



# Race to the Top - District

## Technical Review Form

Application #0009KY-1 for Bourbon County Board of Education

### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>8</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>The applicant covers and builds upon all four core assurance areas. They describe a personalized approach that tracks students using common assessments and upgraded data systems. The applicant states students will be able to deepen their learning through tasks based on individual interests, through blended learning, which should provide them the ability to personalize assignments for students to do on their own time. The applicant also plans to increase college readiness through early college planning and dual credit agreements. The blended learning should also help with college and career readiness as it will prepare students for independent work. The applicant lacks some detail in part C, which should describe what the classroom experience will be like. There are no concrete examples provided. Still, the section scores highly as it provides a consistent vision that is based on the assurance areas and clearly describes a general outline of what the applicant hopes to accomplish and how they will use blended learning to create a personalized classroom experience for students.</p>		
<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>All Bourbon county schools meet the eligibility requirements, as stated by the applicant, schools were identified as having large populations of economically disadvantaged students. The applicant clearly describes the selection process they used, giving every school in the county the opportunity to participate, provided they agree in writing to participate in all grant activities and commit to the four core assurance areas. The applicant expects all schools to commit to using a robust data system, agree to implement an evaluation system, and emphasize college and career ready standards for all students. Sections B and C are included, as the applicant lists all the participating schools, broken down into number of students at each school, disaggregated by need. Section scores a 10 as it meets all requirements.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>The applicant describes a strong leadership structure that will be used to monitor and implement activities. The implementation teams at both district and school level should provide good communication between school and district officials, which should keep all parties on the same page and focused towards the goals. The logic model articulates the overall goals and key initiatives that will be put in place during the life of the grant, though there are not many concrete examples of specific activities beyond the examples of partnering with other schools or contracting consultants. However, several specific examples can be found in section E4, where the applicant describes regular data collection and analysis by the SIT, DIT and PT. This process would allow for a closer examination of what is being implemented and how effective the programs are. Ongoing evaluation of the project at all levels will also aid the district in determining what is working, and what may need to be adjusted. There is a strong vision in place of what the applicant intends to focus on through blended learning, master-based progression and numerous assessment models to individualize student learning.</p>		
<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(4) Reviewer Comments:</b></p> <p>The applicant describes a rich, in-depth summative assessment that measures both growth and proficiency across numerous platforms using several different assessments at differing grade levels. Goals are established for each of this section's defined areas. The accountability profile described by the applicant should create robust data in numerous areas allowing schools to focus in on problem areas and provide guidance for interventions as the applicant is able to differentiate the various assessments to get a clear, personalized view of individual student achievement. The applicant has a clear listing of their goals, how and why they have been established based on the AMO Improvement goal. This goal is based on student proficiency compared to other student's in the district and the school level proficiency to establish a customized goal for each individual. The applicant also provides numerous data sources that will be used to</p>		

