



Race to the Top - District

Technical Review Form

Application #0434AZ-1 for Window Rock Unified School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	9
<p>(A)(1) Reviewer Comments:</p> <p>The applicant provided an exceptional description for the vision for the Embracing Change for Student Learning Project. The applicant aligned the vision with four core educational assurance areas for 2400 students in six schools, Pre-K through 12 grade to ensure relevant learning for students to be successful in a multicultural society. The vision has been developed, maintained, and shared with numerous community partnerships. The LEA policy and infrastructure are based on the District's eight standards of the Arizona's Professional Teaching Standards and the Arizona's Common Core Standards for Grades 9 - 12. The high-quality plan is committed to providing a rigorous standards based curriculum and an assessment system that informs instruction, lessons that deepen student knowledge and requires excellent student performance. The intervention plan for the students at risk will focus on individual needs in order to increase student success. The applicant is committed to demonstrating how all Navajo students can excel academically and be college and career ready. The vision would be enhanced if it included current research to support the model.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	7
<p>(A)(2) Reviewer Comments:</p> <p>The applicant supported the implementation plan with the timeline in Table 2 in the appendix. The applicant provided a detailed implementation plan of how the schools will be selected to participate. In Table 1, The applicant did comply with identifying the schools in the project and provided a total improvement composite score for each school. The implementation plan will involve all six schools serving about 2,391 PreK - 12th grade students who qualify for free lunch. The schools were selected based on the current grades provided by the State Department of Education student achievement statewide assessment test. Five schools received a "D" and one school received a "C." It is the intent for all schools to receive a grade of "B" by 2015 - 2016. The project goals are realistic. Table 1 page 14 lists the schools that will participate in the grant activities. The necessary points needed for each school are also listed. Although the plan addresses the skeleton of the schools, it does not define the specific target population.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	7
<p>(A)(3) Reviewer Comments:</p> <p>The applicant included a high-quality plan to demonstrate that the proposal will be able to scaled up and translate the project into a meaningful reform efforts to support district-wide changes. The applicant elaborated extensively on its outcome goals to better prepare the targeted students for college and career readiness. The applicant clearly outlined the various components of the reform model including aligning the curriculum with the Common Core Standards, its STEM program, the personalized learning and intervention response segment, etc. The applicant plans to use State Framework for Educator Effectiveness to determine the assessment and professional development needs of its teachers and administrators. All schools and grades will benefit from rigorous standards and a curriculum alignment, the district wide science, technology, engineering, and mathematics, personalized learning, and the response to intervention. The components of the elementary, primary, middle, and high school grades will include an early college program with AP classless and dual enrollment program. The high schools will have an AVID program and the middle schools will have the Springboard/AVID with the expansion to the elementary grades. By the end of the grant, it is anticipated that the new school year will start with 100% of effective or highly effective teachers, 100% of the school district leadership positions. The applicant plans for its recruitment efforts at university visits and job fairs to be successful in securing highly qualified teachers. The project will assign teachers to work as mentors and for the academic coaches to monitor new teachers. Although the applicant addressed in detail the description of the components of the plan, it did not address specifically how they were going to share the results with other schools in the District or the State.</p>		

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	5
---	----	---

(A)(4) Reviewer Comments:

The applicant presented an explanation of its LEA-wide goals for improved student outcomes using Table 4 in the appendix. The project will assist in the mastery of three major goals including maximizing student ability to achieve, developing students personal and social growth, and ensuring a successful transition between school and post-secondary programs and the world of work. The goals, objectives, outcomes, and performance indicators are not realistic. The applicant did not reveal how the goals would make transition between from high school and post-secondary education. Because additional clarity is needed in how Table 4 aligns the baseline data, the benchmarks, the objectives, and goals with the four specific identified student outcomes and because the applicant did not justify the three goals and the intent of the LEA-wide goals to become an exemplary student centered leaning organization that reflects the "Dine' Navajo) value of life-long learners, it is likely to encounter difficulty in implementation.

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

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

(B)(1) Reviewer Comments:

The applicant provided extensive statistical data to support the reform elements of the project. The need for the innovative project strategies was based on student performance results in the areas of the State Criterion Reference Test Arizona Instrument to Measure Students, attendance, graduation, and drop out rates,etc. Applicant used tables to clearly demonstrated student performance in the assessment areas. Applicant will make use of Assistive Technology, Inc. Galileo to share the students performance with the school stakeholders. The applicant plans to increase the number of data walks by school administrators and the academic coaches in classroom observing teachers. The number of walks increased by 1,233 from SY 2010 - 2011 to 2011 - 2012. The attendance rate is lower than the state; however, the drop out rate is slightly higher than the state. With the implementation of the Scott Pride Program it is anticipated that the graduation rate will increase and it will serve as an alternative placement program for the high risk population of students with emotional disabilities. Because there was a degree of success in the track record for the past years, it is likely that there will be a continued success in the future.

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

(B)(2) Reviewer Comments:

Applicant adequately described it plan for sharing its LEA processes, practices, and investments. Its website will offer pertinent information, particularly on its annual financial report. Other policies and procedures included on the website are electronic information services, guidelines, and procedures,district policies and procedures. and the budget. The transparency Practices and investment is linked to positive outcomes the district values for its students. The school district promotes transparency practices and investments with it open door policy, and each school recognizes and rewards academic achievements. Parent educators, school programs, open houses, reward ceremonies will transmit additional information.

(B)(3) State context for implementation (10 points)	10	7
---	----	---

(B)(3) Reviewer Comments:

The applicant provided a comprehensive description of its implementation plans according to State guidelines. Because the applicant plans to utilize a shared decision making model with a Core Leadership and the District Leadership Teams to fully implement the personalized learning environment, this element contributes to successful condiiions and sufficient autonomy under the State regulatory requirements.

(B)(4) Stakeholder engagement and support (10 points)	10	7
<p>(B)(4) Reviewer Comments:</p> <p>Meaningful stakeholder engagement in the development in the proposal was evidenced. Evidenced of 109 employee participants in a District grant writing process survey documented the engagement of the project. The survey feedback and the input from the District six schools created a systemic approach as a basis for project support. The use of text messages, emails, community forums, and copies of twenty-three letters of commitment from community officials and different business entities further document the level of project engagement in the strategic foundation planning of this application. The applicant is in compliance with the LEAs without a collective bargaining representation. No information was provided on parental involvement in the implementation planning.</p>		
(B)(5) Analysis of needs and gaps (5 points)	5	4
<p>(B)(5) Reviewer Comments:</p> <p>The applicant thoroughly discussed a presentation of its high quality plan addressing the analysis of its needs and achievement gaps. The results of the Arizona Instrument to Measure Standards State Assessment was used to determine its status for 2011 - 2012. Based upon its needs assessment completed by each school to determine its strengths and limitations and the District LEA needs assessment, the applicant clearly provided an explanation of its procedures in addressing its needs and achievement gaps. The needs assessment survey will focus on four standards: school and district leadership capacity; curriculum, instruction, and professional development, classroom and school assessments; and school culture, climate and communication. The Table on page 33 specifically describes the solution of the role of the district, the school, the classroom,, and the learner in the achievement gap analysis.</p>		

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

	Available	Score
(C)(1) Learning (20 points)	20	12
<p>(C)(1) Reviewer Comments:</p> <p>Applicant provided a descriptive explanation of its personalized plan to improve learning for middle and high school. Students are able to maintain data folders to track grades, attendance, tardies, and progress. Students are able to use data to monitor their own college readiness. The applicant plans to build rigorous courses through implementation of Pre-Advanced and Advanced Placement classes to deepen learning experiences. The applicant's learning and developmental goals are linked to college-and career-ready requirements. Students participate in workshops in which they analyze testing system data to track their progress. However, the applicant does not provide a clear pathway to post-secondary education. Although the applicant plans to use pre-assessments and benchmarks with Galileo, CTE, and ACT testing system scores to frequently update students individual plans, additional clarity is needed in how the applicant will receive ongoing and regular feedback for personalized learning recommendations, The applicant plans to incorporate high-quality content training for teachers in the integration of curriculum, instruction, assessment, student reasoning, problem solving, and digital learning content via web cams in order to ensure that students understand how to use tools and resources to track and manage their learning. The applicant plans to incorporate accommodations and high-quality strategies for high-need students to meet their educational goals. Language acquisition, critical Reading and writing strategies and culturally relevant teaching are implemented especially for the English Language Learners.</p>		
(C)(2) Teaching and Leading (20 points)	20	12
<p>(C)(2) Reviewer Comments:</p> <p>The applicant provided a detailed description of its teaching and learning component. The professional development is in the area of differentiated instruction. The applicant aligned specific activities with the project goals. The school leaders and school leadership will make use of online training and webinars. Data walks and observations will be used to evaluate staff members. A ninth period has been added to the master schedule for high school counselors and staff to work with students on college and career readiness and the graduation requirements. The applicant failed to provide specific research data on which the implementation plan is based. The implementation plan provides support efforts to better prepare principals as instructional leaders to ensure that teachers are adapting content and instruction to provide optimal learning opportunities for students. Middle and high schools have a mentoring/advisory class called Academic, Collaboration that supports students in examining testing data to determine and track college readiness. The applicant plans to use a K-12 benchmark testing segment to monitor student progress. The implementation plan is based on the District plan which focuses on the six guiding principles</p>		

