



# Race to the Top - District

## Technical Review Form

Application #0305WI-1 for West Allis-West Milwaukee School District

### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>The applicant sets forth six attributes of a vision that are appropriate to determine a clear and credible approach. These encompass deep learning concepts and next generation learning as described in the literature. They lay out the strategies and a framework tied to Common Core Standards as well as career factors, problem solving, equity, professional development and accountability. This information has a high likelihood in accelerating student achievement, deepening student learning, and increasing equity through personalized student support. The applicant provides priorities that address the core educational assurances set forth in RTT-D guidelines.</p> <p>Based on the information provided, the applicant has addressed this criterion in the high scoring range.</p>		
<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>(a) The applicant states that all seventeen schools will participate but did not give adequate information as to how or why this decision was reached.</p> <p>(b) The list of schools is provided in the charts.</p> <p>(c) Data provided in the A2 chart is confusing. For example, column A asks for the Number (#) of educators. For each row a decimal is provided which indicates possibly a percentage (15.58?). Also, in some columns the number of high need students (column C) exceeds the total number of students participating (column B). This would indicate some confusion on the part of the applicant which makes assessing this chart and the data difficult.</p> <p>Because the information provided does not provide sufficient information on how the schools are prioritized and the lack of clarity in the charts this criterion is rated in the medium scoring range.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>The applicant provided a detailed plan of reform that is being implemented currently. The plan includes a technology based system where students are allowed to bring their own mobile learning devices.</p> <p>The applicant also provided lists of strategies to provide replicable, scalable implementation of next generation learning and describe educator effectiveness, behavioral supports and staff/student relationships. One aspect that seems appropriate is their description of Full-Service Community Schools that expands community partnerships to provide extended-day comprehensive student and family supports. These supports include: tutoring, mentoring, counseling services, adult education programs, early childhood screening, mental &amp; physical health screening and parent centers.</p>		

The applicant does not provide adequate information on how the strategies will specifically improve student outcomes. The deliverables in the Appendix 2 Work Plan are described as activities and strategies but are not measureable student outcomes. This criterion was scored in the medium range based on the information provided.

<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>6</b>
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**(A)(4) Reviewer Comments:**

(a) It appears that the program strategies will improve student learning. Though attainable, it is not clear that the goals are ambitious as they seem to follow what is being required by the state. The applicant mentions that they expect to exceed the requirements of the state but they do not provide data regarding this assumption. The tables in E2 reflect approximately a 5% gain or less depending on the area (reading, math). The data provided actually indicate that Hispanic student performance will decrease. Graduation rate increases are only estimated as less than one percent each year improvement.

Overall, the goals meet the attainable requirement but do not seem ambitious enough to reflect effectiveness of the innovations in learning that the applicant is implementing.

As shown on the tables in A4, the applicant proposes to reach the state goal on the summative assessment (WKCE) by the end of the grant period. This is the only summative assessment which will be utilized to assess student improvement.

(b) The applicant will use the State Report Card to assess reduction in achievement gaps and anticipates they will reach the state goal by the end of the grant period for all subgroups and campuses.

(c) Graduation rates are provided but the targeted rate of improvement is low.

(d) The applicant does not currently collect information on college going rates. They provide data in chart A4d which reflects percentages of students who stated they intended to go to a 4 year or 2 year college. They then provide estimates of 3-4% increases each year with a stated goal of 85% college enrollment by the end of the project period. While this is ambitious, without sound data on the current levels of actual enrollment, it is difficult to determine if it is attainable. The applicant did not address the postsecondary attainment which is optional.

Based on the information, specifically the weaknesses cited in a, c, and d, this criterion was scored at the middle of the "medium" range for the quality of the response.

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

	<b>Available</b>	<b>Score</b>
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>7</b>

**(B)(1) Reviewer Comments:**

The applicant begins this section by providing an extensive listing of accomplishments indicating their capacity for implementing reform and improving student outcomes. These include awards, grants, and designations by the state that indicate high performance.

(a) The trend data provided in the first charts for reading indicates gains over the past four years (approximately 10%) in grades 3 and 4. The gains are only about 5% for grades 5-7 over the same time period and actually reflect a slight decrease for grade 8. Grade 10 overall gain was 4% over the past four years. The overall improvement in Reading for All students as showing the summary chart was 4.8% though in the narrative the applicant states the overall gain was 5.85%. The greatest gains were for Hispanic students (12.8%) over the four year period. There was some increase in Math over the four years though grades 8 and 10 showed an actual decline.

Trend data provided showed modest increases for most grades.

Regarding AP and ACT testing, the charts provided show a marked increase in the numbers of students being tested over the past two year period. The AP chart is a bit confusing in terms of determining the outcomes if

increased testing though it appears there was a 20% increase in the advanced placement (AP) results. The ACT scores declined slightly for both high schools though there was a significant increase in the numbers tested.

(b) Credit recovery data showed a marked improvement over the two year period with Hale high school showing improvement from 150-257 credits and Central from 139 -202 credits. A total of 170 students recovered credits which is commendable.

Applicant provided data that indicates all of the Next Generation Learning (NxGL) pilot classrooms showed increases in the state assessment and the MAP achievement testing compared to non-NxGL classrooms.

Applicant referred to Appendix B1 and provided a summary of scores by campus at the end of this section. These show modest gains over the past four years for both math and reading with the exception of 2 elementary schools. The learning center showed a 16.8% decrease in reading which may be because of a low enrollment which would result in results that are not statistically significant. There is not enough information provided to make a conclusion for this statistic.

To summarize the above information, it does not appear the applicant has a strong track record of improving student achievement and reducing achievement gaps over the past four with minimal exceptions.

(c) The applicant states that student level data is available on the state education department's website as well as the district's portal. State testing results are mailed to parents each year. This description is inadequate to determine how easily accessible the information is and to what level parents are engaged in accessing their student's data.

The scoring was determined to be in the middle of the Medium range based on the weaknesses cited in a and c which did not clearly reflect a record of success over the past four years as required.

<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>3</b>
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**(B)(2) Reviewer Comments:**

The applicant states that the expenditure information (a)-(d) is provided to the Board of Education and is available to the public only upon request to the Superintendent. Though the applicant states that some of this information is also provided on the state website, the description provided meets only minimum requirements for transparency, specifically it is not a high level of transparency.

Based on the quality of the response which clearly does not indicate a high level of transparency, this criterion was rated in the medium range.

<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>9</b>
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**(B)(3) Reviewer Comments:**

The applicant reports the state has provided flexibility for all schools in Wisconsin to use personalized learning systems, which affirms its ability to implement the plan given State legal, statutory, and regulatory requirements, that might otherwise provide barriers to implementation. The state's recently approved No Child Left Behind (NCLB) flexibility waiver provides annual school report cards that use multiple measures to rate school effectiveness. The report cards consider student achievement, student growth, closing gaps, attendance, graduation rate, and post-secondary readiness in rating calculations for each school. These factors provide conditions appropriate for implementing personalized learning systems. Based on this information the criterion was rated in the high range.

<b>(B)(4) Stakeholder engagement and support (10 points)</b>	<b>10</b>	<b>10</b>
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**(B)(4) Reviewer Comments:**

(a) The applicant does an excellent job of describing how each of the key stakeholders was involved in the development of the proposal and project design. This included administrators, teachers, Board of Education, parents, students, the city and state. Beginning October 1, 2012; Wisconsin ACT 10 limits collective bargaining (ii) to the issue of base wages so the

Superintendent formed a Professional Educator Council which affirmed the RTT-D project. Teacher representatives and these representatives signed an assurance which was provided with the signature pages and is addressed in the narrative.

(b) Letters provided in Appendix B support this support and engagement including suggestions from the city and the state and the applicant's responses. These are appropriate to successfully address this aspect of the criterion.

Based on the information provided in a and b, this criterion was rated in the high range.

<b>(B)(5) Analysis of needs and gaps (5 points)</b>	<b>5</b>	<b>3</b>
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**(B)(5) Reviewer Comments:**

Five key areas are highlighted as the structure of the high quality plan with descriptive items under each main area. These seem appropriate to ensure the strategies are in line with the intent of RTT-D and the core educational assurances.

There is insufficient information provided to fully evaluate the key goals, the activities to be undertaken and rationale for the activities, the timeline, the deliverables, the parties responsible for implementing the activities, and the overall credibility of the plan. No logic model or theory of change is provided to allow evaluation of how the proposed strategies address needs and gaps. The weaknesses in this description resulted in the criterion being rated in the medium range.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>15</b>

**(C)(1) Reviewer Comments:**

The applicant provides a plan with key goals, activities, timelines, deliverables, and the parties responsible for the activities. The credibility of the plan is addressed in the specific criterion below:

C1(a) (i) The applicant has established an effective system of Individual Learning Plans (ILPs) for students beginning in 7<sup>th</sup> grade. The ILP is described as a curricular-driven way for students to research and reflect upon a personalized educational and career plan. This process is appropriate as it directly links goal setting and education associated with career pathways with college- and career- readiness. Throughout section C1(a) the focus is on curriculum, professional development and goal setting though there is a lack of evidence of parental involvement and support which is an important factor in this criterion.

(ii) The applicant demonstrates a strong focus on career pathways tied to a comprehensive, twelve career development sequence.

(iii) Continuing the focus on Career Development, the applicant utilizes Self-Awareness, Career Planning, Learning Style, Work Value, and Work Skill Inventories guide students in setting learning goals and documenting progress related to academic interest areas. In addition, professional development for teachers is focused on engaging students through active, deep, inquiry-based learning. The applicant also engages business partners and post-secondary institutions through a Career and Technical Education Committee (CTE) which reviews and aligns the curriculum with 21st Century skills. They propose a structure to involve partners both in and out of the classroom to bring greater relevance of the learning tied to careers.

(iv) The applicant states that diversity is addressed through the K-12 Student Services curriculum and that cultural and artistic experiences are provided. The staff has received training on cultural competence to help students be sensitive to students from other cultures.

(v) The applicant addresses this criterion through Next Generation curriculum, blended learning and inquiry-based learning experiences. The applicant then presents specific strategies for both math and language arts that address building problem solving abilities and achieving academic benchmarks.

C1 (b) (i) The applicant provides charts that distinguish between the traditional approach and the proposed personalized learning system. The methods and practices presented are appropriate and clearly show the applicant’s knowledge of best practices in personalized learning that includes technology tools.