monitor student progress and can be used to track students to ensure achievement gaps are being closed and students are on track to graduate.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>9</b>
<p><b>(B)(1) Reviewer Comments:</b></p> <p>The applicant describes a clear capacity for change. The state and district have developed leadership networks, implemented higher standards, and pushed for the development of district improvement plans. Bourbon county has seen it's ranking in the state increase each year from 2007 to 2011, and the district has reached proficiency under the state's accountability plans. However, the new KPREP test has shown only modest increases for middle school students and decreases in elementary school students. Students have shown increases in EXPLORE and PLAN assessments, but these are not measures of proficiency, rather they are tests to determine placement for students, which would not necessarily provide a vision of deficits that teachers could focus on. ACT scores and college going rates have been relatively flat, though there has been a pronounced increase in graduation rates. It is unclear from the proposal, but if the state is using these assessments as part of ESEA, then they are still only showing moderate growth in the middle and high schools, though there is a positive data trend. Of the numerous programs listed for lowest achieving schools, there was not one mention of effectiveness or an example of a school showing any growth. Data is made available to all students, parents and teachers in several systems. This section scores in the middle range, as data looks to be widely available, and there have been increases in graduation rates, but very little else is mentioned showing evidence of successful programs or initiatives that have been implemented to attempt to turn around low performing schools.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>4</b>
<p><b>(B)(2) Reviewer Comments:</b></p> <p>Applicant submits monthly reports covering salaries and expenditures, and also lists salaries for all school employees. These are available upon request at no charge. This report should provide any interested parties the ability to see what the applicant is doing with its grant funding, thus providing transparency. The applicant states the report covers personnel salaries for all in the district, teachers and staff as well as expenditures on outside resources. The applicant's score reflects some weakness in transparency, in that they are requiring written requests for data, and they do not describe any protocol that is in place for illiterate, or language minority parents or community members.</p>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(B)(3) Reviewer Comments:</b></p> <p>Applicant has received letters of support from state department of Ed, as well as the mayor's office. The applicant will be focusing on blended learning as their key to personalization. The state has developed numerous models of online learning and has a history of using and pushing for additional modes of virtual schooling. With this support, the applicant should be able to implement the programs as they not only have the autonomy to make blended learning an option for students, but with the state already having models in place, they should be able to collaborate with state officials as well as other districts who have something similar in place to determine the best way to implement it in their own schools.</p>		
<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>14</b>
<p><b>(B)(4) Reviewer Comments:</b></p> <p>The applicant engaged stakeholders in the development process in numerous ways, including discussions with parent and teacher organizations, monthly breakfasts, and school and teacher newsletters. A work day included representatives from schools and the district, which allowed not only for stakeholders to learn about the grant and the goals, but also make their voices heard and have input into what was being put forth. The district does not have collective bargaining, but received signed support from 89% of teachers, and also includes letters from various stakeholder organizations in the community as well as educational agencies. Teacher support will be greatly advantageous in implementing the blended learning model, and reflects their belief in the goals of the grant. This section has a weak area, as the applicant does not describe how much input from teachers, community members and other stakeholders was actually taken into account during the planning portion of the proposal, nor how much was used to actually influence the writing and editing of the proposal.</p>		

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>15</b>
<p><b>(C)(1) Reviewer Comments:</b></p> <p>This section scores in the high-medium range, as it addresses all the necessary components, but is lacking detail at several points. The applicant addresses C(i) by discussing moving to Common Core. While the new standards may stress that students understanding that learning is key to success, it does not address how Bourbon County will make students aware of this, or how they will get students to buy in to the process. The application has a strong plan in place for implementing college and career readiness for students through the use of math and reading coaches to provide support for teachers, students needing to demonstrate mastery to advance, and access to college and career counseling as well as alternative programs and increased online options. The online options also speak to allowing students to take coursework based on personal interests, but does not explain if these courses will be rigorous or allow for the deeper learning expected. The applicant explains that blended learning will allow teachers to more easily differentiate instruction, that does not guarantee teachers are differentiating effectively, or that the content is any more challenging for students. The applicant also only partially addresses C(iv), explaining blended learning will touch upon all aspects of Bloom's Taxonomy, including Higher Order skills, but only provides computer-related examples, with no discussion of higher order skills in other content areas. In C(b) the applicant does not address how online learning and "21st century" classrooms will lead to high quality content, aside from simply providing a different avenue for instruction than traditional classrooms would be able to offer. There is a strong case to be made that this proposal would create a much broader curriculum and more opportunities for students, but not whether those opportunities would allow for more depth or challenging coursework. The applicant does have in place numerous data collection systems as well as assessments which should provide for frequently updated data that teachers can use to track students and determine progress. The blended learning model should provide the applicant the ability to provide individual instruction for high quality students as well as the necessary data to monitor them. The model should also allow a focus on high-need students, as it creates personalized instruction models which teachers can use to determine students' individual areas of need and address them accordingly.</p>		
<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>20</b>
<p><b>(C)(2) Reviewer Comments:</b></p> <p>The applicant receives a high score in this section due to their detailed plan for evaluating, training, and focusing on improving teacher instruction. The applicant has a well developed plan for each level of program implementation, utilizing a blended learning style to help teachers implement a blended learning program. The system they use can be tailored to individual teacher needs and focus on their specific areas of practice. The applicant uses frequent assessment of both teachers, performing regular walkthroughs using a rubric, and students, who can be more easily monitored due to their online work. Data is analyzed frequently and exit criteria for graduation is as well. Using student and teacher performance data should allow the applicant to examine areas needed for PD, and the blended learning should allow all teachers to access what they need. There is a strong system in place that can be used to improve student achievement, and the use of the PLAN, EXPLORE and ACT tests should provide a strong focus on college readiness. The applicant plans to use the blended learning model to allow highly effective teachers to work with more students, as the model provides the ability to teach in teams, where highly effective teachers can work with more students outside the classroom, as well as work with less effective teachers to help them to develop.</p>		