and the continuous improvement cycle. However, the activities were not necessarily innovative or of high quality. The activities appeared to be regular. The activities were not exceptional for a high-quality pplan.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	11
<p>(D)(1) Reviewer Comments:</p> <p>The applicant presented detailed information on its leadership component of organizing its Governance structure in its implementation plan for providing support and project services. The applicant provided a detailed description of the autonomy for which its school leadership team possess to implement project. The plan is regulated by the elected community members of the Governing Board who adhere to Arizona Education statutes and the District mission and vision. The Superintendent established the Core Leadership Team which is guided by six Core Principles of learning priorities. The organizational structure is the backbone for its operational activities. The applicant thoroughly addressed the function of each of its major departments to abide by the six core principles: Business Office, Human Resources, Professional Development, Retention, and Recruitment, and Marketing Component, Paraprofessional Training, Arizona Effectiveness, Curriculum, Instruction, and Assessment, Responses to Intervention, Support Services, Transportation Department, Facilitating Department, Housing Department, Security Department, Department of Computer Services, Office of Federal Programs. The applicant maintains the Arizona Local Education Agency Tracking System which provides direction from Arizona Department of Education to ensure that the District and school sites are onboard with the reform efforts. The weekly communications meetings of the school leaders team are aligned with the Arizona Common Core Standards and how the communication meetings are used to review the current status of the implementation plan</p> <p>The applicant provided a comprehensive description of how students will master standards and earn credits. The District identified three schools for students to progress and earn credit based on demonstrated mastery. The implementation plan provides for one high school and two alternative school - one for credit recovery and one based on behavior. Learning resources are provided by the district in-house through the Structured English Immersion trainer who provide services to all certified teachers and staff who lacks certification. However, additional information is needed in how the applicant will make learning resources and instructional practices fully adaptable and accessible for the students with disabilities and the English learners.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	6
<p>(D)(2) Reviewer Comments:</p> <p>The implementation plan adequately addressed the LEA and school infrastructure. The applicant provided a detailed description of how project stakeholders will have access to the resources needed to implement project. The applicant provided a comprehensive description of how project stakeholders have appropriate levels of support to implement project. The project works collaboratively with community entities: local hospitals and businesses, radio stations, National Relief Charities, Tom Shoes, CIA. The applicant plans to make use of parent and family volunteers. Parents are able to use Info Snap to enroll students on line. Free physicals, immunizations, free shoes, backpacks, and supplies are provided for participants, The applicant has made provisions for information technology to enhance communications with parents, teachers, and students. Power School, Parent Resource Centers, School Messenger System, Tyler Technologies , ATI-Galileo are provided at each school to ensure appropriate technical support to ignite educational community. Parents, students, and teachers are able to track their participants progress, grades, schedules, homework, assessment information, and attendance. Parents have access to text messages, email, and telephone calls. The applicant provided a comprehensive description of how it plans to use information technology systems and interoperable data systems to implement the project. The LEA policy and infrastructure are based on the District's eight standards of the Arizona's Professional Teaching Standards and the Arizona's Common Core Standards for Grades 9 - 12.</p>		

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant provided a comprehensive description of its continuous improvement process to include data analysis of student achievement, curriculum alignment, instructional strategies, and professional development. The model will allow for self-reflection and goal evaluation for periods of 30, 90, 360 days. Regular progress reports will be addressed at monthly school board meetings, partnership meetings, chapter house and parent advisory committee meetings. The applicant divided its goals into three foundational conditions: teacher practice building highly effective classroom learning environments, student support developing a rigorous capacity for student support, and leadership management - establishing the organizational efficacy to implement personalized learning environments. The charts in the appendix entitled continuous improvement process for personalized learning environments further supports this section.

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

(E)(2) Reviewer Comments:

The applicant provided a comprehensive description of its continuous improvement plan. The applicant provided a detailed description of its ongoing external and internal communication sources for enhancing families and community engagement in project activities. The applicant plans to make use of newsletters, phone, text, emails, print and radio media, notable entertainers, iPhones, a School Messenger, and a parent educator for each school. In addition, the applicant plans to invest in a video conference room to provide flexibility with professional development and personalized communication. The applicant will also use the Harvard Tripods Survey, regular staff meetings, collaborative grade-level and across-grade level meetings to ensure ongoing communication and engagement with project stakeholders.

(E)(3) Performance measures (5 points)	5	4
--	---	---

(E)(3) Reviewer Comments:

The applicant's performance measures are reasonable, ambitious, and achievable. There is no baseline data for teachers and principals' evaluations. A new evaluation system called The iObservation System, a Marzano Causal Model, will be used. The Harvard Tripod Survey will measure classroom effectiveness. The applicant identified the goals and its rationale for supporting each. The goal is 80% in all seven of the C Categories: Challenge, Control, Captivate, Care, Clarify, Confer, and Consolidate. Using charts and tables for additional clarity, the applicant adequately addressed the performance measures for each student group category. The performance measures are at least 70% or above for the graduation rates and the AP students earning a B or better.

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

(E)(4) Reviewer Comments:

The applicant provided a high-quality plan to evaluate the effectiveness of the investments. The applicant provided a comprehensive description of its plan to evaluate the effectiveness of the project. Applicant's description of its reform plan activities was clearly outlined with an explanation of short term, medium term, and long term strategies. Applicant plans to utilize the AVIP Program as a part of the short and medium terms for grades 4 - 12. The medium goals will have the AVID strategies used district wide. The long term or ultimate goals will include 100% of its position filled with effective teachers and principals by the end of the five year grant. Although the applicant described the functions of its various school stakeholders' roles in monitoring and discussing the progress of each goals in terms of student achievement data, school level data, performance domain indicators, and surveys, the applicant did not specifically address whose responsibility it will be to report its findings regularly to the Board/Public work-study sessions.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

According to the overall budget summary, the budget for the Embracing Change For Student Learning Project was itemized and allocations are reasonable and inclusive to support the development and implementation of the identified anticipated student outcomes. The applicant used tables to provide clarity to the following four components: career and work readiness, data systems, teacher/principal professional development, and reform. The budget is supported by the prior experience the Window Rock Unified School District has with State and Federal funding sources: Title I - Elementary and Secondary Education, Federal Impact Aid, Carl Perkins Vocational and Technical Education, Individuals with Disabilities Education.

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

10

0

(F)(2) Reviewer Comments:

The sustainability of the project goals is not evidenced beyond the Race to the Top grant.

Competitive Preference Priority (10 total points)

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

Competitive Preference Priority Reviewer Comments:

The applicant provided a comprehensive description of its results, resource alignment, and integrated services. Using the diagram entitled Eight Core Principles of Learning Priorities, the applicant highlighted the integration of its vision with its mission. The formation of the Strong Parental and Community partnerships of public and private entities provides a convincing presentation of the project contributions made to supplement school resources to help to meet the social, emotional, and/or mental needs of its students. The applicant adequately itemized the five population level desired results representing the four core educational assurance groups. The applicant expressed its commitment to use its partnerships to use a data system to track the performance results, especially for its participants and for its subgroups. The applicant provided a thorough description of its learning component. The applicant is committed to working closely with the family and community partnerships to provide internal and external resources to address the needs of the student population.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The applicant has met absolute priority 1 - personalized learning environment for the Window Rock Unified School District's comprehensive reform model: Embracing Change for Student Learning for Dine (Navajo) culture. The applicant described in detail a high quality plan and analysis of LEAs to positively impact the personalized learning environments and the logic behind this innovative reform model. The plan will prepare 2400 students in six schools, Pre-K through 12 grade students to succeed in college and the workplace by assisting teachers and principals with improving instruction and school leadership.

Total	210	146
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

There is no option budget supplement for this application.



Race to the Top - District

Technical Review Form

Application #0434AZ-2 for Window Rock Unified School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	6

(A)(1) Reviewer Comments:

The district provides discussion that embraces their vision that are aligned with the four core educational reform areas for the project as well as listing them.

The extent to which the applicant has set forth a comprehensive and coherent vision that builds on its work in these four core educational reform efforts are not articulated. Having in place district policies that include an organizational matrix the district follows to share financial information with the community and the development of a policy that results in identifying the code and conduct required for each staff member employed in the district, are not examples that illustrate a vision of reform imbedded in the four core educational reform areas. There is no specific success or achievement benefits from the district's discussion that academic resources are used to personalize learning for our least served students in the academic middle through student led tutorials, higher level learning, goal setting and mentor support that students achieve the skills and mental readiness to be successful in college and careers. There is also no discussion of how the district builds on its previous work related to the four core areas.

The district statement regarding the outcome of ensuring relevant learning for all students to be successful in a multicultural society is not supported with examples that promote that vision.

(A)(2) Applicant's approach to implementation (10 points)	10	6
---	----	---

(A)(2) Reviewer Comments:

The applicant provides the list of schools that will participate in grant activities, the total number of participating students. The district selected all six schools in the district for the project and noted that 100% of students are participating in the free lunch program. Five schools received a D on their state rating and one scored a C.

Table 2 as referred to by the district has two sets of numbers for number of participating high-need students in the one column by school which is not defined. In addition, two of the six schools show a relatively low per cent of total LEA low income populations. These include. Sawmill Elementary School is at 2.05% and Tsehootsool Dine at 11.47%. which do not appear to

meet the need as low income, high need schools. Given this information, the school selection process for project participation would benefit from additional narrative on the demographics of the two schools in relation to the schools that were selected and support high quality LEA level and school level implementation. The district did not include the alternative school settings for the project and did provide details why if they are part of the schools in the district they were not included.