(ii) The applicant provides evidence of a blended learning approach with in-class teaching and on-line learning to promote active independent learning and reduce seat time.

(iii) The applicant describes their participation in a study cohort to investigate and learn more about 21<sup>st</sup> Century learning skills. They have piloted online learning strategies that are appropriate for the RTT-D initiative.

(iv) (A) Teacher teams are proposed that will analyze student performance as well as a “data dashboard” which allows students to self-assess as well as teachers to monitor student progress. This is appropriate and provides evidence of the applicant’s knowledge of data driven instructional systems.

(iv)(B) The applicant presents 9 pillars of a personalized learning system that are appropriate to address academic needs, college and career readiness, and personal supports to create a safe environment for students.

(v) The applicant will use their Tier 1 and Tier 2 accommodations and interventions to focus on high needs students. They propose an appropriate screening and intervention model. They also address special education through inclusive environments and specialized instruction throughout K-12 which is adequate.

There is insufficient information to assess the role of the parent in decision making or that parents were part of the process in investigating and adopting the proposed strategies. Though the 9<sup>th</sup> pillar described in (iv)(B) states that parents and families are an integral part of the learning process, this is vague and it is unclear how this involvement is to be achieved.

C1(c) The applicant provides further description of the technology tools that are available for students but does not provide specific strategies to ensure students are adequately trained to make maximum use of these learning devices and strategies.

Based on the information provided this criterion was rated in the high range based on the strengths in the overall response to this criterion and the weaknesses specifically 1(a) and (c).

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

**20**

**16**

**(C)(2) Reviewer Comments:**

The applicant provides a plan with key goals, activities, timelines, deliverables, and the parties responsible the activities. The credibility of the plan as it applies to C2 is addressed by the specific criterion below:

(C)(2)(a)(i) and (ii) The applicant provided a handbook with sufficient detail on professional learning opportunities that connects educators to research on how children learn, explores emerging technologies that support student learning and achievement, and aligns curriculum, resources and instructional delivery. Year-long activities and a cohort group approach are proposed which seem to be effective strategies. These included bi-monthly leadership teams, after school learning sessions and online learning courses which is appropriate.

(C)(2)(a)(iii) The applicant follows the state accountability plan and state report card focusing on multiple measures, using formative, benchmark, and summative assessment. In section C2(b) the applicant provides evidence of frequent assessment that is adequate to address this criterion. The state data dashboard is available to educators to adequately support planning.

(C)(2)(a)(iv) The applicant provided the description of a four-pronged professional educator performance evaluation with expectations are framed around four domains of Planning and Preparation, Classroom Environment, Instruction and Professional Responsibility and included the components within each domain. Appropriate strategies are in place to monitor, evaluate, and provide correction to all teachers, including those in need of improvement.

(C)(2)(b)(i) The applicant will utilize collaborative support teams that meet 2 times per week and follow a 9 step problem solving model. This is well developed and should provide the actionable information to address individual student academic needs. Student Learning Objectives are developed by educators based on student learning needs as identified by data. The applicant states that this helps address the multiple needs of special education students which is appropriate.

(C)(2)(b)(ii) Several appropriate formative assessments are proposed that meet the standard of “high quality” learning resources. These are aligned with the Common Core and online MAPs assessments. Achieve 3000 is the tool used for college and career readiness and will provide a rigorous methodology to achieve that link between academics and career knowledge.

(C)(2)(b)(iii) Applicant described “Build Your Own Curriculum” to provide educators with resources to design lessons aligned with standards and benchmarks. Although they state that 21<sup>st</sup> Century skill acquisition and career pathway planning will be a focus of the project, there is insufficient specific content information to provide a better overall view of what is being taught beyond state standard requirements.

(C)(2)(c)(i) and (C)(2)(c)(ii) The applicant described the educator evaluation system and the fact that 12 hours of training is provided utilizing iPads and the data dashboards. The narrative is lacking in specific professional development activities or overall training strategies to fully address these two criteria.

(C)(2)(d) The applicant described transformation of its educator recruitment practices to assure that effective educators and principals are hired and retained. This occurs beginning with the interview where knowledge and experience related to collaboration, data-based instruction, personalized NxGL, development of individual learner profiles, literacy instruction, social-emotional learning, Common Core Standards and technology are assessed. This description is lacking in details beyond these brief few statements.

Based on the information provided the criterion was rated overall in the high range though weaknesses were noted in (b)(iii) and (c)(i)(ii).

**D. LEA Policy and Infrastructure (25 total points)**

	Available	Score
<b>(D)(1) LEA practices, policies, rules (15 points)</b>	<b>15</b>	<b>10</b>

**(D)(1) Reviewer Comments:**

(D)(1)(a) The applicant proposed to organize the project under the leadership of the Director of Instruction and the Director of Student Services. No other information is provided to indicate the hierarchy or level of support for the project. No information is provided to determine if policies have been developed to support the initiative.

(D)(1)(b) Applicant stated that schools have the flexibility to modify schedules and that the Board of Education and Superintendent are receptive to revision of schedules to meet student needs. In addition, the applicant states that a major focus is providing 24/7 learning opportunities. This explanation provides adequate detail to assess the intent to provide autonomy necessary for a personalized learning system though specific policy changes are not detailed..

(D)(1)(c) The applicant provided information in the Appendix C4 handbook to describe various programs offered to accelerate student achievement. These include a Freshman Academy, Extended Day, AVID, AP, GED, and other options. While these are alternatives to a more traditional classroom format, they do not reflect a comprehensive model of a personalized learning system.

(D)(1)(d) The applicant provided information on their philosophy of a balanced, high-quality assessment system—including formative, interim, and summative components. Though it is not described in this section, there is information in other sections of the narrative to assess how they plan on assessing students throughout the year. Though mentioned additional detail is needed to adequately address this criterion.

(D)(1)(e) The applicant stated that ELL educators create individual learning plans (ILP’s) including universal screener data, ACCESS scores, WIDA and Common Core standards, and goals for students. These plans are updated three times per year. No information is provided for students with disabilities. This is not sufficient to fully address this criterion and is noted as a weakness to fully address accessibility for all students.

Based on the information provided and the weaknesses noted in 1(a, b, c, d, and e).This criterion was rated in the medium range because of these weaknesses.

<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(D)(2) Reviewer Comments:</b></p> <p>(D)(2)(a) The applicant stated that parents sign an agreement they have reviewed the equipment use policy. This is insufficient to ensure that parents and other stakeholders have access to content, tools and resources to support the project implementation.</p> <p>(D)(2)(b) The applicant has replaced the school librarian with a technology integrator to provide training and support for staff, students, and parents. This is the only strategy proposed for technology support. They will provide four parent meetings per year to discuss how parents can help their child’s learning and classes for parents who are not English speakers. To meet the requirements of a comprehensive personalized system of learning, these strategies are not sufficient.</p> <p>(D)(2)(c) The applicant stated that parents and students will have logins to access student information and that the District is developing a mobile application to enable access from the data warehouse. They also state that parents can access through the state website. Though the format of data was not described, there is information provided sufficient to assess that student achievement and attendance data is accessible.</p> <p>(D)(2)(d) The applicant addressed only student achievement data when discussing interoperable data systems and does not address data interoperability in regard to human resource data or budget data.</p> <p>Based on the information provided the criterion was rated in the medium range because of the weaknesses noted in 2 b, c, and d.</p>		

**E. Continuous Improvement (30 total points)**

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>7</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <p>The applicant's plan provided in the workplan as part of the appendices does not address evaluation or strategies for rigorous continuous improvement as required in this criterion.</p> <p>(E)(1) In the narrative, the applicant proposed for the Project Director to work closely with the Project Evaluator (to be hired), Data Manager and Grants Coordinator to assure that all data collection mechanisms are in place. Information is lacking to determine the appropriateness of these mechanisms or how the data will be reviewed or explicit strategies, specifically monitoring, measurement, and/or publicly sharing, to provide for program adjustments as needed for improvement.</p> <p>Because the plan provided does not address evaluation and this criterion lacks sufficient information on specific evaluation strategies, it was rated in the medium range.</p>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>3</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <p>(E)(2) To address ongoing communication internally, the applicant stated that the superintendent will meet with the Project Director weekly, the leadership team will meet bi-weekly and regular updates will be provided to the Board of Education. External communication includes periodic updates to the PTA and CTE Advisory Committee, the city and the Chamber of Commerce. The information provided indicates that information about the program’s progress will be shared and that there will be ongoing communication. The description provided is weak in describing how stakeholders, especially those outside of the district will truly be engaged in the improvement of the plan..</p> <p>Based on the information provided the criterion and the weakness noted, this was rated in the medium range.</p>		

<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>3</b>
<p><b>(E)(3) Reviewer Comments:</b></p> <p>E3(a). The rationale appears to be taken from the state requirements as the applicant states it will achieve all 100 points of the Wisconsin Report Card accountability score. Four target areas and five performance goals were selected all to be achieved at 100. This seems unrealistic and no rationale is provided on which to base these targets.</p> <p>E3(b). Early warning systems are proposed through Collaborative School Teams and at Instructional Leadership Symposium Team meetings as well as at monthly administrator meetings for applicant's educators to analyze data and determine status of annual performance measure targets. Data Dashboards will also provide ongoing student progress measures. The evaluator will conduct quarterly reviews to determine implementation progress. This seems timely but lacks rigor and more information is needed to assess how this formative evaluation data will be used to continuously improve the project.</p> <p>E3(c). The Project Director will convene bi-weekly leadership team meetings to review data alignment efforts to achieve target measures. Though applicant states that continuous improvements will be made as needed, there is not enough detail to assess how this will be done. Therefore the criterion was rated in the medium range.</p>		

<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>3</b>
<p><b>(E)(4) Reviewer Comments:</b></p> <p>E4. The applicant stated that the status of the proposed project strategies and activities will be assessed at quarterly intervals and that the Project Evaluator will work with the internal Leadership Team and the Advisory Committee, collaboratively, to establish measures for each of the proposed deliverables/outcomes as detailed in the Team Committee Meetings. This seems generic and lacks detail of very specific process evaluation detail. Productivity of staff, time, funding, and other resources is not addressed.</p> <p>Based on the information provided the criterion was rated in the medium range because of the weakness noted.</p>		

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(F)(1) Reviewer Comments:</b></p> <p>F1(a). The applicant provided a breakdown of the expenditures and the leveraged resources to be provided by the district. Sources for leveraged resources are identified.</p> <p>F1(b). Budget seems reasonable and sufficient to support the project as described.</p> <p>F1(c). i. and ii. The budget justification provided describes clearly the justification for the funding requests. It does not appear that any funding will be used for ongoing operational costs but all for one time investments.</p> <p>Based on the strength of the information provided, the criterion was rated in the high range.</p>		
<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(F)(2) Reviewer Comments:</b></p> <p>The applicant provided in chart format the primary elements of the grant proposal and strategies for sustainability. There is the intent to sustain the personalized data system and the professional development along with maintenance of the software. Personnel will be reduced after the grant period including the lead educators and the AVID facilitators. The information provided is inadequate in determining how the project could be sustained with the same fidelity based on these proposed staff reductions. No information is provided regarding support from State and local government leaders.</p>		

Based on the information provided the criterion was rated in the medium range because of the weaknesses noted.