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>12</b>
<p><b>(D)(1) Reviewer Comments:</b></p> <p>This section scores highly as it has several important structures in place, but is lacking detail in others. The LEA has expressed its commitment to the program and been leading the way from the beginning of the process. The applicant also states the LEA plans to be actively involved in all activities, and the school and district implementation teams will be working together and with the project director throughout. There is still question as to the amount of autonomy each school has. The applicant makes clear that personnel is determined by the principal and superintendent, while the SIT and DIT will work together to determine calendars, scheduling and staffing models. It is unclear if the SIT and DIT teams serve in an advisory role, or whether the school-level teams do actually have autonomy to implement structures to best fit their needs. The applicant believes blended learning will allow students to demonstrate mastery at their own pace, but does not explain any structural changes to the curriculum that would allow for that. It also provides only tests as a means of demonstrating mastery with no mention of alternative assessments. The schools do look to have structures and personnel in place that would allow for the program to be adapted to students with disabilities as well as English learners.</p>		

<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>8</b>
<p><b>(D)(2) Reviewer Comments:</b></p> <p>This section scores highly as the applicant has made a strong effort to improving infrastructure and making technology available. At-home learning opportunities are created through the technology store, where students can take home devices they may not have access to otherwise. There is no discussion of options for students who do not have high-speed internet however, despite it being available on buses where students will only have a limited amount of time. The applicant discusses the possibility of making another technology store at the library, but does not say if students can use the library as an option for internet access. Parents, students and educators are provided technical support by a full time help desk, as well as PD with technology embedded. While much of this is for teachers, the applicant states they will work with organizations to provide training to parents and outside stakeholders in a variety of areas. The applicant has a web-based data system that can share data from different storage programs, creating an interoperable data management system. The system also has a parent portal which can be accessed by families of the students.</p>		

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

	<b>Available</b>	<b>Score</b>
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>14</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <p>The applicant scores high on this section, as they have a strong plan in place for continuous improvement. They recognize the importance of making data analysis and examination key to normal school processes. Collecting data that monitors student achievement, as well focus on the 10 essential questions outlined in the grant and the district wide surveys should provide an in-depth look not only at whether students are showing improvement, but which programs improvements can be attributed to. The questions would allow the applicant to focus in on specific areas of data, and streamline the process by providing teachers a system for how they should be looking at data and what they should be using their results for, in terms of providing support, interventions or remediation to students. The applicant also specifies roles for implementation teams, specialists, etc in terms of data management and collection that should prevent redundancy of work and ensure everyone knows what they need to be doing. The applicant defines a Communication Specialist who will share findings with the public and outlines their role in more detail in section E2. However, the applicant does not describe a process for making improvements throughout the year. While they clearly define a plan to collect the necessary data for making ongoing improvements, there is no mention of whether or not those improvements will take place in a timely manner, or how the improvement process will be monitored.</p>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <p>The applicant has denoted a Communication Specialist to share findings and engage stakeholders in a variety of pathways as noted in the application. The applicant will also have the Communication Specialist meet regularly with implementation teams to improve communication and help schools with their individual needs. Having a specialist would qualify as a high-quality plan as it creates a specific position to focus on communication. Often things get lost in the shuffle when it comes to communication between schools, districts and outside stakeholders due to lack of understanding of who is responsible, or even if anyone is responsible. This created position should streamline the process.</p>		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(3) Reviewer Comments:</b></p> <p>The applicant lists numerous goals across all grade levels and provides rationale for them as well as how progress will be measured. Goals are ambitious, as they provide a number of changes at different grade levels, such as achievement on reading tests for younger students and state assessments for middle and high school students. Of these measures aimed at improving achievement and decreasing gaps, the applicant does not propose anything unachievable such as eliminating all gaps, or 100% proficiency. Additionally, they provide a plan for how they hope to achieve the specified results and which personnel may be responsible for those activities. Providing a chart that outlined the measures as well as the rationale and the assessment information gave a clear vision that the applicant was intentional in creating these measures and had specific goals in mind for each.</p>		
<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(4) Reviewer Comments:</b></p> <p>Applicant plans to monitor activities by collecting both quantitative and qualitative data which will be analyzed at monthly</p>		