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

(A)(3) Reviewer Comments:

The applicant presents a profile of a district that is developing a plan to prepare students for college and careers by rigorous standards and aligned curriculum, developing STEM programs, personalized learning and RTI, encouraging early college program, using data systems to improve instruction, hiring effective teachers and principals and reforming low achieving schools. The district states that it is first developing a recruitment plan, developing an evaluation system and working to implement data systems, are examples of a district moving forward, but one that at this juncture has not reached a level to be considered a high quality plan for a reform proposal. The district does not explain how their development of a rigorous standard based curriculum has been implemented/introduced in the schools and to what degree teachers and others were involved in its development. The district will first develop STEM Program and first develop a team to design a program. There is not a personalized learning theme presented for all students. Under Personalized Learning and Response to Education heading in this criteria the information provided is for students struggling and in need of RTI or alternative education programs. The absolute priority in their project emphasizes that personalized learning be developed for all students in the district. The district's desire and plan to identify its highly effective teachers and train them at trainers is not detailed. The district has a history of failing schools and low performing schools being rated D's and a C. There is a lack of specificity of how the district's plan will improve student learning and outcomes for all students who would be served by the applicant.

The district does not provide student success data and student participation data in their current programs, or a description of how personalized learning will be implemented throughout the curriculum. In the area of personalized learning and RTI, the district indicates that some students will require additional attention. Students who are struggling or who have failed classes will receive Tier 2 or Tier 3 instruction. The district indicates that it has a Pre-AP, AP classes and dual enrollment programs available to students but does not cite the level of success or participation in the one school in the district. The district does not show how they will create opportunities for students to identify and pursue areas of personal academic interest as well as mastering critical areas identified in college and career ready standards and career ready high school graduation requirements.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	5
---	----	---

(A)(4) Reviewer Comments:

The district provides documentation on performance on summative assessments which include the desired results and growth from academic assessments including proficiency status through the life of the project. What the district has not shown from its goals how it will become an exemplary student centered learning organization. The description of the constituencies, school community partners, teacher organizations who were involved in the development of the plan to achieve that goal are not provided. The response survey used as the basis of support by staff is cited by the district with one response about the need to prepare all students for college and career. Components that all students develop a foundation for personal and social growth through school and adulthood and to insure, as the district states, that all students make successful and lasting transitions between school and post secondary programs and the world of work are not supported with specific information about opportunities and participation.

The district illustrates in chart form the outcomes of their efforts to decrease achievement gaps to 0 for the different categories by the end of the project are included. The magnitude of the problem, the number of students who are facing poverty, those

with attendance and school issues, those who are homeless and in foster care situations, those who may be abused, those who drop out of school for varied reasons, those in trouble with the juvenile justice system, those that may be SWD, are not detail specific as to how the district's reform plan will actually increase the personalization of educational outcomes for this population to reach the desired results as listed on summative assessments and high school graduation and college enrollment numbers. LEA goals as detailed for A4 does not for this criteria reflect a '0' decrease in achievement gaps.

Graduation rate expectations are provided during the life of the project with a base at 65 reaching 100 for the school year 2016-17. Indicators that students will reach the 100% mark are not supported by the data from the district on Galileo Educational System for grades 9-12. The number rises from 28.07 in 2011 to a lower risk of 56.84 in 2015-16 for a students risk level for reading grade 9 that they will not meet the standards on the next statewide test. For 12th grade reading the baseline year is at 29.89 low to 57.93 high for 2015-16. More information on how the district will meet the goal of increasing high school graduation results within the context of the whole district reform plan is warranted.

There does not appear to be a number for current college enrollment information cited in the plan. Data from the performance measures on the number and percentage of participating students who complete and submit the free FAFSA (2015-16-78.57%) and the numbers and those that are college and career ready for 2015-16 is 58%. do not in themselves give a clear picture of the degree the district can increase post secondary enrollment. There is no information specific to college enrollment rates.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10

(B)(1) Reviewer Comments:

The district is to be commended for its use of Data Walks and the success rate it cites. In observing the learning objective for students trained observers documented that out of 2054 Data Walks 82.7% were answered 'yes'. That number is higher for this year in this category. The district also provides data to show a decrease in discipline referrals which they attribute to the institution of a dress code and a bullying policy.

Other Data Walks results do not portray a clear record of success in advancing student learning and achieving in categories such as Learning Environment and Student Thinking, There is no specific data provided that addresses teacher expectations for student learning within the district. There is no distinguishing data for graduation rates and college enrollment rates and information that relates to personalization of education for individual students presented. Attendance rate data is not appreciable different for the three categories provided in the data.

The district provides information on its alternative high school Scout Pride Program, which has improved behavior for its attendees. This school provides the opportunity for students to take online courses inline with Core Academic subjects and receive employment opportunities and activities. The district also needs to detail how they will achieve ambitions and significant reforms in the persistently lowest achieving schools K-12.

The district provides the ability for teachers to access online pre and post assessments using Galileo which is used to provide quarterly assessments as benchmarks. After student assessments are completed, teachers analyze student performance data for purpose of determining student needs. Parents have logins and passwords to review scores, mastery levels and test items

students had difficulty with. The district does not discuss how many district parents have the availability of a computer to access their children's test information.

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

(B)(2) Reviewer Comments:

The district does make available electronically as they detail Electronic Information Services and District Policies and Procedures as well as Links to the WRUSD Parent Center. Professional development events are also included. The district, however, did not provide in written form in the grant the required fiscal information directly directly required and specified under (a) to (d).

The criteria specifically lists at a minimum this information must include actual personnel salaries at the school level for all school-level instructional and support staff, actual personnel salaries at the school level for instructional staff only, actual personnel salaries at the school level for teachers only and actual non personnel expenditures at the school level. The applicant does not provide this specific information. The district language: Window Rock Unified School District maintains a district website www.wrschool.net on which the district 'will' post the Annual Financial Report for public viewing does not respond to the criteria. In addition their statement that WRUSD Expenditure Budget and Summary and Details of Annual Financial Report 2012 on the web site again does not respond to the request for information.

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

(B)(3) Reviewer Comments:

The applicant appears to be a fully accredited school district with it own governing board and the ability to provide for the instruction of students who reside within the geographic borders of the school district. The district indicates that is follows the Uniform System Financial Records in the design and implementation of its own budget.

(B)(4) Stakeholder engagement and support (10 points)	10	5
---	----	---

(B)(4) Reviewer Comments:

Through a survey, the district received 109 staff responses, categorized as teachers, administrators, counselors, paraprofessionals and academic coaches which 81.6% supported the involvement in Race to the Top. The survey included options for the staff that responded to provide comments and suggestions on how the district could better meet the fore core components of Race to the Top and included the need for professional development focusing on technology training, training is the core content areas, and training on the evaluation system. Other areas responded to were increase teacher salaried or compensate them for their work, increase parental involvement and address attendance issues.

There is no information on how parents, the extended school community or other stakeholders were engaged in the development of the Race to the Top proposal . A discussion of which central office personnel, school based personnel or others had actual input in the development of the project plans were not detailed. There is no evidence as to how the proposal was revised based on feedback and engagement of families, teachers and principals in participating schools.

Letters of support are provided in support of the project. These include representatives of the Navajo Nation and affiliate organizations, Northland Pioneer College and ASVID representatives.

(B)(5) Analysis of needs and gaps (5 points)	5	1
--	---	---

(B)(5) Reviewer Comments:

The district mandates that each staff member of the schools completes a needs assessment survey as part of the project based on four standards: school and school district leadership capacity, curriculum, instruction and professional development, classroom and school assessments and school culture, climate and communication with the purpose of developing a Continuous School Improvement Plan. There is also a survey completed by the district which is an LEA Needs Assessment. The District participants that will complete the survey are not specified and samples of both were not made part of the attachments. The district then goes on to state that: WRUSD also completed an Analysis of Needs and Gaps regarding implementation of Personalized Learning Environments, which is not detailed as to who completed this instrument or the results of that survey and their implications for implementation. The district then indicates that the plan will incorporate a system that will focus on improving the structures that are currently in place and will focus on key components that are

necessary for the successful implementation of a personalized learning environment that will increase student's achievement. The district emphasis the current lack of a tracking system needed to determine how many students are on course to graduate, how many students attend college and how many students are ready for a career path. There is a dichotomy in the identification of the gaps mentioned. The district has documented in performance measures within the grant using the Galileo Educational Management system students' risk levels for high school grades which illustrates the academic levels and career and college ready status. The district does not address a main goal of theirs to build a foundation for personal and social growth listed as one of their main goals within this plan. The district has not demonstrated evidence of a high quality plan for an analysis of the applicant's current status in implementing personalized learning environments including needs and gaps that the plan will address.

The district does address the need to have up to data data on school dropout rates and their ability to track students once they graduate as well as hiring a staff member to address the issues. The district's attention to this area need is a partial strength of the project plan.

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

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

(C)(1) Reviewer Comments:

The district currently utilizes data from Explore, a college/career readiness testing at both grades eight and nine to then create Pre-ECOP and an ECAP plan which assists students with planning to help students set academic goals for college and career readiness. High School Students in Arizona are required to complete a ECAP plan. Students can self-monitor using ACT systems and ECAP online to keep them informed about their academic progress.

The district, to increase student readiness for college, has initiated teacher training using foundational components for the College Board's College Readiness System, offering, what the district states, is a Pre-Advanced Placement program that increases participation and prepares a greater diversity of students for success in Advance Placement, college and career readiness.