**Competitive Preference Priority (10 total points)**

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>7</b>

**Competitive Preference Priority Reviewer Comments:**

- (1) The applicant proposes a coherent and sustainable partnership in cooperation with a consulting group and private schools to train classroom and English Language Learner educators on a co-teaching model. Several strategies including one for Model Lab incubator schools and early childhood training seem appropriate for this project.
- (2) The applicant identifies 12 desired results for the partnership. These desired results are actually strategies/activities and are not stated in measureable terms.
- (3)(a) The applicant states that progress of children will be measured three times per year using MAPS. This is not appropriate nor does it align with a truly personalized system of learning in which is student achievement and understanding is measured more frequently. There is no evidence provided as to how this will be aligned with the RTT-D project.
- (3)(b) The applicant states that ELL learners will receive differentiated instruction and ongoing assessment but specifics are not provided.
- (3)(c) The applicant describes the concept of “gradual release of responsibility” a strategy that includes controlled pacing and guided practice transitioning to independent practice. There is no evidence provided that indicates this project would be scaled up beyond participating students and communities over time.
- (3)(d) The applicant does not provide sufficient information to assess this criterion. Only one statement is provided indicating that ESL teachers will be able to instruct using whole group as well as small group to meet student needs which does not address improved results over time.
- (4) The applicant proposes that the partnership would collect data on parent participation as well as services provided by outside agencies to parents and to students. These are appropriate for the target population of ELL learners and their families.
- (5)(a) The tools provided in this criterion are the model school incubators and some teacher training for ELL instruction. This does not seem adequate to truly build the capacity of the partners.
- (5)(b) A needs assessment is proposed to determine how to strengthen the education and family and community connection. In addition the applicant proposes to select, implement, and evaluate supports for families with input from educators, ESL parents, social agencies and businesses. This is an appropriate strategy.
- (5)(c) The applicant proposes that the Project Director employ a Project Evaluator to work with an Internal Evaluation Team to conduct project evaluation. This is a very limited decision making process and there is insufficient focus on the individual needs of participating students.
- (5)(d) An Advisory Committee comprised of parent, student, educator, business, post-secondary and community members is proposed to assess progress and challenges and make recommendations. This is not adequate engagement of parents and families to address their needs.
- (5)(e) Summative evaluation is the primary assessment described by the applicant. This is not sufficient to be considered routine and does not reflect a personalized learning system. For parents of ESL students there will be a measurement of increased participation in school/family academic events and an increase in the ESL workforce employment which would evaluate participation but no evidence is given as to the frequency of the data collection or the methodology.
- (6) Annual goals for student achievement are to achieve the state performance measures. 10% increases in parent participation and parent employability are presented as the desired results for families. The student goals appear

ambitious but it is difficult to determine if they are achievable. With no benchmark data, the 10% goals for parents may be achievable but with no benchmark data it is difficult to determine if they are ambitious.

Based on the information provided this criterion was rated in the medium range because of the weaknesses noted in the above subcriteria.

**Absolute Priority 1**

	Available	Score
<b>Absolute Priority 1</b>	<b>Met/Not Met</b>	<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

The applicant has developed a proposal that is clearly intended to provide a personalized learning system. There are weaknesses that detract from the comprehensiveness and coherence of their approach but overall, they do address the personalization of strategies, tools, and supports, at least at a minimal level. The strengths for this applicant are in A1. Articulating a Vision for a personalized learning system, A3. LEA reform strategies, B3. State context for reform and B4. Stakeholder support.

<b>Total</b>	<b>210</b>	<b>148</b>
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**Optional Budget Supplement (Scored separately - 15 total points)**

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	12

**Optional Budget Supplement Reviewer Comments:**

Optional Budget Supplement is focused on the English Language Learner Model Lab and will not adversely impact the project if it is not funded. The costs are reasonable and adequate to implement the project focused on this special group of children which supports diversity. Funding above the request is provided through other sources which is positive.

There is not a high quality plan that meets the requirements of the RTT-D guidelines which was noted as a weakness in the scoring.

Optional Budget Supplement (Scored separately - 15 total points)	15	12
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**Optional Budget Supplement Reviewer Comments:**

Optional Budget Supplement is focused on the Special Education Sensory Program and will not adversely impact the project if it is not funded. The costs are reasonable and adequate to implement the project focused on this special needs children. Funding above the request is provided through other sources which is positive.

There is not a high quality plan that meets the requirements of the RTT-D guidelines which was noted as a weakness in the scoring.

Optional Budget Supplement (Scored separately - 15 total points)	15	12
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**Optional Budget Supplement Reviewer Comments:**

Optional Budget Supplement is focused on the Early Childhood STEM project and will not adversely impact the project if it is not funded. The costs are reasonable and adequate to implement the project focused on this special group of children

which includes equipment and enrichment primarily. Funding above the request is provided through other sources which is positive.

There is not a high quality plan that meets the requirements of the RTT-D guidelines which was noted as a weakness in the scoring.



# Race to the Top - District

## Technical Review Form

Application #0305WI-2 for West Allis-West Milwaukee School District

### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>The applicant has sufficiently set forth an ambitious set of goals that describes a coherent vision that includes consideration of standards for college and workplace preparation, the use of data systems, effective teachers and principals, and attention to lowest performing schools. The vision addresses student achievement, deep student learning, and personalized student learning plans but the outline in this section lacks some detail. The plan for this vision includes a statement of ongoing professional development and structured staff collaboration time as well as outlining the structure for the plan through the priorities such as state report card accountability, personalized learning, learning supports, and expansion of the learning time and environment. The vision is clear but does not provide detail on how some of the specific goals will be part of larger implementation plan. The overview of the goals and priorities provide an adequate overview. The comprehensive vision that addresses the many components for systemic effectiveness is strong.</p> <p>The applicant has scored in the high range with a score of 9.</p>		
<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>8</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>As the application includes all 17 schools in the district in this proposal, this section of the application adequately describes the extent to which the reform proposal will be implemented by participation. The chart of (A)(2) was evidence of presentation of the data in an appropriate format. The applicant has sufficiently provided the quantitative data on number of schools that will participate, a list of the participating schools, and total number of participating students; however, this section did not describe the process of how the decision to include all schools was reached. The history of the development of this initiative, described in Appendix B1, refers to related meetings of the development of the "Personalized Learning Timeline" but does not indicate opportunities for stakeholders to have had input at initial decision-making stages. Signatures indicating approval by stakeholder groups are helpful but do not necessarily address this criterion.</p> <p>This criterion is rated at the lower end of the high scale for a score of 8 due to missing narrative information on the decision-making process on the part of the district in choosing to accept the challenge of this initiative.</p>		

<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>The applicant has effectively organized the proposed plan to address the five man categories of reform that include accountability for student achievement, personalized learning, educator effectiveness, student support, and full service community schools. Strategies are listed for each component and provide a succinct summary of planned activities that will be undertaken to reach program goals. All activities and the timeline, as outlined in the detailed work plan in Appendix A2, appear to be ambitious yet achievable.</p> <p>Throughout this section and with the supporting evidence of the comprehensive work plan, the district has outlined an ambitious set of reforms that will systemically change both the content of what students learn and the delivery system for instruction and support. In addition, the supports by which students will benefit such as Response to Intervention (RtI), Positive Behavioral interventions &amp; Supports (PBIS), and the AVID (Advancement Via Individual Determination) program are a part of the work plan . The engagement of students through the emphasis on 21st Century and real-life skills also addresses student motivation and personal investment in their learning.</p> <p>This plan presents a vision that is thorough, ambitious, and well designed for collaborative development. This thorough presentation of evidence of comprehensive planning and clear outcome goals has been rated at the maximum score of 10.</p>		

<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(A)(4) Reviewer Comments:</b></p> <p>The applicant has developed a comprehensive plan that addresses individualized student learning from a variety of vantage points and has also considered student supports to meet individual needs. The charts provided in the proposal delineate a set of progressive goals over the course of the next 4-5 years of which the expected results will be targets of high student achievement and reaching a maximum level at year 5. The evidence submitted of past performance and the trends that show steady growth are an indication of the feasibility for maintenance of progress. Chart (A)(4)(b) is unclear as to the significance of the scores to the closing of the achievement gap but the chart in Section B(1a) provides evidence of prior success with subgroups. The workplan in Appendix A2 provides more evidence of how the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals but this was not fully articulated in the narrative.</p> <p>Based on a composite of evidence found in various sections of this proposal, this criterion was rated in the high range at 9 out of 10.</p>		

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

	<b>Available</b>	<b>Score</b>
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>12</b>
<p><b>(B)(1) Reviewer Comments:</b></p> <p>The applicant has provided an impressive list of awards and accomplishments related to student achievement, providing evidence of peer and professional recognition of success. The evidence of improvement of student learning outcomes and the closing of achievement gaps have been adequately addressed through the charts of standardized testing results. In addition, the charts signify evidence of a trend of progress in credit recovery. Although one of the high schools showed a small drop in diplomas for 4-year completers, the overall percentages appear to be fairly high. College enrollment data appears to be missing from this section.</p> <p>Ambitious and significant reforms in the four lower performing schools are evidenced by the graph that indicates a growth in the percentage of students meeting growth targets through the innovative Next Generation Learning program, although not all students have the advantage of being in a Next Generation Learning (NxGL) program. The narrative in this section does not specifically address how efforts for reform will be targeted to the low-performing schools but the district-wide</p>		

efforts to provide all students with an individualized learning plan is a strong indication of comprehensive efforts that will target all students at all schools.