implementation meetings to determine not only whether goals are being met, but which specific activities are responsible for results. This should provide the ability to quickly address any implementation issues and define who is responsible for amending them. The mixed methods of collecting data also provides insight not only into what is going on with achievement, test scores, etc but also what may be the cause of those changes.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>10</b>
<b>(F)(1) Reviewer Comments:</b> The applicant provides a budget, as well as a detailed narrative identifying sources of funding for the project, as well as outlining the positions that will be supported through the funding, and the resources that will be purchased. Applicant also identifies how the specified resources will be used to support the project such as how they will relate to blended learning, and how students will be utilizing them. For example, the applicant describes which personnel will be funded through the grant, and their roles during the grant cycle. The applicant also describes how and where paraprofessionals will be placed during each year in order to help move the schools toward the blended learning model. The activities (professional development, hiring additional staff, and buying technology) outlined in this section all look to relate to personalizing the classroom through blended learning. They continue to identify whether or not funding is a one time purchase, as with the tablets, or ongoing and will need to be supported, such as professional development.		
<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>9</b>
<b>(F)(2) Reviewer Comments:</b> Section scores on the high end of the medium range. The applicant describes which items will need to continue to be funded after the grant period, and shows that most can be through general education funds at the state and local level. The district already has a budget for technology, professional development, and literacy and math coaches. However, the section does not include a plan for evaluating the effectiveness of past investments and how they will evaluate improvements in the future. Overall, the applicant does give an in-depth description of numerous funding sources and has made a strong effort to look for and implement sustainable practices. These practices include a focus on capacity building by using grant funds to create an infrastructure for technology, or the blended learning PD, and use general school and district funds to continue the process after the grant cycle ends.		

## Competitive Preference Priority (10 total points)

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>10</b>
<b>Competitive Preference Priority Reviewer Comments:</b> The applicant has a very strong partnership in place with Comprehensive Care, that has been in place for a number of years already. This partnership has focused on a variety of student needs, many related to health and mental health, which are outlined in the proposal. The applicant also describes partnerships which are providing afterschool opportunities for students. The applicant has outlined several desired results and has in a place a strong tracking system down to the preschool level that can routinely assess progress and focus on challenge areas. This ongoing feedback will allow the applicant to assess and reassess the effectiveness of their partnerships and increase the impact on students. The applicant is confident in the ability to scale up their partnership model, as they have already been invited to share their practices at a national consortium which is indicative of a strong program that can serve as a model to other school districts.		

## Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>
<b>Absolute Priority 1 Reviewer Comments:</b> The applicant meets the absolute priority. The blended learning model will help to personalize learning for students and help to increase the effectiveness of teacher instruction. The applicant also plans to provide personalized professional development for teachers, who in		

turn should see their effectiveness increased. The district, as well as the state also have numerous initiatives in place focusing on college and career readiness which will be supported and built upon by the grant.

