expenditures overlap between the five projects resulting in percentages of the cost in each of the separate budgets. This extends from personnel to travel to equipment and contractual work. The overlapping of these budget categories, leaving few if any individual project costs, reveals not just the interdependence of the projects but the lack of distinct focus and individuality of the five projects.

Areas within the budget are not well represented within the narrative. Examples include \$45,000 for promoting stakeholder engagement within the community to the costs of site licenses. As a minor point, the travel section suggests a degree of inflation, such as \$400 for taxis to and from the conference hotel to the airport.

Strategies and rationale for inclusion are included in the budget narratives for each of the individual projects, allowing a clear understanding of how the expenditure fits within the full project.

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

10

5

(F)(2) Reviewer Comments:

The school district is committed to continuing the funding for program oversight beyond the grant-funded years and the scope of the grant for the iZone schools and the expansion of the individual projects into other district schools. Partnerships within the city will ensure the availability of free- or low-cost computers and free wireless access from low-income areas of the district. The sustainability plan includes the use of Title II funds for professional development.

The narrative does not address the long-term prospects of the 17 certified teachers hired through the project to serve as Innovation Facilitators and to support professional development. No mention is made of the additional half hour of time at the iZone schools paid for through grant funds and whether or not this time will remain viable school time for teachers and students.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	4

Competitive Preference Priority Reviewer Comments:

Riverside's iZone is beyond the proposal stage when it comes to integrating public and private resources in a partnership to further support students and their families. These partnerships will find a home in a specific project within the iZone plan, specifically designed as a collective impact model, where multiple cross-sector organizations come together in pursuit of a common vision. The narrative provides numerous examples of current initiatives, both public (Seizing Our Destiny project along with the City of Riverside) and private (Completion Counts through the Community Learning in Partnership grant funded by the Bill and Melinda Gates Foundation) that positively impact the lives of and support district students and families.

The proposal provides a list of seven population-level desired results directly aligned to the five projects; both educational and non-educational outcomes are included.

The narrative response provides anticipated short-, medium- and long-term outcome/impacts for efforts within the scope of the community impact project that are expected to include student arrival at school ready to learn, a decrease in absences, and improved student learning. No details are provided that focus on students facing significant challenges (i.e. low-income, English learners, and students with disabilities). No strategy is provided that explains how the model is scaled beyond the participant iZone schools to the full complement of district schools.

The proposal does not address the remainder of the criteria within the Competitive Priority.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant's Innovation Zone Plan is a focus on personalized learning environments built around five projects, each aligned to one of more of the core educational assurance areas. The proposal includes all key criteria to meeting the Absolute Priority, in that it's projects are designed to significantly improve learning and teaching, aligns with college- and career-ready requirements, involves opportunities for deeper student learning and student and family choice of approach to learning, and expanded access for all students at all times. Achievable goals include those to decrease achievement gaps across student groups, increase graduation rates, and provide a wide range of services and supports through city-wide partnerships.

Total	210	161
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