Standardized test scores show significant growth over the past four year period. Evidence has been presented that student performance data is made available to students, educators, and parents through the district's web portal. State test scores are mailed to parents annually. The narrative did not describe how parents are informed on use of the district portal nor how often it might be utilized by families. Information on how the school might communicate with parents was incomplete.

This criterion has been addressed with minor omissions in evidence or description resulting in a score that is on the lower end of the high range at 12.

<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>3</b>
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**(B)(2) Reviewer Comments:**

The applicant has demonstrated evidence of transparency through web-based data reports posted on state and federal websites that include personnel salaries using the U.S. Census Bureau's F-33 survey, personnel salaries at the school level for instructional staff and teachers, and non-personnel expenditures. Information is also made available to the public by request through the Office of the Superintendent. The applicant reports on a year-long budget process that includes a public hearing. This section did not include a description on how the transparency process of accessibility is communicated to stakeholders other than by request. The minimal information for this section was provided resulting in a medium range score of 3.

<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>10</b>
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**(B)(3) Reviewer Comments:**

The applicant has sufficiently demonstrated autonomy from state and regulatory requirements to effectively implement programs that allow for flexibility in instructional delivery systems and personalized learning environments. The district's record of successful implementation of programs such as Next Generation Learning, blended learning, and the credit recovery programs are evidence of the flexibility and innovation that is supported by all stakeholders and policy-makers. A letter of support from the State Superintendent of Public Instruction is included in the application packet as further evidence of this support. The evidence presented for this criterion warrants a maximum score of 10 for this section.

<b>(B)(4) Stakeholder engagement and support (10 points)</b>	<b>10</b>	<b>10</b>
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**(B)(4) Reviewer Comments:**

The applicant has provided a detailed description of how all stakeholder groups were provided with the opportunity to review and provide feedback to the proposal. Even though some of the stakeholder groups had only one opportunity to review and submit feedback, it appears that sufficient time was allotted to the review process. Evidence was presented of stakeholder reviews that came from school administrators, teachers, the Board of Education, parents (the PTA District Council), students, local government, and state government as well as community partners such as higher education and industry. An impressive set of letters of support were gathered from diverse groups and stakeholders, including a first grade student.

The district Superintendent convened a Professional Educator Council of teachers in lieu of the Wisconsin limitation on collective bargaining units. The Professional Educator Council is represented by peer-selected teachers from each of the 17 schools in the district. In addition to review from this council, the application was reviewed by the Instructional Leadership Symposium team of each school. Signatures on the application appear to be inclusive of all required stakeholder groups.

Evidence has been presented to show that this criterion was met to the fullest extent resulting in a maximum score of 10.

<b>(B)(5) Analysis of needs and gaps (5 points)</b>	<b>5</b>	<b>4</b>
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**(B)(5) Reviewer Comments:**

The application presents a good analysis of the current status but lacks the description of a plan for on-going analysis other than it will be addressed through the Leadership Symposium teams. The on-going nature of the meetings of various teams is noted as an effective structure for review, analysis, planning, and implementing strategies to address the needs and gaps but a logistical plan has not been clearly outlined. The work plan in Appendix A2 implies some amount of analysis and planning for action but is somewhat vague on how that would fit into the agendas of the meetings.

The evidence presented in the appendix and in other sections of the proposal provide adequate and additional information resulting in a high-range score of 4.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>18</b>

**(C)(1) Reviewer Comments:**

The applicant has effectively provided a detailed outline of a high quality plan for improving learning and teaching through personalized learning environments. The development of an Individualized Learning Plan for all students provides a focus on career and educational goals and aligns the learning goals with skills, content, and educational experiences through technology. The district reports that initial outcomes of the program have been promising.

The comprehensive plan for high-quality teaching and learning as presented effectively provides for students a rigorous course of study aligned to college- and career-ready standards. Evidence for the high-quality nature of the plan is provided by the emphasis on Individual Learning Plans, 21st Century Skills, the standards of mathematical practice, and across-the-curriculum literacy skills. The applicant has indicated that the instructional staff has undertaken development of "Learning Progression Continuums" for upper grades that will provide for linkages from the learning goals to skills and content.

Although it is somewhat vague in the narrative, the description of the personalized learning system, as compared to the traditional system, provides evidence of a learning system that is responsive to student needs and allows for students to develop deeper understandings of how the learning goals of the curriculum are directly tied to their career and educational goals. The learning goals of an inquiry-based core content curricula with real-world connections will address many of the common core standards and 21st Century skills. The plan does not directly address how students will demonstrate their understanding of the linkages between what they are learning to accomplishing their career goals but the plan does provide adequate opportunities for students to reflect on their goals and the related skills.

The applicant has addressed goals linked to college- and career-ready goals appropriately through the "WAWM K-12 Career Readiness Preparation and Pathways Sequence," English-language arts benchmark testing, common core standards implementation, inquiry-based curricula, multiple literacies, and the principles of personalized learning as described in the application. These efforts will support deep learning experiences for the student and provide access to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning as well as address the critical academic traits and skills of goal-setting, teamwork, perseverance, critical thinking, and communication.

The applicant has addressed the personalized sequence of instructional content and skills through the detailed description of the personalized learning system and the extensive variety of high quality instructional approaches and environments. The district educators have adopted as system of "9 Pillars of Personalized Learning" that outline the program goals including effective use of technology, personalized learning goals, inquiry-based learning, formative assessment, and community partnerships, among others. Digital learning is appropriate and aligned with college- and career-ready standards. A data system is described as having multiple functionalities for a variety of data uses and configurations. Students will be able to use the data information, in collaboration with teachers, to set or adjust learning goals. Accommodations for high-need students appear to be fully addressed with a detailed plan for a 3-tiered system of Response to Intervention as provided in Appendix C4.

Based on a thorough outline of the learning section of the application with one area of slight vague information, the applicant has scored a very high score of 18.

<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>20</b>
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**(C)(2) Reviewer Comments:**

The application outlines an extensive menu of professional development opportunities for the teaching staff that support the district's RttT initiative through instructional strategies, technology, student engagement, literacy, collaborative examination of student work, collaborative curriculum planning and development, data analysis, high-need student review, and personalized learning that already is operational. Many of the programs are based on collaborative teacher-leader efforts to increase capacity to support student achievement. All of the planned activities in professional development appear to address the identified goals of rigor, relationships, and relevance while strengthening the teaching and application of 21st Century (critical thinking and problem solving, communication, collaboration, creativity and innovation, computing information and media literacy, college and career readiness, and cross-cultural understanding). Themes of global awareness, civic literacy, and environmental literacy are also addressed. The work plan (Appendix A2) indicates that many of these initiatives will be on-going and become more refined with greater specificity as to targets, goals, and practice both within the classroom and within the operational system of the district over the course of the next four years.

The professional development plan provides opportunities to build individual and collective educator capacity in addressing each student's academic goals by adapting content and instruction to student needs and interests. The student learning plans and career pathways are central to the curriculum development process. Common time to collaborate and review student achievement data is built into the professional development calendar.

Teacher effectiveness is measured through a variety of feedback mechanisms including walk-through visits, formal observations and conference sessions, summative reflections, and self evaluations. The applicant reports that formal and informal observations amount to 25 observations per year for each staff member. Professional development plans are required for all teachers hired after 2005. The district has adopted a set of Administrator Performance rubrics that are self-reported with evidence.

An academic data tracking system, the Infinite Campus data warehouse, provides accessible data in a variety of formats that is available for educator use and allows for formative assessment data to be entered by the teacher for an integrated tracking system. The applicant reports that the new student data warehouse will provide information on the correlation of effective educators with student achievement data.

The applicant has adequately addressed all aspects of the criterion with complete outlines and detailed information for a maximum score of 20

**D. LEA Policy and Infrastructure (25 total points)**

	<b>Available</b>	<b>Score</b>
<b>(D)(1) LEA practices, policies, rules (15 points)</b>	<b>15</b>	<b>11</b>

**(D)(1) Reviewer Comments:**

The applicant states that the central office will invest in increased support to schools through additional personnel in the implementation of the plan. Although the plan indicates that monthly meetings will review priority areas and school needs, the description is somewhat vague on how the individual schools will access additional needed resources and how the process of directing and re-directing personnel to meet school needs will be accomplished. Flexibility and autonomy are indicated to be availed to the schools but the applicant has not described how that process might be initiated for changes to school infrastructure such as schedules, calendars, and roles or responsibilities. Other sections of the application suggest that the monthly administrator meetings and the regular school staff meetings provide venues for reviewing and suggesting changes for improvement that would ultimately be presented to the Office of the Superintendent.

The applicant has described, in many sections of the application, how the effort to use Next Generation Learning (NxGL) tools and strategies will provide instruction based on mastery but the plan to expand the NxGL to all classrooms is somewhat vague in spite of the listing of the expansion in the work plan (Appendix A2). Individual Learning Plans have

been described as providing instruction where needed and this would meet the needs of the students with respect to targeted instruction.

The use of Smarter Balanced assessment system is an effective method of providing feedback as formative assessment. The plan addresses English Learner (EL) students but omits information on students with disabilities.

This criterion has been met for basic information but the limited amount of description and omission of some elements has earned a high-end medium score of 11.

<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>8</b>
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**(D)(2) Reviewer Comments:**

Over the course of the implementation of RtT, the district has adequately planned for technology, including technological devices and software, to be made available to all students. In addition, technological support is already available to staff, students, and parents through the role of the school-based "Technology Integrators." Regular workshops are held for parents but the application did not specify how many of those workshops would be devoted to technology use. Parents and students have access to achievement and attendance data through the school information management system (Infinite Campus data base portal) but there is no information provided on access to on-line curriculum and other educational resources. This system appears to be interoperable with a full menu of data including student information, the Learning Progression continuums, and educator effectiveness.

The applicant has adequately addressed this criterion with some slight omission of details for a high range score of 8.

**E. Continuous Improvement (30 total points)**

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>9</b>

**(E)(1) Reviewer Comments:**

The applicant has proposed a structure of key project staff that will provide channels of communication through meetings with project leaders and performance data review. Performance data collection will be the responsibility of the Project Director. A flow chart of personnel positions has been included and job descriptions for the new positions are provided in Appendix E1.

The application lacks detailed information on how the channels of communication will reach to all stakeholders and in what format the performance measures will be communicated. This section of the application was sparse in detail.

This criterion has been scored in the middle range at 9 due to limited details for this section.