The district does not provide information on its rigorous course of study at the high school level for this reviewer to understand the level of student participation or the extent that the district has been successful in encouraging students to be involved in dual enrollment college courses other than indicating that they are offered.

The district emphasis for high school students is "mastery of Common Core Standards" and setting career goals. The district offers career and technical education courses, but does not provide information that is specifically geared to career pathways and personalized individual education initiatives.

Exposure to diverse cultures, contexts and perspectives that motivate and deepen student learning, other than field trips to colleges and speakers, are not detail specific. Nor is there specific content on the mastering of skills and traits like problem-solving, creativity and critical thinking presented.

The school district indicates that smart boards, projectors, docking cams, clicker/responders and Assistive technology fits into the project for high quality digital learning content, but does not indicate how these tools complement the plan to improve teaching and learning by personalizing the learning environment.

Accommodations and the particular needs of high-need students as well a defining this population within the context of the district, is needed to understand the challenges faced by these students including SWD.

The district provides activities that will frequently update individual student data regarding college readiness and career planning. These activities include Galileo, CTE, ACT, DIBELS, EXPLORE, PLAN and ACT scores to frequently update students individual plans. In addition teachers will work with students during their ACE period to help track their progress toward career and college readiness. The district uses the state's Education and Career Action Plan keeps tabs on what the student needs to graduate high school. Students also take other career assessment tools. The district does not specifically address the instructional approaches and student supports provided for personalized learning.

(C)(2) Teaching and Leading (20 points)	20	7
---	----	---

(C)(2) Reviewer Comments:

It is noted positively, that all teachers involved in the education of an individual student have online access to each of their test scores in reading and mathematics to provide for their individual needs regardless of the specific course.

The district did not specifically respond to their ability within the school to adapting content and instruction, providing opportunities for students to engage in common and individual tasks in response to their academic needs, interests in such activities as discussions and collaborative work and project-based learning.

More information is needed in the district's response to frequent measures for student progress in terms of meeting college and career ready standards and graduation requirements as to which specific school staff monitors progress towards high school completion.

The district is to be commended for proving teachers with the services of a Curriculum, Instruction & Assessment Research & Data Analysis Coordinator that provides training in the area of data. The educator evaluator system will identify teacher effectiveness areas of strengths and needs. In turn, the district asserts, will identify professional development needs to enable teachers to become experts in their field and skilled in classroom pedagogy.

The district appears by its statement to be using personalized instruction initiatives for students in difficulty. The district states: It will be demanded that students in need of an intervention plan be identified and personalized learning enacted. It also goes on to say that, teachers will be supported by a research team charged with identifying instructional methodologies that have a proven success in raising achievement among students that are consistent Dine' Culture. Personalized education initiatives should be district wide and for all schools as per the project application, not limited to those in academic distress. More information is required on whom the Research Team is and its specific function in relationship to the project and staff.

Information, from such sources as the district's teacher evaluation system that helps school leaders and school leadership teams assess, and take steps to improve, individual and collective educator effectiveness and school culture and climate, for the purpose of continuous school improvement is not detail specific to illustrate how teachers and administrators are evaluated helping students meet rigorous standards, career education college enrollment and closing the achievement gap.

The district does not have a high quality plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready. There is a lack of specificity of a plan that involves deliverables, timelines and actual staff responsible for insuring that the personalized learning plan, benchmarks and career outcomes are delivered as part of the project.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	4

(D)(1) Reviewer Comments:

The district's central office as detailed by the applicant contains typical departments that include Business, Human Resources, Exceptional Student Services, Curriculum, Instruction and Assessment, Response to Intervention. The Office of Federal Programs is a component of the Business Office. A Core Leadership team comprised of district directors and the Superintendent are charged with executing the district's school reform model - What is termed Embracing Change for Student Learning. (Ract to the Top) There is no discussion of a high quality plan to support project implementation that specifically provides for central office coordination and leadership among the many school district directors that provides support and services to participating schools that provide for project implementation.

Providing school leadership teams in participating schools is described as communications meetings on Tuesdays with the Core Leadership Team visiting principals at various school sites weekly and rotating from school to the next. The district explains that these rotating site visits allow the Core Leadership Team to observe all classrooms and conduct data walks to assess whether teachers are teaching to their curriculum maps. The principal of the building holds weekly staff meetings "to review and discuss present plans of their schools." This does not represent a high quality plan that will support School level leaders and school site committees with specific supports and feedback that promote collaborative decision making, ongoing change to delivery systems based on unique needs and positive feedback about program implementation.

To the district's credit, the two alternative secondary schools, Scouts Academy and Scouts Pride specifically provide for personalized learning opportunities. These schools afford the opportunity for students to earn credits in non-traditional ways based on mastery. Not affording this opportunity to all students at the traditional high school inhibits personalized learning

inititatives.

The district facilitates personalized learning in providing ELL students with interventions both in school and out of school to meet their English Language learning needs as well as those SWD students. The district provides learning resources and instructional practices that are adaptable and fully accessible to all students.

Given the proposal, the plan does not include sufficient flexibility and authonomy over factors such as school schedules, calendars, school personnel decisions, staffing models, roles and responsibilities for educators and noneducators and school-level budgets.

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

10

5

(D)(2) Reviewer Comments:

The district has not provided information that supports participating students, parents and educators regardless of income have access to necessary content, tools, and other learning resources to support the implementation of the applicant's proposal. Facilitating the school enrollment of students by computer at a site not named, free physicals and free shoes does not in themselves support the implementation of the applicant's proposal.

Technical support is addressed for parents and students in the district's information provided. Parents can become a PowerSchool user when they are able to get to the school building and use the Parent Center. School Messenger supports students and parents opportunity to receive school updates via text, email and telephone calls. The district does not provide information regarding those parents who do not have the funds to have technical supports when the school building is not easily reached by car or other means.

The district supports the use of interoperable data systems in the following designated software: PowerSchool, Tyler Technologies and ATI-Galileo provided several different capabilities available in one product, asserts the district. The district also suggests that secure, user based, online information access has enabled and encouraged parent and teacher participation, which the district feels has been shown to have a positive impact on student achievement. The use of interoperable systems can be a positive communication approach and ally to aspects of project implementation. The district has not stated the extent of use by school community members and partners.

The district's plan has gaps in the quality of its ability to provide students, parents and others with the support and resources in these areas to improve project implementation.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The district has a strategy plan for continuous improvement that provides timely and regular feedback. The Dine' Model of Thinking includes Planning, Implementing and Reflecting kicks in after 30 days of reform, then 90-360 days into reform and then to examine long term sustainability of our process. The District plans to review data on a quarterly basis. Student, Parent and Staff as well as stakeholders will use surveys to provide feedback. Monthly feedback sessions are planned for board meetings as well as parent advisory meetings This is a satisfactory plan for providing continuous feedback.

Goals involving Leadership and Management- Establishing the Organizational Efficacy to Implement Personalized Learning Environments include the establishment of an effective and collaborative core management and leadership team, install a culture of collaboration with stakeholders to include them in the development of strategic plans and monitoring of those plans, implement bi-monthly communication meetings between core leadership team and building administrators, target professional development needs and implement a district wide infrastructure for data collection, analysis and reform reflect a strategy for implementing a rigorous continuous improvement process.

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

5

4

(E)(2) Reviewer Comments:

The district lists a variety of ways it generally communicates with the public and the school community. These include School Messenger, newsletters, radio announcements, IPhone for administrators, and home visits. The district does not specifically detail strategies for ongoing communication with internal and external stakeholders that directly relate to Race to the Top. This

does not support a high quality approach to continuously improve its plan.

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

5

3

(E)(3) Reviewer Comments:

Rationale for performance measures are supported. For example the district will be focusing on establishing a baseline for educator effectiveness by the end of this school year with the goal of tying teacher performance to effective and highly effective categories directly related to student achievement gains. The risk levels; of students in reading and math will be monitored by Galileo to determine likelihood that they will meet the expected standard.

The district does provide the required number of performance measures stipulated for this criteria. The performance measures are achievable but not ambitious. For example Performance Measure E3 lists Galileo Educational Management System Percentage of Students on Course for elementary grades do not represent an ambitious approach. Math Grade 1-3 are examples of low expectations for performance after four years of Race to the Top resources. The same pattern continues for students on track to go to college and those who are career ready. After four years of project resources, it is estimated by the district that 41% will be college and career ready. These outcomes are not ambitious considering applicable resources.

The district indicates that as part of the project it will be piloting a new educator evaluation system this year for teachers called iObservation. The district does not name the new system for school administrators. The goal is to link ineffective teachers directly to student achievement. The current system in place for teacher evaluation does consider the following: Teacher Expectations, Instructional Organization, Instructional Methods, Student Engagement, Student Assessments, Classroom Environment, School Community Collaborations and Professional Development. The district is to be commended for moving to a teacher evaluation system that measures that is tailored to its proposed plan regarding project implementation.

The district provides information on how it will review and improve the measure over time to identify through the use of Risk Level Data student and subgroup progress by reviewing Risk Level data including the tracking of assessments required for graduation. This is appropriate to gauge implementation progress for the project.