<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>2</b>
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**(E)(2) Reviewer Comments:**

The application indicates that updates will be provided to the several stakeholder and leadership meetings but does not indicate how interactive that communication may be or if suggestions for plan adjustments may be taken at any given meeting. The proposal indicates that a project advisory committee will be convened to meet each semester and may also meet as needed during the project period. There appears to be an adequate number of groups that will meet and receive information on the project but the details on how the process for engagement and communication may be instituted is not provided.

This criterion scored in the low end of the medium range at 2 out of 5 possible because the application does not supply an adequate amount of information on the process.

<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>4</b>
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**(E)(3) Reviewer Comments:**

The applicant has identified 12 performance measures with appropriate targets that address each grade-level cluster group as required. Although the proposal does not outline the process in how the performance outcomes were determined, the rationale of aligning the performance measures to meeting or exceeding the accountability requirements of the state of Wisconsin is a logical choice. The measures appear to be important indicators of overall student success and program effectiveness. Other data indicators such as common core performance rubrics, Rtl results, benchmark and classroom assessments, and others are also identified to provide information on individual student progress.

The performance measures do not include the required grade appropriate health or social-emotional indicator measure for grades 9-12.

With the exception of the omission of a health or social-emotional measure at grades 9-12, this criterion has appropriately identified indicators and targets as performance measures for a score of 4 out of 5.

<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>3</b>
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**(E)(4) Reviewer Comments:**

The district plans to evaluate the status of the proposed project strategies and activities at quarterly intervals under the oversight of a project evaluator. The project evaluator will collaborate with other leadership and advisory teams and provide feedback to the stakeholders at team meetings. The plan has addressed how to reference the goals of the project through performance measure data as well as through qualitative review sessions that meet regularly. This section did not outline the specific evaluation measures that would be used to review professional development, community partner engagement, returns on compensation reform, or decision-making structures but the narrative indicates that the evaluation team will be establishing measure for proposed outcomes and deliverables of the team committee meetings.

This criterion scored a 3 out of 5 points for overall integrity but the description lacks supporting detail.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>8</b>

**(F)(1) Reviewer Comments:**

The proposed budget is clear, detailed, and reasonable. It appears that sufficient funds have been allocated for all aspects of the program including personnel, travel, technology, contract services, and other expenses. The applicant has provided extensive charts that provide both the overview of the total cost of the project as well as projected expenditures over the next four years. One-time investments are listed in the charts and on-going operational costs are outlined as well. The budget charts are thorough and user-friendly.

The budget criterion for allocation of funds was fully met and the rationale for budget expenditures have been discussed in various sections of the application but specific discussion of the rationale for the final budget was not presented.

This section scored in the high range for a score of 8 out of 10 due to the limited discussion of the budget rationale.

<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>10</b>
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**(F)(2) Reviewer Comments:**

The sustainability plan indicates that the district intends to maintain the programs that will be instituted during the grant period and indicates that district funding will be used to maintain efforts in professional development, data systems, student program personnel, and curriculum development, among others. The community partnerships are expected to expand and continue. This section of the application is thorough, detailed, and supports a reasonable effort in developing a high-quality plan for sustainability.

This criterion scored the maximum score of 10 for the ambitious but achievable goals set forth in the sustainability plan.

**Competitive Preference Priority (10 total points)**

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>8</b>

**Competitive Preference Priority Reviewer Comments:**

The Competitive Preference Priority narrative outlines a rationale and set of strategies to improve student learning of the ESL (English as a Second Language) students through professional development activities that use research-based instructional strategies for student achievement. The partnership would include a private consulting group and the broader groups of private schools in the area. Strategies include teacher training for instructional strategies, early childhood training, and parent support programs.

Twelve desired results have been identified that provide a comprehensive system of training, support programs, social services and counseling, and data tracking systems to support the learning goals of the ESL students and families. These identified outcomes are aligned to the RttT goals and outcomes and, at the heart of the proposal, is an effort to see all students succeed. The narrative does not address how these outcomes would be tracked other than monitoring the standard assessment results.

This effort will support the students in the educational system through differentiated instruction, critical thinking skill development, and helping students to scaffold their understanding of conceptual knowledge and skills. Reaching out to parents and the community would also provide student supports for success. Partnerships with community agencies and social services are planned.

The decision-making process and infrastructure to evaluate this component of the project would be included in the responsibilities of the RttT Project Evaluator. The application does not effectively address how the ESL community might be engaged in the decision-making process and the Advisory Committee of the overall RttT initiative does not indicate an intent to specifically recruit members of the ESL community. Other data tracking components that are used for all students will be helpful in the overall evaluation process. An ambitious goal to have the ELL (English Language Learner) student subgroup performance measures consistent with the WAWM RttT proposal measures for all students was cited.

This section scored in the high range of 8 out of 10 due to a lack of description of a clear outcome tracking system and the omission of how ESL members might be recruited for advisory committee and other feedback inputs.

**Absolute Priority 1**

	Available	Score
<b>Absolute Priority 1</b>	<b>Met/Not Met</b>	<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

The applicant has submitted an impressive application that is broad-based, comprehensive, sufficiently detailed, and reasonable. The goals are ambitious but achievable and the plan is well-designed for implementation in a structured system. The district's plan to mobilize resources to produce individualized student learning plans is feasible. The outlined steps indicate a well-designed system that draws upon multiple resources both from within the district and from current professional expertise and research. The plan presents a comprehensive systemic reform program that addresses student achievement for all students from multiple perspectives.

Total	210	176
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**Optional Budget Supplement (Scored separately - 15 total points)**

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	10

**Optional Budget Supplement Reviewer Comments:**

The Optional Budget Supplement #1 proposal for the English Language Learner Professional Development describes a co-teaching model that will train classroom and English Language Learner (ELL) educators. The program will emphasize creative thinking skills, research and inquiry models, and construction of knowledge for students. The grant funding would provide teacher training, early childhood training and schooling, and parent support for helping their students prepare for college- and career-ready standards. The rationale for the proposal is reasonable and worthwhile.

Twelve population-level desired results have been identified including the development of partnerships with social agencies, after-school learning opportunities, and the use of learning measurements.

Activities and elements of the plan have been provided as a strong foundation but the applicant has not included a clear and comprehensive plan that includes specifics such as timeframes, deliverables, evaluation measures, and persons responsible. The number of students that would be involved in this project are not provided.

The proposed budget appears to be reasonable and specific to the proposed project.

The project foundations are strong but the proposal lacks a specific plan. This Optional Budget Supplement #1 is scored at 10 out of 15 points due to the incompleteness of the descriptions.

Optional Budget Supplement (Scored separately - 15 total points)	15	11
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**Optional Budget Supplement Reviewer Comments:**

The Optional Budget Supplement #2 is designed to provide a sensory room for special education and autistic students. This project will focus on a specific subgroup of students who will benefit from a space that provides the needed comforts and supports for learning to occur. Eight desired educational outcomes are listed that include learning programs, learning measurements, and partnerships with social agencies. This program is intended to address the needs of students who will otherwise have barriers to their learning in the regular classroom. The rationale for the proposal is reasonable and worthwhile. The description is sufficient to describe the needs of the students that this will address and the student goals.

There is no plan of how this will be developed that would include timelines, activities, persons responsible, and outcomes. There is a reasonable budget provided but there is no discussion of on-going expenditures and how those will be funded after the grant funding period ends.

This Optional Budget Supplement #2 is scored at 11 out of 15 for a clear project goals but without a comprehensive plan.

Optional Budget Supplement (Scored separately - 15 total points)	15	10
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**Optional Budget Supplement Reviewer Comments:**

The Optional Budget Supplement #3 for an early childhood STEM Program is proposed to provide pre-school students a curriculum that will focus on skills in science-technology-engineering-math (STEM) that would be appropriate to their sense of curiosity and skill development. This program would include teacher training, technology, interactive media, and student portfolios. Seven appropriate outcomes have been identified that support student learning. The rationale for the proposal is reasonable and worthwhile.

The proposed project does not have a complete plan that includes components such as timelines, deliverables, persons responsible, and activities or tasks but the budget appears reasonable. There is no discussion of on-going costs at the conclusion of the grant period and one-time expenditures are not identified.

This Optional Budget Supplement #3 is scored at 10 out of 15.



# Race to the Top - District

## Technical Review Form

Application #0305WI-3 for West Allis-West Milwaukee School District

### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>The vision the applicant has set forth is achievable and ambitious. It is focused on increasing learning and success for all students through examination of student data on a regular basis, using the data to plan curriculum and appropriate interventions through the development of personalized learning plans for all students.</p> <p>This section scores in the high range because it is designed to deal with student learning through providing personalized learning based upon the Common Core, allowing students to deepen their learning through project based learning activities which focus them upon managing technology, write with purpose for an audience, monitor their success based upon their learning goals. The staff will work collaboratively in activities using data driven decision making to plan for student learning and accountability. The focus on turning around lower performing schools through implementing Response to Intervention (RTI) and Positive Behavioral Intervention Supports (PBIS) to meet both student learning and academic needs.</p>		
<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>The District has made the decision to include all educators at each of its seventeen school sites as participants in this project. This ambitious plan has already begun with menus of data driven personalized learning environments in place. The schools selected for participation are listed on Charts (A)(2)(b) which provide school name, student population information, and disaggregation of student data found in identified subgroup populations (low-income families, high-need students, and participating educators. The N for each group are provided on the chart so the numbers of participants is easily identifiable.</p> <p>This section scores in the high range because the charts include required information in an organized, understandable, and complete manner. The focus upon personalized learning for all students, with assistance from all educators in the District is ambitious and appropriate.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>The District plan provided a description of high quality priorities in place to implement and ensure the success of its plan. The first priority encompasses the data that is gathered and centralized in the State/School Report Card. The data is gathered uses multiple measures to establish student success. The Common Core State Standards define the knowledge and skills students must master, K-12. Student success is reviewed in a continuous process of assessments that go beyond multiple choice questions to include extended response and technology enhanced items. The plan details student</p>		

learning demonstrations that will also demonstrate critical thinking and problem solving strategies utilized by the student. Measure of Academic Progress (MAP) assessments are included in the plan 3 times throughout the year in math and language arts and provide educators to additional data that is used in guiding individualized instruction. The District is exceeding the State's expectations in the implementation of the ACT Test Suite. The District, in addition to monitoring college and career readiness at the middle and high school levels is also beginning to look at these skills at the elementary level. There is commitment to increase the number of students taking and scoring a 3 or higher on Advanced Placement exams at the high school level by increasing the number of students and classrooms who participate in Advancement through Individual Determination (AVID). The focus on individual student data and learning plans will increase the number of students who achieve academic success and graduate college and career ready.