Presented performance measures leading to graduation, career readiness and college enrollment appear not be consistent. This reviewer took the 20015-16 school year and from the tables found the following: FAFSA completion for grades 9-12 is 78.57%; Tracking to College and Career Readiness at 58%; One measure of career readiness on track for grades 9-12 at 70.04% and Galileo Educational Management System of students on course for HS Math at 61.74% and 12th grade Reading at 57.93%. Outcomes should be comparable in terms of performance measures leading to career, graduation and college enrollment projections for the proposal. The district in Appendix E proposes that long term there will be an increase number of students entering college by 70% but does at this time the district does not know the current rate and this can be said for the proposed rate for those graduating from college. High school graduation rates have been flat for several years as reported by the district and percent of students at or above proficient rates are not included for math and reading for all grades beyond three to compare and contrast.

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

5

3

(E)(4) Reviewer Comments:

The district's desire to use AVID, a computer based college readiness system that increases school wide learning and performance in use for grades 4-8 and mid term district wide to improve preparation for graduation and career readiness is a productive strategy for the use of technology. The district also intends through bi-monthly district level communication and principal meetings, weekly site level staff and collaboration meetings and monthly District Indian Education Committee Meetings as well as school level parent advisory committee meetings support the project's efforts to evaluate the effectiveness of Race to the Top district funded activities.

The district does not provide program details that address such activities as those that productively use time, staff, money or other resources to improve results through such strategies as working with community partners and compensation reform. This negatively impacts the effectiveness of Race to the Top funded activities.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	6
<p>(F)(1) Reviewer Comments:</p> <p>The district identifies all funds that will support the project including those from Race to the Top, Maintenance and Operation, Vocational Grants, Impact Aid, Title 1, JTED, Antioch Grant IDEA, Priority Grant, ELL Grants, and District Funds. The funds appear reasonable and sufficient to support the implementation of the proposal. The district identifies funds that will be used for a one time investment coming from the Antioch Fund that will be used for Career and Work Study and Professional Development.</p> <p>The district has been implementing RTI services prior to making project application, yet it is including an RTI coordinator in the Race to the Top budget which this reviewer will assume was funded under a different budget line. An explanation of new or additional services under RTI would benefit with additional explanation. Also understanding existing district budget costs for career and employment would help support the need for additional central office staff for this function. The RTTT Director is listed as an .25 and the specific job description and role functions for this district wide effort would benefit from additional information.</p> <p>The specific description of career and work ready/study district funded programs and activities already in operation which is a significant component of the grant have not be detailed.</p> <p>The budget contains cost items that require additional information to determine whether it is reasonable in support of the project.</p>		
(F)(2) Sustainability of project goals (10 points)	10	10
<p>(F)(2) Reviewer Comments:</p> <p>The district maintains its ability to sustain the project's goals after the term of the grant. Race to the Top funding, according to the district, will change the culture of the district and its schools, reform our operation and transition the district into one that promotes student achievement. The district will continue to fund the programs and services of Race to the Top through State Aid and Federal Impact Aid. This will be accomplished by shifting revenues to fund initiatives involved in the Race to the Top. While the plan for sustainability does not include specifics other then the use of entitlements and state aid, the programs and services begun with Race to the Top programs can be continued after the grant with the funding sources the district cites. The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant in their promised use of local and impact aide to continue the project.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	4
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The district lists various community organizations under four major categories Child and Youth Health Programs, Safety Programs, Community Stability and Family Community Engagement Programs. The district does not provide a description/narrative of the coherent and sustainable partnership that it has formed with the organizations listed that support district students individualized learning needs and their families. The district does not describe how it gives a high priority to students in participating schools with high need students.</p> <p>The district satisfactorily identifies population level desired results for students in the LEA that are aligned with and support the proposal. The district includes both educational results and other educational outcomes. An educational result includes Reducing Dropout Rates and increasing graduation rates to 80% and Track and Leverage the power of networking to build partnerships supporting student learning by Reclaiming our Community.</p> <p>In order to track the selected indicator, the district needs to establish a data system. While the district plans to do this for the population level desired results for ELL, ESS, Partnerships, K-3 Reading, High Risk Students and Graduation and Drop out Rates, the district needs to develop a strategy to scale the model beyond the participating students and communities in the LEA overtime.</p>		

The district does not explain how it will target its resources in order to improve results for participating students. The district mentions that the partnership team will be responsible in monitoring students facing significant challenges, but does not detail how that will actually occur among agency, school, family and student and carryover to improving outcomes for the population. There is no specific details provided regarding developing a strategy to scale the model beyond the participating students. There is also no specific details provided that describe how the partnership would, within participating schools, integrate education and other services.

The district provides for the integration of service providers at the Scout Pride program by providing various social-emotional activities and therapies for those with the high risk behavioral needs populations. The district does not provide details for integrating education and other services including the responsible parties, to those students not in an alternative school environment, but rather those that are in inclusive settings in the district's schools.

Under (5) which asks the district how the partnership and LEA would build capacity of staff in participating schools, the responses represent traditional approaches to outreach such as committee meetings and using outside agencies to train teachers on Crisis Prevention, inter-agency collaboration meetings, parent teacher conferences, and that all programs, according to the district, are assessed on a monthly, quarterly and annual basis. The response does not specifically describe how the partnership and Lea would build capacity of staff in participating schools.

The district provides its annual ambitious yet achievable performance measures that include 80% reduction in disciplinary infractions, 90% passing grades and 50% increased attendance. The district does not provide baseline data or carry this over to students attending inclusive schools in the district. The reviewer cannot determine what achievable performance measures are for the proposed population level.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Not Met

Absolute Priority 1 Reviewer Comments:

The district did not coherently and comprehensively address how it will build on the core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools and supports for students and educators that are aligned with college and career ready graduation requirements, accelerate student achievement, increase the effectiveness of educators, expand student access to the most effective educators, decrease achievement gaps across student groups and increase the rates at which students graduate from high school prepared for college and careers. Discussion on \personalization of educational programs and the ability of staff to individualize teaching and learning were not detailed by elementary, middle and high school levels. Details for major educational, economic, familial and social issues inhibiting the district's school population from improved educational performance over several years were not made part of the application narrative. Career pathways, work study, internship availability, multi-cultural programing, as well as how parents are supported in the education of their children were not provided in sufficient detail. The concept of rigorous high school programming and advance placement courses were not embellished upon in terms of how many students access these programs and what the district provides for those students to be successful and how the rest of the student population are encouraged to participate. The level of parental involvement within the district and those forces that impact parental involvement were not detailed for the project. The faculty inhibitors and perceptions that would inhibit the district moving to a more personalized and individualized teaching learning model were not sufficiently described as they reflected Race to the Top

Total	210	121
-------	-----	-----

Optional Budget Supplement (Scored separately - 15 total points)

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

Optional Budget Supplement Reviewer Comments:

There is no Optional Budget Supplement in this application.



Race to the Top - District

Technical Review Form

Application #0434AZ-3 for Window Rock Unified School District

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	8
<p>(A)(1) Reviewer Comments:</p> <p>The applicant articulated a comprehensive and coherent reform vision based on the four core educational assurance areas. Additionally, the applicant articulates a clear approach to their key stated goals. The plan is grounded in activities and programs that supports individualizing and student supports, thus leading to improved student learning. Evidence to support the high quality plan include:</p> <ul style="list-style-type: none"> • The vision and reform plan are aligned with the four core educational assurance areas which are to: (1) institute high standards and rigorous assessments that prepare students to succeed in college and the workplace and compete in the global economy, (2) build a data system that measures student growth and success, and informs teachers and principals with data about how they can improve instruction, (3) recruiting, developing, rewarding, and retaining effective teachers and principals; and (4) turn around our lowest-achieving schools. • The applicant will implement a rigorous standards based curriculum and an assessment system that informs instruction and lessons that deepen student's knowledge and performance. Student performance will be monitored regularly through assessments that inform teachers, principals, students and parents so they can collaboratively strategize ways to ensure student success. • Teachers will be supported by a research team charged with identifying instructional methodologies with proven success in raising achievement among students of the Dine' Culture and will coach teachers on these practices. • WRUSD school board is scheduled to adopt a new Educator Effectiveness model that addresses the issue of identifying both principals and teachers that are highly effective, with 33% of effectiveness tied to student achievement. The district curriculum map is aligned with the AZ Common Core Standards for Grades K-12, ahead of the full implementation state deadline for all grades. • WRUSD is implementing a District Strategic Plan that focuses on Six Guiding Principles and utilizes the Continuous Improvement Cycle for monitoring the progress toward goals identified within the strategic plan. 		

(A)(2) Applicant's approach to implementation (10 points)	10	5
---	----	---

(A)(2) Reviewer Comments:

The applicant provided a clear and coherent description of the process that the applicant will use to select schools to participate. The process ensures that the participating schools meet the eligibility requirements. Located in the heart of the Navajo Nation, WRUSD represents the flagship district for all other reservation school districts in the region. Window Rock Unified School District's reform plan will involve all six schools serving approximately 2,400 PreK through 12th-grade students. The schools were selected based on the current letter grades given by the Arizona Department of Education which reflects both student achievement on the statewide assessment as well as student growth. Five of the identified schools at WRUSD have been given a grade of "D" and one school given a "C" grade. However, all schools have shown the commitment to improve as evidenced by the increase during the past year in their Total Composite Scores reported by the Arizona Department of Education. The total number of participating students is 2,394 in grades Pre-K through 12th grades. All of the students qualify for free lunch. Although the applicant referenced that a summary of the demographics of the students who will be affected by the reforms could be found in the application, the information was not available. The proposal does not provide adequate demographic information on students.