The focus on data and how to use it to determine strategies to increase student success allows all stakeholders access to the tools required to increase student success. The District is to be commended for the inclusion of training in Positive Behavior Interventions and Supports (PBIS) and Response to Intervention (RTI) as important components to assist in the development of individual learning plans. The focus on programs to promote cultural understanding, community recreation program, partnership with the Health Department in early learning activities, and afterschool programs demonstrate the desire on the part of the District assist in the skills needed for the whole child.

This section scores in the high range because it is focused upon the detailed use of data to drive instruction and the development of individual student learning plans. The data will be available and used by both teachers and students as they develop and implement their plans.

<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>10</b>
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**(A)(4) Reviewer Comments:**

The applicant has provided charts which specify where students are currently scoring as of 2010-11 with expectations through 2015-16. The charts detail the expected growth over time for the student population as a whole, for student sub groups as required, graduation rate expectations, and college enrollment figures.

This section earned the highest score for this selection criteria because of the high academic expectations on the part of the District for all students to meet the standards set by the state in 2016-17. (100% state formula target for reading and math achievement and growth by 2016-17; meet 100% state formula target to close achievement gaps by 2016-17; meet 80% target for graduation by 2016-17; meet 85% target for college enrollment by 2016-17; meet 100% target for effective educators working with students by 2016-17). The District has put together a comprehensive plan designed increases the success for all students and all sub groups in the areas of subject area success in math and reading, to decrease achievement gaps where evident, increase hgh graduation, and increase number of college and career ready students. The focus upon individual personalized learning plans for all students and the exhaustive use of student learning data will increase student achievement as the plan is fully implemented.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>15</b>

**(B)(1) Reviewer Comments:**

There is a clear record of past success in the District. This has been demonstrated by the naming of two schools as National Blue Ribbon schools with a third nomination as such. They have been recognized for their work in implementing Next Generation Learning (NxGL) personalized learning practices and have participated as presentors at national and state conferences and hosted on-site visits and webinars in this area. Grants in the areas of afterschool learning and drug-free schools demonstrates the desire to provide avenues for students to achieve inside and outside of the classroom. The Math-Science partnership with Marquette University and the University of Wisconsin-Milwaukee has provided staff development for teachers. A federal counseling grant resulted in the creation of a career development curriculum designed to assist youth and adults with career awareness, exploration and planning. Data charts indicate steady

increases in student achievement goals set for lowest achieving schools. Students at the high school levels have access to both credit recovery courses and Advanced Placement courses.

A clear record demonstrating that student achievement has increased in all grade levels in both math and reading over the past 4 years, with the average increase of 5.85% in reading and 5.26% in math on the Wisconsin Knowledge and Concepts Examination (WKCE) At the same time graduation rates for 4 year graduates have increased.

The District has developed an inclusive program to provide student performance data to educators, students, and parents through the Districts Infinite Campus Portal. They can also access assessment data on the Department of Instruction/Wisconsin (DPE WINNS) website. WKCE scores are mailed home to parents annually. These means assure the access of data and information for all stakeholders in the students education.

This section scores in the high range because of the focused use of student achievement data (both individual and school) to plan and drive instructional planning and interventions. WAWM has focused on placing an aligned curriculum with both formative and summative assessments occurring at regular intervals. Both students and teachers use this data to plan for personalized learning plans.

<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
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**(B)(2) Reviewer Comments:**

All actual personnel salaries are set by the Board of Education. Information about each salary category (1. Actual personnel salaries at the school level for all school-level instructional and support staff; 2. Personnel salaries at the school level for instructional staff; 3. Personnel salaries at the school level for teachers; 4. Non-personnel expenditures at the school level.) is available to the public through a request to the Office of the Superintendent and is also found on the DPI (Department of Instruction) website. Actual non-personnel expenditures at the school level are coded and tracked within the District's accounting system and are aligned with the Wisconsin Uniform Financial Accounting Requirements (WUFAR). The accounting system used by WAWM is in accordance with the Wisconsin Uniform Financial Accounting Requirements (WUFAR).

This section scores in the high range because it provides an open avenue to salary information and school/district expenditures in compliance with state requirements.

<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>8</b>
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**(B)(3) Reviewer Comments:**

School Report cards required by the Wisconsin Department of Instruction (DPI) utilize data based upon student achievement, student growth, closing gaps, attendance, graduation rates, and post-secondary readiness in rating calculations for each school. The Wisconsin Framework for Educator Effectiveness guides effective educational practices that align with student learning and development and require documented evidence of individual student learning. The practices and procedures set up by the district to meet this requirement. (Next Generation Learning/NxGL) meets this requirement. In addition, the district has adopted the Common Core Standards in English, Language Arts, Mathematics and Literacy. Individual Student Learning plans reflect this focus and demonstrate the importance placed upon them by WAWM and DPI.

This section scores in the high range because it demonstrates the alignment with district and state student learning plans with the requirements of the grant application. The total available points were not awarded because the description provided in the application focuses upon what the legal, regulatory requirements are in relation to implementing personalized learning environments and do not address the autonomy WAWM has in development and implementation of them.

<b>(B)(4) Stakeholder engagement and support (10 points)</b>	<b>10</b>	<b>8</b>
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**(B)(4) Reviewer Comments:**

All stakeholders had a place at the table as the plan was developed. Administrators met and discussed the application during monthly administrative meetings. The superintendent convened a Professional Educator Council with

representation from each school. Currently, monthly meetings of the Professional Educator Council focus on progress with implementation of NxGL which is a component of the RTTT application. The RTTT proposal was reviewed during the September 13, 2012 meeting. Each school appoints an Instructional Leadership Symposium (ILS) team comprised of representatives of the schools grade levels and subject areas. The RTTT proposal was also reviewed at several ILS meetings with feedback provided. The grant application was presented and reviewed at the local cooperative educational agency and also with representatives from WAWM elementary, intermediate, and high schools. The Board of Education has been updated on a regular basis on the progress of the application which was approved at the October 2012 meeting. Parental input was sought at the September and October PTA Council meetings. Student Councils at the intermediate and high school levels have reviewed the abstract and had the opportunity to provide feedback to the portions related to student learning. The city of West Allis has reviewed the application and signed its approval. The State of Wisconsin has been informed and signed a letter of support. Appendix B6 provides copies of letters of support from school members, state and federal legislators, students (elementary, intermediate, and high school), and business leaders in the area.

This section scores in the high range because the proposal meets all selection criteria in this area. The 8 signatures from the Professional Educators Council appear to be the signatures of those appointed to the Council developed by the Superintendent because there is not an official collective bargaining group. There is no other specific documentation that any polling of the teachers at the each of the 17 schools took place. Stakeholders (Board, teachers, parents, community) were offered multiple opportunities to review and provide feedback on the plan as it was being developed.

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

**5**

**5**

**(B)(5) Reviewer Comments:**

WAWM has clearly identified measures in place to address the personalized learning needs of all students. These measures include the State Report Card; the expansion and digitalization of the learning continuum linked to personalized learning needs and instructional strategies for all students; the explicit use of data to identify effective teachers and principals with student success; the use of Response to Intervention (RTI) and Positive Behavioral Instructional Strategies (PBIS) strategies by the teachers to assist students in need of learning assistance and to assist in planning any needed interventions; and the expansion of the school community to include extended day opportunities for students and families, as well expansion of Pre-K learning opportunities. Each of the above measures have a specific implementation process listed that includes professional development where appropriate, and processes that are inclusive and open to all students.

This section scores in the high range because of the focus on the use of data to identify individual student learning needs and the specific instructional strategies that will be used by teachers and principals in formulating individual learning plans for all students. The use of data to plan what should be implemented, provide interventions where needed for all students, structure the professional development opportunities for teachers to increase their effectiveness in the classroom and assisting students with Individual Learning Plans, and finally includes an expansion of community partnerships to provide programs for preK-12 and families.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>20</b>

**(C)(1) Reviewer Comments:**

The plan outlines a comprehensive process to assist students in attaining identified academic goals. This is accomplished in the elementary grades through weekly curricular units focusing on academic success, social-emotional learning, and career development. Beginning in 7th grade, each student begins a formal process, in conjunction with the School Counseling Department, to develop an Individual Learning Plan (ILP). The ILP is a 6 year curricular plan used by the student to develop goals and link their education with college and career readiness.

The professional development for teachers as they increase their effectiveness is clearly defined, based upon data indicating what is needed, is continuous and ongoing and delivered with a focus on increasing individual student learning success.

In assuring that students have an educational experience that allows for exposure to diverse cultures, contexts, and perspectives, WAWM has implemented a variety of cultural and artistic experiences for students to observe and participate in. Professional development for staff also includes staff training in how to work with students in a positive manner who bring with them a variety of cultures and customs. It is commendable for the district to recognize this need that also enhances student learning.

The plan clearly identifies the methodologies to be implemented that result in students mastering content and developing skills in all areas leading to their academic success. The attention to detail and the use of data in this endeavor will assure the desired increases in individual student learning.

WAWM demonstrates its commitment to individual student success with its plan to move from an industrial-age, assembly line model of education into a system that is geared toward individual student success. An inclusive system that involves students, parents, and teachers in planning and development linked to goal setting and academic success has been developed and implemented. The system allows for individual differences in student learning needs and interests in the same school setting beginning at the elementary level. Middle and high school students have access to blended learning course which have face time with teachers and also individual on-line learning components. Within in this model Tier 1, Tier 2, and Tier 3 intervention models are applied as student data needs indicate. Work is being done to allow learning to become a 24/7 endeavor not tied to counting minutes or specific learning locations. This flexibility in learning meets the high range score as it specifically addresses individual student learning needs and academic success.

The WAWM clearly meets the requirements for ongoing and regular feedback about mastery for students through access to personalized data dashboards, regular staff meetings to discuss student success and needs and a wide variety of formative and summative assessments which provide everyone with the necessary information. This clearly focused use of assessment data at all grade levels to guide in development and implementation of individual student learning plans is a critical element to the success of the plan and its students.

There is a comprehensive plan that uses detailed information about individual success in academic areas, and also behavior and attendance that is based in a data warehouse. This data is accessible to students, parents, and teachers. The inclusion of all stakeholders in this access is a positive, as it allows everyone to work from the same page as they go forward in planning for the students success. Secondary classrooms further this challenge with the inclusion of flexible learning and practices that allow students to all be college and career ready and responsible decision makers.

Staff development in the use of Response to Intervention (RTI) and the district manual provide critical information to a process that addresses individual student learning needs in the areas where interventions may need to be implemented. The plan clearly delineates procedures for Tier 1, Tier 2, and Tier 3 interventions as well as in the inclusion of Special Education in the student's least restrictive environment (LRE). This attention to individual student needs that impact their learning directly ties to the success of an individual student learning plan. Again, the attention to data in making decisions that impact a students learning is a critical element of their success.

The WAWM has put appropriate mechanisms into place to provide training and support as needed to students who may need to increase their understanding about how to utilize the tools and resources that are provided to them. This is done through students conferencing with their teachers to discuss their personalized learning goals and academic progress. Teachers have been trained and have the ability to provide students with individualized assistance in how to use their iPads. There are annual planning meetings between students, parents, and counselors to review ILP's and their progress. School leadership team meetings are also held 4 times per year for staff to analyze school improvement data and collaboratively work to plan for instructional change.

The elements of the WAWM RTTT are specifically designed to plan and deliver instruction that will prepare students to become college and career ready. This is done through attention to data, flexible academic settings, multiple planning meetings with and of the teachers, the inclusion of parents and students in discussions about the students success and learning needs. Professional development activities for the teachers are clearly aligned to meet the needs of students in this area.

This section scores in the high range because of the thorough and methodical manner in which individual learning needs of all students are addressed. The clear focus on the use of individual student data in planning their learning is exemplary. There is great effort put into addressing the whole child through the use of academic as well as developmental information and student interests. The development of the Comprehensive School Counseling Model (WISCareers) by the WAWM Comprehensive Student Services Program places a focus on what students need to learn and succeed at in order to ensure their success in post secondary education and career choices. Students develop their own focused and rigorous learning paths which allow for individual success. The opportunity for students to learn in a collaborative, rigorous, inquiry-based learning setting will increase their academic success.

<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>16</b>
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**(C)(2) Reviewer Comments:**

The WAWM professional development book is a detailed list of professional development activities for teachers that is designed to provide information and assistance to the teachers as they work together and with students to implement individualized learning plans preparing them with skills needed to be college and career ready upon graduation. The plan is designed to be continuous and ongoing throughout the school year and beyond. There are opportunities to collaborate and build upon professional practice during the 5 scheduled professional development days, through Instructional Leadership Team sessions, provisions for after-school learning sessions, on-line learning courses, meetings with curriculum teams and in a variety of digital formats. This high quality plan is based upon data indicating the areas of need and provides training in a variety of formats that enables teacher access to information.

Student learning has been restructured to allow for learning to take place in a variety of formats that address individual learning opportunities for each. Efforts have been made to move teaching and learning outside of the traditional self contained classroom model. Curriculum has been aligned to the Common Core in all grades and is presented to students in a variety of formats, including on-line learning and digital learning opportunities. This enables students to become independent learners, to collaborate on projects and focus of career pathways as they implement their learning plans.

Achievement of individual learning plans and the school(s) as a whole are documented in a focused manner with multiple measures. The Wisconsin State Report Card provides a picture of school achievement demonstrated by a variety of formative and summative assessments. Teachers are trained in administering and interpreting the data allowing it to be used to plan instruction. The WAWM requires schools to establish measurable objectives and strategies. The Data Dashboard developed provides a clear picture of each student and schools achievement.

WAWM has reorganized its teacher recruitment/retention program to focus on the importance of placing effective teachers in all classrooms. Applicants are expected to demonstrate knowledge of the Common Core, individual learner profiles, literacy instruction, and social-emotional learning processes. The compensation plan is designed to reward educators who demonstrate proficiency in these areas. The Districts use of data to support this endeavor is commendable. The student data warehouse does much to provide the documentation required to show teacher effectiveness.

The schools are all required to implement the Wisconsin Effectiveness System which brings together professional expectations, observable data on performance documented in both formal and informal formats, a summative reflection written by the teacher on his/her practice. This structure requires principals and teachers to focus on best practices within and outside of the classroom as they (principals and teachers) work to meet the learning needs of students. The documentation of this process provided within the application is concise and provides a comprehensive view of the emphasis placed upon professional practice and the importance of effective teachers in the classroom.

This section scores in the high range because of the explicit focus on the use of data in designing learning programs for student learning plans and also as the basis for the planning and implementation of the WAWM professional development plan and use of the District evaluation instrument to demonstrate the placement of effective teachers in the classroom. There are clearly understandable high expectations for all participants. However not all points were awarded because the plan does not specifically address how WAWM will specifically increase the numbers of effective and highly effective teachers and principals other than expectations found in the evaluation instrument and professional development opportunities. Specific hard-to-staff subject areas such as math, science, and special education are not addressed in anything like a recruitment plan or grow-your-own plan, for example.

**D. LEA Policy and Infrastructure (25 total points)**

	Available	Score
<b>(D)(1) LEA practices, policies, rules (15 points)</b>	<b>15</b>	<b>15</b>
<p><b>(D)(1) Reviewer Comments:</b></p> <p>Implementation of the plan is organized in a clear and focused manner that involves all stakeholders. The Central Office organization demonstrates the commitment of WAWM and provides support to the success of RTTT through placement of the Director of Instruction, Instructional Coordinators, Lead Educators, and Mentor Educators in positions allowing them to provide increased support to classroom educators. There are regular monthly meetings scheduled to discuss and reflect upon the progress, assess data, receive feedback from across the district.</p> <p>There are regular meetings at all levels to discuss progress and to alleviate concerns. The school leadership teams have been given the flexibility to meet student needs. SMART goals have been set, so everyone knows and understands what the achievement expectations at each site are. Programs are accessible to all students including ELL and special populations. Students who fit these categories also have individual learning plans designed with the same criteria used by all other students. This is achieved by the use of data gathered from multiple assessments which assists teachers in designed targeted instruction. Interventions are designed to be used inside the classroom and also as part of a pull-out program.</p> <p>The plan designed to demonstrate student mastery provides documentation of learning in a both formative and summative ways. Students demonstrate their learning throughout the school year in formative, interim, and summative ways. Timely assessment information is available to the student, parents, and teachers and is used to monitor ILP's in real-time. This process allows for targeted instruction should it be necessary and allows students to monitor and adjust their ILPs if indicated by data.</p> <p>This section scores in the high range because of the expectation that all students are to be part of the WAWM plan for all students to college and career ready upon graduation based upon the development and implementation of individual learning plans for all students. The professional development plan addresses specific strategies that classroom teachers may need additional knowledge about when working with ELL and other special populations. There is an expectation on the part of WAWM that all teachers work with all students who are in their classrooms.</p>		
<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(D)(2) Reviewer Comments:</b></p> <p>There is a District plan making provisions for students to bring and use their own devices or have a device provided by the District to increase their access to technology. Parents are made aware of the procedures and policies regarding the use of technology and must sign a permission agreement indicating they have reviewed the policy for use of computer, internet, electronic mail, and internal network.</p> <p>The restructuring of the librarian position into a Technology Integrator whose role is to provide technological training and support to school staff, students, and parents provides an avenue for all stakeholders to get assistance in the use of their technology as needed. In addition to the Technology Integrator, elementary and middle schools hold Parenting for Success workshops throughout the school year to enable parents to better support their child's learning.</p> <p>The provisions of the plan allow parents and students access to technology systems that provide access to current student information. Both parents and students are provided with log ins and support to access and export student information. School information can also be access through the DPI. The use of the Data Warehouse has opened doors to students, parents and teachers as they use it to implement and track student achievement</p> <p>The District is in the planning/implementation stages for implementing interoperable data systems to provide student, school, and teacher information across platforms. The implementation is planned for early 2013. The complete system</p>		

will integrate and enable all interfacing of District information systems including student achievement, behavior, RTI, PBIS, teacher effectiveness data, and also the state Student Information System.

This section scores in the high range because of the procedures and policies assure access to necessary technology students need to both plan, implement, and track the success of their own individual learning plans. The District expectation of responsible use of these formats by the student is clearly defined and allows students to broaden their learning experience outside of the classroom. The District has a plan to allow parental access to individual student data located on the Data Warehouse gives parents the opportunity to see how their child is achieving at all times. The interoperable data systems will be in operational in early 2013.

**E. Continuous Improvement (30 total points)**

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>12</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <p>This section scores in the high range because of the upfront implementation plan the District is ready to go forward with, including: the hiring of a Grants Coordinator, and organizational structure has been identified and is included in the document, a Project Director, and an external Project Evaluator will be hired to facilitate and assist in ongoing continuous progress reviews towards meeting the performance outcomes of the plan. The District will also identify a Priority Coordinator within each priority area of the plan. The Project Evaluator will meet individually with the Director and each Coordinator every week to review RTT activities. Team meetings will be scheduled to review and align progress, as well as to discuss and refine any identified challenges. The Director and Evaluator will also work with the Business Director to track expenditures and maintain the approved budget.</p> <p>This section scores in the high range because of its involvement of staff members at both District and school level to monitor implementation and expenditures of the plan. WAWM recognizes the importance of follow-up as the plan is implemented and the need to have mechanisms in place to make refinements as they arise.</p>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <p>The provision for sharing the information with the public is clearly stated and inclusive with plans to meet with members of the parent, school, and business communities as well as governmental agencies who are stakeholders. These regular meetings will allow all stakeholders to participate in discussions about the plan implementation. The Superintendent will meet weekly with the Project to ensure fidelity in the plan implementation. The Advisory Committee is comprised of all stakeholders and will meet as a whole 2 times a year with needed sub committees meeting more frequently to address specific refinements to the plan as needed.</p> <p>This section scores in the high range because of the focused effort described in sharing information between and among all stakeholders through a variety of methods, including weekly meetings, Board meetings, updates to public bodies and advisory committees located at the school sites.</p>		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(3) Reviewer Comments:</b></p> <p>This section scores in the high range because of the variety of assessment tools used across all grade levels in academic areas of mathematics and reading with goals demonstrating high academic expectations for all students and sub groups shown through measurable goals. Measurable goals for graduation rates, closing achievement gaps, increasing college</p>		

enrollment and increasing the number of highly effective teachers and principals are in place. The data is located in the Data Warehouse. There are provisions in place for regular meetings at the school sites to review data and align efforts to maintain fidelity in plan implementation. The expectation that student learning is based upon measurable goals and strategies that are used in development of individual student learning plans is an exceptional accomplishment.