(A)(3) LEA-wide reform & change (10 points)	10	6
---	----	---

(A)(3) Reviewer Comments:

The applicant provided a reasonable plan describing how their proposed reform efforts will support district-wide change beyond the participating schools and will help the applicant reach its outcome goals. The systemic reform efforts entails all parts of school life and focuses district and school operations especially infrastructure, leadership, teaching, and curriculum, on creating a personalized learning environment. The plan for LEA-wide reform and change is centered on the four core educational reform areas and lays the foundation for the district's plan. The components of the plan supports teaching and learning and educator effectiveness, however, the plan does not provide sufficiently directly address improving student achievement at all levels. More information on improving student achievement would have strengthened the applicant's plan. Additionally, in the applicant's vision, emphasis was placed on the need to focus on culture as related to the their majority population of Navajo students, however, the applicant did not address how the organization will incorporated in the LEA-wide reform plan. The following evidence(s) were articulated in the plan:

- WRUSD has developed a rigorous standard based curriculum (Common Core) that will enable students to participate in instruction that requires higher levels of thinking and problem solving. The district will re-train teachers on Common Core Standards and develop district curriculum maps that are aligned with the AZ Common Core English Language and Math Standards. Additionally, alignment work for the college readiness standards will be developed. Develop STEM Programs district wide at all schools and provide instructional materials to increased student interest in the subjects of science, technology, engineering and mathematics and the skills and knowledge to succeed in STEM studies. School based STEM teams will design a program to incorporate a STEM Curriculum and partnerships with local businesses geared towards STEM areas of study.
- In order to provide a personalized learning environment for students, WRUSD will incorporate technology that will enable educators to track student understanding throughout a lesson and monitor academic performance on formative assessments. The Personalized Learning Plan and Response to Intervention will provide support for students who are struggling or who have failed classes will receive Tier 2 or Tier 3 instruction. Recovery programs will be in place high school students. The credit recovery program utilizes a computer based program which allows students with the assistance of teachers to complete course work at their own pace in order to cover credit lost by failing a course. WRUSD will implement the AZ Teacher/Student Course Connection, a system that will link student achievement results to their classroom teacher; an evaluation tool to measure teacher performance; an attendance, grading and reporting system which includes a parent portal; and assessment systems. The assessment system can be used to monitor learner progress, teacher effectiveness, and planning interventions.
- WRUSD is developing an evaluation system that is based on the AZ Framework for Educator Effectiveness which will incorporate both student achievement and teaching performance to determine a teacher's effectiveness and evaluate a principal's effectiveness as a leader. Data obtained from the evaluation system will provide guidance to determine the types of professional development needed in order to increase student achievement and will focus on how the district can assist educators who are identified as ineffective to become highly effective educators. WRUSD is developing a recruitment plan to obtain highly qualified teachers for positions open within the district. WRUSD train Academic Coaches on how to mentor new teachers. The Career Ladder Program also assigns teachers to work as mentors with

new teachers as they transition into their new roles as professional educators. Additionally, WRUSD has plans to utilize highly effective teachers within the district to assist with the professional development of other teachers within the district. WRUSD currently has a district-wide intervention program but there is a need to provide adequate intervention programs for students identified in Tier II and Tier III. There is also a need to increase the effectiveness of progress monitoring of those student identified as in need of interventions.

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

(A)(4) Reviewer Comments:

The applicant indicated the proposed plan and district reform vision has three goals for improved student outcomes; (1) maximize each student's ability to learn and achieve, (2) develop within all students a foundation for personal and social growth through school and into adulthood and (3) ensure all students make successful and lasting transitions between school and postsecondary programs and the world of work. The applicant did not justify these goals with a narrative for. Providing a narrative to justify and explain the table would have been helpful. The table was very general and sometimes confusing. Baseline data was missing from the charts. This information would have provided some basis for measuring and determining likely improved student outcomes.

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

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	8

(B)(1) Reviewer Comments:

The applicant provided reasonable evidence to describe their record of success for the past four years in advancing student learning and achievement and student outcomes. The evidence included charts and graphs. Based on an analysis of the data, the school district has experienced moderate success in the areas of math and reading among all students. Additionally, the district has not seen much increase in graduate rates and the drop-out rate has continued to be average as compared to the State averages. No data or discussion was provided on college enrollments. When comparing the district attendance rate with the Arizona attendance rate the applicant demonstrated a lower rate than the state. However, the applicant demonstrated a higher attendance rate when comparing students with other Native American students attending public schools within the state of Arizona. Additionally, the applicant does not provide a narrative that discusses how any efforts have been made to close achievement gaps among sub-groups and in persistently low-performing schools. Some of the relevant evidence provided included:

- The applicant provided data indicating the percentage of students at or above proficient growth from SY2009 to SY2012 for students who took the State Criterion Reference Test Arizona Instrument to Measure Students (AIMS) which is administered to students in grades 3rd-12th in the content areas of Mathematics, Reading and Writing. The academic gains at all levels over the past four years have been slow and modest.
- At the district level, the percentage of students at and above proficiency in 3rd grade mathematics on state CRT (AIMS), showed increased percentage of proficiency of 17 percent and for 3rd grade Reading showed increased percentage of proficiency of 3 percent. The percentage of students at and above proficiency in 4th grade mathematics on state CRT (AIMS), showed increased percentage of proficiency of 3 percent and for 4th grade Reading on state CRT (AIMS), showed increased percentage of proficiency of 8 percent. At the district level, the percentage of students at and above proficiency in 6th grade Reading on state CRT (AIMS), showed increased percentage of proficiency of 11 percent. At the district level, the percentage of students at and above proficiency in 7th grade Reading on state CRT (AIMS), showed a significant increase of 14 percent. At the district level, the percentage of students at and above proficiency in 10th grade Reading on state CRT (AIMS) showed an increased percentage of proficiency of 12 percent, and for 10th grade Writing showed increased percentage of proficiency of 2 percent. At the district level, the percentage of students at and above proficiency in 11th grade Reading on state CRT (AIMS), showed significant increase of 20 percent.

Achieve ambitious and significant reforms in its persistently lowest-achieving schools :The creation of a high school alternative placement program (Scout Pride Program) for our high risk population of students with Emotional Disabilities during the 2011-2012 school year has provided the additional supports necessary to address firsthand the social-emotional and behavioral needs so students can achieve personal and academic growth. The program integrates interactive online core classes aligned to Common Core standards.

Make student performance data available to students, educators, and parents: WRUSD is currently using Galileo (Assistive Technology, Inc) to administer online pre/post assessments and quarterly benchmark assessments. Galileo will assist with developing quarterly benchmark assessments which are aligned with our district curriculum maps. Each quarter a Benchmark Planner is created which includes performance objectives that will be assessed at the end of the quarter.

Students and Parents have logins and passwords so that they can enter the website to review scores, mastery levels as well as review test items that they had difficulty with.

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

(B)(2) Reviewer Comments:

The school district provided very little evidence high levels of transparency in LEA processes, practices, and investments. Currently there is no public means for the public to access school and district expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. The applicant indicated that on the district website are electronic documents for district guidelines, policies and procedures. The website contains information for parents and links to schools, as well as, professional development opportunities for teachers and administrators. The applicant did not provide information on personnel salaries and other data requested in the criteria. The response to the selection criteria was sparse and lacking specific details. The applicant provided the following relevant evidence that the website also offers links to the WRUSD Parent Center, Professional Development Events and links to schools and departments within the district. WRUSD has an open-door policy allows parents and/or grandparents the opportunity to visit schools to observe instruction at their convenience. Parents, teachers, and other staff have access to the aligned curriculum maps for each grade level which is on the district website. All stakeholders will have access to the curriculum that their child will be instructed on each quarter. Each school is assigned a Parent Educator who communicates with parents, community and other stakeholders concerning student learning, promoting school activities, increasing communication and addressing parents concerns or suggestions.

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

(B)(3) Reviewer Comments:

The applicant provided a clear and convincing evidence that the LEA has sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. WRUSD uses a shared decision-making model engaging various stakeholders in the strategic planning of its educational system. WRUSD has established a Core Leadership Team as well as a District Leadership Team that includes members from all areas of the district. In order to fully implement a personalized educational environment, decision-making processes will include teachers and leaders throughout the district. The WRUSD Governing board meets a minimum of once a month. Governing board meeting notices and agendas are posted on the district-wide website, district departments and schools to notify all stakeholders of the meeting date, time, location and the agenda. Board Agendas are also sent via email to ALL district employees. Board meetings not only include items that the governing board will need to take action on but will also include public reports related to the district's budget, assessment results and curriculum or program updates. The board meetings also provide opportunities for public input at which time a "Call to the Public" format is used so that community members can provide verbal feedback regarding the district.

(B)(4) Stakeholder engagement and support (10 points)	10	7
---	----	---

(B)(4) Reviewer Comments:

The applicant has adequately demonstrated evidence of meaningful stakeholder engagement in the development of the proposal and meaningful stakeholder support for the proposal by providing letters of support from various business, and

community partners, as well as, survey results from teachers. Stakeholders in Window Rock Unified School District offered important insights into the development of the district Race to the Top - District Competition application. The entire district staff was invited to participate in a survey regarding WRUSD's desire to apply for the Race to the Top - District Competition. The staff had an opportunity to provide their input regarding the application process and what they felt was important to meeting the individual needs of our students. A total of 109 teachers, administrators, counselors, paraprofessionals and academic coaches responded to the survey. In addition to survey feedback, the six schools within the district work on systemic approaches to increasing stakeholder's trust in schools through processes that bring about an atmosphere of collaboration. The reforms being undertaken and planned have 23 letters of support and commitment to assist from throughout the community and outside the community as well. All have been involved in the strategic planning that is the foundation for this application. Over the past years, surveys, text, e-mails and community forums have been utilized in order to spark and facilitate meaningful dialog concerning the issues and concerns affecting education and students' academic success within the school district.

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

5

5

(B)(5) Reviewer Comments:

The applicant provided adequate evidence to assess the extent to which the school district's current status in implementing personalized learning environments and the logic behind the reform proposal. Additionally, the applicant provided a high quality narrative to identify needs and gaps that the plan will address. WRUSD analyzed the Arizona Instrument to Measure Standards (AIMS) reports to identify academic needs. The applicant did not provide charts and graphs to visually demonstrate the identified gaps. The charts and graphs would have provided a clearer analysis to compare subgroup data. Without the charts and graphs is difficult to determine if the data in the narrative is reliable. In reviewing the percent of students scoring proficient on the Mathematics Assessment on Arizona Instrument to Measure Standards (AIMS) state assessment the following grades narrowed the achievement gap in all subgroups/comparison groups: 3rd grade (showing a decrease ranging from a low of 4% to a high of 15%) ; 7th grade (showing a decrease ranging from a low of 0% to a high of 18%); and 8th grade (showing a decrease ranging from a low of 0% to a high of 14%). The achievement gap was narrowed in 11th grade (showing a decrease ranging from a low of 0% to a high of 18%) reading in all subgroups/comparison groups. The achievement gap was narrowed in writing for 7th grade (showing a decrease ranging from a low of 0% to a high of 6%); and 10th grade (showing a decrease ranging from a low of 0% to a high of 15%) reading in all subgroups/comparison groups. Staff at each school complete a survey for each standard and each school site identified their strengths and limitations. From these results, schools developed their Continuous School Improvement Plan. The district also completes an LEA Needs Assessments. WRUSD also completed an Analysis of Needs and Gaps regarding the implementation of Personalized Learning Environments.

- Improve Infrastructure, Monitor Plans, Support
- Solution: Hire Directors and Coordinators that will oversee the RTTT initiatives.
- Implement Continuous Improvement plan to monitor, review and adjust plan as needed in order to improve student achievement;
- Support schools and teachers through problem solving and funding.
- Data Systems to track students at risk for dropping out or failing, track students who attend college, monitor attendance issues.
- Effective Teachers/ Principals, Increase Parental Involvement
- Solution: Train teachers/principals how to use data systems, implement evaluation systems that improve teacher and principal effectiveness, include parents in goal setting and problem-solving.
- Teaching and Learning, Professional Development, Coaching/Mentoring Teachers
- Solution: Use effective instructional and assessment strategies that engage the learner, set high expectations, lessons that require higher levels of thinking, checking for understanding during lessons, time for students to deepen new knowledge
- Targeted professional development, Academic Coaches to work directly with teachers, mentoring program to support teachers.
- Goal Setting, Monitoring Progress
- Solution: Instruct students on how to set goals and monitor them, share assessment results, participate in surveys to aid in program planning.

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

	Available	Score
(C)(1) Learning (20 points)	20	12
<p>(C)(1) Reviewer Comments:</p> <p>The applicant presented a reasonably clear and coherent plan for improving learning and teaching by proposing to develop mechanisms and activities for personalizing the learning environment in order to provide all students the support to graduate college and career ready. The plan included several approaches to implementing instructional strategies for all participating students that will enable participating students to pursue a course of study aligned to college and career ready standards and college- and career-ready graduation requirements and accelerate his or her learning needs. The plan is focused, however, there were many ambiguous statements regarding career and college readiness. The evidence does not provide a clear path for students to obtain post-secondary options. Additionally, the course of study and instructional strategies was not rigorous.</p> <ul style="list-style-type: none"> • The Window Rock Unified School District's (WRUSD) educational model "Embracing Change for Student Learning" includes six core principles that guide them in providing an exemplary education and meeting tribal, state and federal standards. Additionally, within the model the applicant will blend the Navajo Values of Lifelong Learning with college readiness standards that create cultural relevance for our students. Implementing the college and career readiness program blended with Navajo Values of Lifelong learning will build foundational support systems through Nitsáhákees (Thinking), Nahatá (Planning), liná (Living) and SiihHasin (Assuring) along with K'e (kinship and collaboration) to help students be successful in rigorous coursework. Window Rock Unified School District will follow the Arizona state requirements that every 9-12 grade student have an Education and Career Education Plan (ECAP). Within this ECAP implementation plan each grade 9-12 has a component that incorporates academic and career planning, postsecondary planning and extracurricular activities. WRUSD will utilize a college readiness system for middle and high school that is designed to increase school-wide learning and performance. This system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change • The district has begun training teachers in rigor using foundational components for the College Board's College Readiness System, offering a proven Pre-Advanced Placement program that increases participation and prepares a greater diversity of students for success in Advanced Placement, college and career readiness. WRUSD will provide continuous training at school sites for teachers to incorporate high-quality content, including digital learning content via web cams. Learning and development goals will be linked to college- and career-ready requirements, such as, Pre Assessments and benchmark assessments, using Galileo, CTE, ACT testing system, and DIBELS, help students identify their strengths and needed areas of growth towards mastery of Common Core Standards. Training both teachers and students to use this data to set learning goals is critical to student success. • The Common Core Standards will provide opportunities for the district to re-focus on the quality of learning environments, the range of resources, and the level of professional development necessary to support high student achievement for learners who come from diverse cultural and linguistic backgrounds. WRUSD will train teachers on how to use the Common Core Standards and how to develop students' reasoning and problem solving skills. Training for teachers in the integration of curriculum, instruction and assessment will also be provided. Both Middle School and High school sites have a mentoring/advisory class called Academic, Collaboration, Excellence (ACE) class that supports students in examining testing data to know if they are on track for college readiness. Students participate in workshops in which they analyze their ACT testing system data to track their progression. Students also have data folders that they update monthly with test results. They take ownership of their learning by tracking their grades, attendance, tardies, and fill in a progress monitoring form. 		
(C)(2) Teaching and Leading (20 points)	20	10

(C)(2) Reviewer Comments:

The applicant describes a plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college and career ready. The plan was ambiguous at times and much of the information was repetitive from other sections of the proposal. The applicant did not provide a clear focus on the selection criteria. For example, much of the information needed to determine the applicant's readiness for implementing college and career readiness activities and programs were missing from the narrative. Additionally, the narrative did not emphasize key goals and objectives that were aligned to the proposed activities. At times there were no rationales given for much of the information. The applicant did not provided in the narrative any alignment of teaching and learning with the original vision and reform efforts. The activities proposed were not of high quality and results oriented, but merely day-to day school operations.

The applicant provided the following evidence that demonstrated that some planning has been done to prepare for improving teaching and learning by personalizing the learning environment, however, more planning is needed to focus the activities with the vision.

- At the K-12 level, WRUSD will focus on providing all students with college and career readiness. Window Rock Unified School District #8's K through 12th grade plan for improving student academic achievement is embedded in their reform model called *Embracing Change for Student Learning* where effective teaching is important to core principles focused on exemplary student performance through exemplary staff performance. WRUSD will provide professional development to prepare teachers, school leaders and staff to implement the system, to use research-based teaching and learning methodologies and curriculum, and to create a strong college readiness and career awareness programs. WRUSD will need to incorporate a district model for Professional Learning Communities (PLC). PLCs for each school should be time for shared decision-making as a factor in curriculum reform.
- WRUSD will utilize K-12 benchmark testing to monitor student progress. Teachers use the pretest and the quarterly results to monitor student progress. Principals and teachers will have on-line professional development on the Common Core Standards that will prepare them to help students achieve career and college readiness. The teacher will work on developing strategies that will be used to prepare students to achieve academic success on high stakes test. The Principals and Teachers will work with on-line professional development to acquire knowledge about the Core Curriculum and other needed professional development that will help students stay on track for graduation. The district will need to purchase an on-line professional development program so that teachers and principals will be able to obtain professional development needed to assist students achieve career and college readiness.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	8

(D)(1) Reviewer Comments:

The applicant provided some information to support project implementation through the infrastructure that provide every student, educator and level of the education system with the support and resources they need, when and where they are needed. The plan consists of previous information provided in several other sections of the selection criteria. The information is lacking consistency and alignment with the vision of the reform model exemplified in the proposal. For example the applicant stated that the reform proposal is centered around the four core educational reforms, but the evidence addressed in the criteria does not support the implementation of this vision of reform. More evidence is needed to determine if the LEA infrastructure has the capacity to support the development and implementation of personalized learning environments. The evidence provided did not support the criteria. The applicant provided the following evidence that meet the criteria:

- The Window Rock Unified School District (WRUSD) is governed by elected community members who serve on the governing school board. The governing board is the organizational structure is responsible for all operational activities and is designed to support the needs of our schools, facilitate communication. The Business Office will provide fiscal support to all school sites but most importantly ensure USFR (Uniform System of Financial Records) guidelines are being met. This office is also responsible for maintaining our student accountability information system which collects student data and is then submitted to Arizona Department of Education and is in charge of the food services program. The business office works closely with Human Resources and site principals in continued assessment of

student/teacher ratio to ensure the district is up to date with staffing models that meet the needs of the district.