<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>5</b>
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**(E)(4) Reviewer Comments:**

The Project Director will identify quarterly measures to assess the fidelity and effectiveness of the plan implementation. There is a Project Implementation Evaluation Template (Appendix A2). The Project Implementation Evaluation Template is a table that outlines in categories the activities/strategies, deliverables/evidence, responsible parties, and the timeline for implementation of each. This timeline will provide all who are involved with the WAWM RTTT an outline of what the expectations are, when they are to be implemented and by whom, and the completion date/year for evaluation purposes.

The Director will work with Leadership Teams and Advisory Committees in a collaborative manner to establish measurable goals for the evaluation and also that the stakeholders are to be included in the further development and implementation of this process.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>10</b>

**(F)(1) Reviewer Comments:**

This section scores in the high range because of the comprehensive description of the funding streams and how they will be spent in the implementation of the plan. There is specific information about annual expenditures that will come from the RTTT funds and also additional funding that will come from District and other grant funds to support RTT implementations. There is further breakdown in funds that lists the average cost per year per student of RTTT funds as \$528.00 for a total of \$2115 over 4 years. The District also states that the average cost per student of other District and grant funds is \$835.00 per year for a total of \$3342 over 4 years. There is a breakdown of those who will be employed with RTTT funds and the plan and how their services will be sustained (if required by the District upon conclusion of the RTTT grant). The budget plan has been developed to demonstrate how supports for implementation of the proposals goals will be supported.

<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>10</b>
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**(F)(2) Reviewer Comments:**

This section scores in the high range because of the detailed description of how the project's goals will be sustained after the grant has ended. The description includes plans for the continuation of personalized professional development tied to the applications goals and data demonstrating the need. Personalized learning plans will continue to be the focus of the district as the avenue to ensure students graduate college and career ready. The data warehouse will remain an integral component for the success of the programs.

The District sustainability plan provides information about how the goals outlined in the RTTT will be continued upon the conclusion of the project. This plan provides evidence that the District will have embedded the core strategies/activities of the RTTT plan into school and district cultures and will work to ensure that the focus on individual learning and graduating students career and college ready will continue. There is also strong support in the Sustainability plan from the District to assume many of the financial requirements that are necessary to continue the plan. The District provides extensive tables that list expenditures by all categories specifically outlined in the Appendix/Budget Breakdown pages.

**Competitive Preference Priority (10 total points)**

	<b>Available</b>	<b>Score</b>
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>7</b>

**Competitive Preference Priority Reviewer Comments:**

1. The District has taken steps to support English Language Learners through the establishment of a partnership with the Stephanie Harvey Consulting Group. The partnership is designed to train classroom teachers and English Language Learner teachers with a co-teaching model that will encourage ELL students to become independent readers, writers, and thinkers. The program is appropriate as it supports the broader goals of the RTTT application and the focus on providing all students access to the tools and strategies to ensure the success of the individual learning plans. The program presents a list of desired outcomes that intertwine ELL training for teachers, increased achievement for students, and connections to community resources that will assist the students in graduation college and career ready. Assessment of success will include those already in place in the application and in addition include implementation of the Comprehension Toolkit for English Language Learners. This Toolkit supports student learning with a focus on language development. Parental involvement is another appropriate goal of this plan. As stakeholders in this process, parents would also be included as members of the Advisory Committee convened by the Project Director. Involving the parents in the planning, implementation, and evaluation process is sound practice to ensure student involvement and success. The plan has specific and measurable goals to demonstrate successful implementation. The data will be kept on the Data Warehouse and used for individual and program planning.

2. WAWM has entered into a partnership with the Autism Society of Southeastern Wisconsin and the West Allis Health Department to train occupational therapists, nurses, and Special Education educators to recognize early onset of autism and the need to treat the symptomatology with a sensory-based environment. The goal is to provide high quality professional development to meet the needs of students identified as having sensory needs, to increase early childhood training and autism awareness, to provide support to parents that enable them to recognize early signs and sensory needs of these children. The data provides convincing evidence of the need for this program as the District endeavors to meet the learning needs of all students. The training will be provided by qualified specialists in the areas discussed and will enable teachers to provide the support needed by these students and their families. An additional design piece provides information and training for all staff that will increase understanding about students with special needs in all areas of the sites.

3. WAWM has entered into a partnership with the WAWM Recreation and Community Schools Department and Wisconsin Early Childhood Association to train early childhood educators in the Early Childhood STEM Program. The program is designed for 3 year olds and is designed to encourage students to investigate their world through hands-on learning and play based upon inquiry. The plan details the positive support that participation in Early Childhood STEM supports learning and prepares students for learning at the elementary school level. The goals are measurable and achievable and support the learning of children of this age. Professional development is an integral piece of the program implementation and carries across into other age levels. It will provide support for students as they enter school ready to learn and achieve.

This scores in the middle range because even though the focus on increasing the success of one of the plans identified sub groups through increasing their language and academic skills in a measurable way; will further address the learning needs of special populations within the school setting with specialized professional development and measurable goals and strategies; the Early Childhood STEM is built upon research centering on preparing children to enter school ready to learn. - the second component implementing training in Autism and sensory needs in children and the third component. There is not a clear outcome tracking system for these components.

**Absolute Priority 1**

	<b>Available</b>	<b>Score</b>
<b>Absolute Priority 1</b>	<b>Met/Not Met</b>	<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

The WAWM RTTT application is complete and comprehensive. The amount of supporting data that demonstrates commitment to the success and high expectations for all students to graduate college and career ready is extensive. The provisions in the plan to individualize learning for all students, close achievement gaps, increase graduation rates, and increase the number of college going graduates are based upon examination of data by district and school administrators, teachers, parents, and students. Classrooms have been restructured to provide students access to traditional, on-line, digital, and project based learning. The Professional Development plan supports the training of all teachers in an organized and continuous manner with the end in mind of increased student learning and achievement as the overriding goal. The planning process systematically involved all stakeholders in the plans development, giving all the opportunity to participate and give suggestions. The evaluation system is supported by the Wisconsin Department of Education and the implementation of the new School Report Card format which documents individual student and school success rates. The Data Warehouse put in place by the District allows access to real time information about individual and school success rates by district and school level administration, teachers, parents, and students. Students are expected to use this data beginning in 7th grade to develop individual learning plans based on academic and career goals. Elementary students reflect upon their success with their teachers on a regular basis. The evaluation process for teachers is focused on hiring and placing highly effective teachers in all classrooms. It is based upon both formal and informal observations in the classroom as well as self reflection by the teacher and focused on ensuring success for all students in the classroom. The district has set up an intervention program based upon RTI to provide interventions as students needed additional assistance are identified. Special education classes are in place and also designed to meet individual learning needs. The District is allowing changes to the learning structure for students with the hope of increasing learning opportunities outside of the traditional classroom by encouraging digital and on-line learning, collaborative projects, and the use of technology. The plan is focused on individual learning opportunities for all students and the data provided supports the success of what is to come. Absolute Priority 1 has been met with no qualifications.

<b>Total</b>	<b>210</b>	<b>196</b>
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**Optional Budget Supplement (Scored separately - 15 total points)**

	<b>Available</b>	<b>Score</b>
Optional Budget Supplement (Scored separately - 15 total points)	15	15

**Optional Budget Supplement Reviewer Comments:**

The WAWM RTTT has submitted an appropriate request for funding to support the development and implementation of a partnership designed to enhance the educational process for English Language Learners. The comprehensive design is focused on professional development for both classroom and English Language Learner teachers with the measurable goals designed to demonstrate changes in teaching and learning as the strategies acquired are implemented. The proposed budget request is \$2,000,000 which will be supplemented with funds from other available sources available to the district. The detailed budget request demonstrates how the fundng will be used as the program is implemented and will both support and enhance the personal learning plans and experience for all students in this sub group.

This section scores in the high range because it plans to include a consulting group and to work with private schools in the greater Milwaukee area to increase teacher training opportunities in working with ELLs. Forming partnerships in the community with other LEAs is a priority of this section of the application requirements. This project again is focused on high expectations for all students in the district. As teachers become more skilled in effectively increasing learning and emphasizing thinking and problem solving as students learn curriculum student achievement will increase. All stakeholders are involved in this process and have the opportunity to participate in an Advisor Group that meets each semester to discuss success and implementation and also make recommendations. The learning opportunities are also extended beyond K-12 to include preK and parents.

Optional Budget Supplement (Scored separately - 15 total points)	15	12
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**Optional Budget Supplement Reviewer Comments:**

This section scores in the high range. The partnerships that WAWM is proposing are with the Wisconsin Autism Society and the Department of Health which will provide support in developing communication about programs for students with special learning needs.

Part 2 has identified a need for a special population segment of the Special Education program. There is a comprehensive plan to increase training of teachers, therapists, and nurses who work with students who have sensory based environment needs and autism. The training will focus on identifying the symptoms, increasing early childhood awareness, providing a support program with parents about what autism and sensory needs are and how they can help. The goal of this plan is provide the appropriate classroom experiences for each of these children in the most inclusive classroom possible for them. There will be an advisory committee composed of all stakeholders that will meet each semester to assess progress and challenges and to make recommendations for improvement. The students in this program will be assessed on the Wisconsin Alternate Assesment, Hawaii Early Learning Profile, and sensory measures obtained from the occupational therapists. This data will be used to implement appropriate ILPs and to provided data driven instruction.

Optional Budget Supplement (Scored separately - 15 total points)	15	11
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**Optional Budget Supplement Reviewer Comments:**

This priority is designed in conjunction with the WAWM Recreation and Community Schools Department and will implement a plan to train early childhood educators to implement an early childhood STEM program to support early learning for 3 year olds. This will provide support in preparing student for success as the enter school in kindergarten because they will be familiar with hands on learning, investigations, and have had some experience in learning and working together. STEM instruction will provide early childhood educators with tools to ensure that children are ready to enter school. The program is also designed to provide access to educators across Milwaukee in order to increase school readiness across the city.

This section scores in the high range because the completness of the STEM plan to enhance early childhood learning throughout the remainder.