- The HR Department will provide leadership and support in to integrate several key components to ensure success for Window Rock Unified School District by developing a recruitment, retention and marketing plan. This program is based on the needs and assessment of each school in regards to school personnel decisions and staffing models for hiring teachers and principals. In collaboration with the Business Office, a needs assessment is executed in the fall to determine what recruitment efforts will be required to recruit highly qualified effective teachers for the upcoming school year. Key core content areas in high demand are Math, Science and Special Education. Arizona Educator Effectiveness model that will be piloted in school year 2012-2013 and implemented in school year 2013-2014. This model which has been communicated exemplifies both teacher and principal input and will be our accomplishing teacher and principal professional development.
- Exceptional Student Services with guidance of Core Principle One, Two and Five, the ESS Department provides an array of support services for students with disabilities ages 2.9 through 22. Services are established through a student's Individual Educational Program (IEP) as mandated by the Individuals with Disabilities Education Act by the Individuals with Disabilities Education Act (IDEA). Learning resources will be provided by the district through a District in-house SEI (Structured English Immersion) trainer who provides training to all certified teachers & staff lacking their certification in SEI in order for them to obtain this certification to be highly qualified in Arizona.

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

10

4

(D)(2) Reviewer Comments:

The applicant did not provide supportive evidence to address any of the selection criteria and sub-criterion. The applicant indicated that they have been challenged in reaching out to all stakeholders from students to parents to external entities. Some efforts have been made to work with local businesses, radio stations, National Relief Charities, Tom Shoes, School Supplies, Transportation, ESS, Preschool Enrollment, Technology, CIA, Safe Schools, Human Resources, Food Services, site school personnel, parental and family volunteers. More planning is needed by the school district to meet the key goals of the selection criteria. The plan was poorly presented in the narrative.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	8

(E)(1) Reviewer Comments:

The applicant provided a plan consisting of strategies for implementing a continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategies address how the applicant will monitor, measure, and publicly share information on the quality of its investments funded by Race to the Top – District. The plan is missing many key elements and details to determine if the applicant will be able to provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. There were some evidence that demonstrated the applicant will provide some monitoring and reviewing of data over the course of the project. The applicant indicated that during their planning phase a self-analysis determined that their weakest area was the lack of data systems in place to track student's social-emotional, physical health and academic progress to determine if they are on course for graduating.

- The monitoring of the plan will include reviewing data on a quarterly basis and then implementing a Goal Setting Process which will include target dates for review and monitoring of goals established. Student, Parent and Staff Surveys will be utilized to needs and concerns of all stakeholders. Regular reporting of our progress will be addressed at monthly school board meeting, partnership meetings, chapter house and parent advisory committee meetings. Information will also be shared on the district website.

(E)(2) Ongoing communication and engagement (5 points)	5	2
<p>(E)(2) Reviewer Comments:</p> <p>The applicant did not provide a reasonable plan that included strategies for ongoing communication and engagement with internal and external stakeholders. The applicant indicated that the District and schools communicate through newsletters and utilizes both print and radio media to communicate information and events. The applicant did not appropriately address the criteria and more planning is needed to fully meet the selection criteria.</p>		
(E)(3) Performance measures (5 points)	5	1
<p>(E)(3) Reviewer Comments:</p> <p>The applicant included chart with performance measures in the Appendix, however, the applicant did not provide any narrative in the proposal to expand on how these measures will be achieved, the rationale and how the applicant will review over time and make adjustments. The narrative Selection Criteria (E) (3) was totally unrelated to the criteria in terms of discussing proposed student achievement. The applicant did not include 12-14 performance measures. The information provided in the charts was ambitious and possibly not achievable over the life of the project. For example, overall and in each subgroup category, the applicant indicates 100% proficiency and growth for each. This is unrealistic if the baseline data indicated that overall student achievement is at a low of 41%. Given there was no rationale or evidence to substantiate the high growth, it is difficult to evaluate the applicant's proposed performance measures.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	3
<p>(E)(4) Reviewer Comments:</p> <p>The applicant provided a reasonable plans to evaluate the effectiveness of Race to the Top – District funded activities. The plan is missing many of the key elements of a high quality plan, but provides some evidence that the district has begun to think about strategies to implement the selection criteria.</p> <ul style="list-style-type: none"> • Short Term goals are to have an AVID Program established for grades 4-12; 80% of AP students earning B or better; a graduation rate at or above the AZ graduation rate for Native Americans; 65% of students meeting/exceeding state standards; 100% positions filled at beginning of school year; all WRUSD schools labeled C schools (or better) as part of Arizona accountability system. Our timeline for meeting these goals is by the end of the 2014- 2015 school year. • Medium Term goals are to have AVID strategies used district wide; 100% of AP students earning a B or better; a graduation rate will be 5% higher than AZ graduation rate for Native Americans; 75% of students meeting/exceeding state standards; 100% of positions filled with 85% effective or highly effective teachers; All WRUSD schools labeled B schools (or better). The timeline is to have these goals completed by the end of the 2015-2016 school year to meet these goals. • Long Term goals or Ultimate Impacts are 70% of students entering college and at least 50% of students completing college; 80% of students graduating with their cohort; 85% of students meeting or exceeding state standards; 100% of positions filled with effective teachers and principals; all WRUSD labeled A schools. The ultimate goals to be reached by the end of the 5-year grant, which would be the end of the 2017-2018 school year. • The applicant indicated they would regularly monitor and discuss progress on each goal, through bi-monthly District-level Communication and Principal Meetings; weekly site-level staff and collaboration meetings; and monthly District Indian Education Committee (IEC) and school level Parent Advisory Committee Meetings. • Additionally, the applicant will host bi-monthly school classroom site visits to gather instructional effectiveness data with teams of educators across the district; have administrators, academic coaches and teacher leaders report, share and 		

analyze data from weekly classroom visits; and analyze and use quarterly Galileo benchmark data to help inform teacher, school and district decisions. Counselors, academic coaches and program directors help track and collect data on student progress in academics, credit recovery, college and career readiness and other indicators.. The human resources director, principals, assistant principals, academic coaches, and Curriculum Instruction and Assessment Director and Superintendent will closely monitor the implementation of the new teacher and principal effectiveness system.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	5
<p>(F)(1) Reviewer Comments:</p> <p>The applicant provided a budget that identifies funds that will support the project. The funds include requested Race to the Top funds and funds from State aid and impact aid funding. The requested funds adequate to support the implementation of the proposed program. The Race to the Top funds will be used to support all start-up and operational cost for the project. There are not additional funding sources to retain the reform efforts after the grant period.</p> <p>The applicant indicated that The Race to the Top Grant will assist WRUSD with the start up cost associated with the proposed projects. Race to the Top will supplement the resources the District needs to revamp school wide reform which will then continue to be maintained by basic district funding (State aid and Federal Impact funding). The applicant did not provide a plan for sustaining the project beyond the grant period. The applicant indicated support from stakeholders, however, that support does not include additional funding.</p>		
(F)(2) Sustainability of project goals (10 points)	10	2
<p>(F)(2) Reviewer Comments:</p> <p>The applicant indicated that The Race to the Top Grant will assist WRUSD with the start up cost associated with the proposed projects. Race to the Top will supplement the resources the District needs to revamp school wide reform which will then continue to be maintained by basic district funding (State aid and Federal Impact funding). The applicant did not provide a plan for sustaining the project beyond the grant period. The applicant indicated support from stakeholders, however, that support does not include additional funding.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant articulated a comprehensive and coherent reform vision based on the four core educational assurance areas. Additionally, the applicant articulates a clear approach to their key stated goals. The plan is grounded in activities and programs that supports individualizing and student supports, thus leading to improved student learning. Evidence to support the plan:</p> <ul style="list-style-type: none"> • The vision and reform plan are aligned with the four core educational assurance areas which are to: (1) institute high standards and rigorous assessments that prepare students to succeed in college and the workplace and compete in the global economy, (2) build a data system that measures student growth and success, and informs teachers and principals with data about how they can improve instruction, (3) recruiting, developing, rewarding, and retaining effective teachers and principals; and (4) turn around our lowest-achieving schools. • Teachers will be supported by a research team charged with identifying instructional methodologies with proven success in raising achievement among students of the Dine' Culture and will coach teachers on these practices. • WRUSD school board is scheduled to adopt a new Educator Effectiveness model that addresses the issue of identifying both principals and teachers that are highly effective, with 33% of effectiveness tied to student achievement. The district curriculum map is aligned with the AZ Common Core Standards for Grades K-12, ahead of the full implementation state deadline for all grades. • WRUSD is implementing a District Strategic Plan that focuses on Six Guiding Principles and utilizes the Continuous 		

Improvement Cycle for monitoring the progress toward goals identified within the strategic plan.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Not Met

Absolute Priority 1 Reviewer Comments:

The applicant did not coherently and comprehensively address how it will build on the core educational assurance areas to create learning environments to significantly improve learning and teaching. The plan was inconsistent with the applicant's vision and reform goals articulated in the selection criteria. The plan reform plan did not clearly articulate how their efforts would lead to personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards or college and career ready graduation requirements. After the applicant articulated a rather strong vision, there was very little follow-up with evidence throughout the remainder of the proposal to demonstrate a clear and concise focus. The information and evidence presented in the plan was repetitive throughout each selection criteria.

Total	210	121
-------	-----	-----