<b>Total</b>	<b>210</b>	<b>187</b>
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## Race to the Top - District

### Technical Review Form

#### Application #0009KY-2 for Bourbon County Board of Education

#### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>The Bourbon County Board of Education proposal demonstrates a first rate, strong, comprehensive and coherent plan for the reform vision. The plan includes the four core educational assurance areas by providing a system of “student-centered learning ready for college, career and citizenship upon graduation.” This vision is described in detail through comprehensive strategies that will transform the district to a personalized learning approach that includes the use of online learning platforms, computers, mobile devices, to allow each student to be successful by working at his/her own pace to meet the requirements for graduation. The applicant discussed the use of a “robust data system and the application of blended learning to meet the needs of all students.” Included in this approach will be partnering with parents and school staff working with students outside of the “normal” school day to intern in local businesses to learn about different opportunities in the job market. Bourbon County will work with students to enter a two-or four-year college ready to succeed due to the early-college plans and “increased rigor and articulation of dual credit agreements in high school.” The increase in opportunities for students to start early college or take advanced online courses provides additional options for students at the high school level.</p> <p>The plan also includes the establishment of a skilled, world-class group of teachers and leaders who facilitate the personalized learning of each student. It is a community effort that reaches to parents, teachers, administrators and the community at large to support the efforts of Bourbon County to become a model system.</p>		
<b>(A)(2) Applicant’s approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>The applicant provides a detailed account of the process for selecting the “participating” schools. Included in the proposal were the school buildings, signatures of staff members, and number of students, including participating students from low-income families. The Superintendent gave each principal a choice to either participate in all of the reform agenda as a “participating” school or they could decline to participate entirely. There was no middle ground of involvement. The choice then was given to staff, based on a majority vote. All of the Bourbon County schools signed on to every reform criterion. Bourbon County Schools meets the eligibility requirements of serving a minimum of 2,000 participating students and having at least 40 percent of participating students across all participating schools who are in a low-income family based on eligibility for free or reduced-price lunch subsidies. The commitment of the staff and the district to make sure all stakeholders are involved in the development, planning and implementation process of the proposal gives evidence that they will be able to support a system that will enhance the academic success of the students.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>The applicant included a comprehensive plan that addresses all of the key elements of the criteria. The goals included in the proposal describe the components that will be addressed when implementing this plan. The goals include the effort to engage and personalize the sequence of learning; the use and implementation of blended learning strategies to support student achievement and to implement a “smart</p>		

design” that will focus on student achievement and closing the achievement gap. This will be accomplished by Bourbon County in a four-year and three-phase approach to the implementation. Various district wide teams (District Implementation Team- DIT, School Implementation Teams - SIT), collaboration with successful schools across the country, contracting with blended learning consultants, recruiting experts, and precise and ongoing evaluation will be established to assist in this implementation of this project. Bourbon County will develop and implement the Logic Model described in detail, which aligns with the four core assurances, which demonstrated preparation to implement the project. Specific targeted areas for improvement are included and the steps for implementation are detailed in the proposal. As an example, the proposal indicated that the percentage of all students in grades 3-8, scoring Proficient/Advanced in Reading on the state ESEA will increase to a minimum of 90.0% or above in Spring 2018 which is a very ambitious undertaking. These approaches demonstrate the commitment of Bourbon County Schools to accelerate and deepen student learning, and increase equity through personalized student support based on student academic success. The management plan will create a system-wide culture for reform and blended learning that will involve the Board of Education, community stakeholders, and monthly parent and staff newsletters from the Superintendent, principals, and educators. To provide a collaborative and innovative agenda, a District Implementation Team (DIT) will be formed to build the culture, principles and systems that are necessary for change.

The comments in the proposal also focused on key strategies to support the implementation of this grant. Bourbon County is committed to the success of all students and to assuring that the management and implementation of this grant will comply with all of the requirements and outcomes identified in this proposal. The applicant has provided evidence of how it plans to impact change at all of its schools and how those changes will be supported after the funding for the RTT-D grant expires. The narrative indicates how the program will assist students to increase academic success, including major efforts at district-wide reform and change that will help all of the schools in the district meet the goals of the proposal. The delineation of responsibilities of the project director and relationship to district committees was described in this section, as was the responsibility to manage the grant. The description of roles and responsibilities will support the implementation of this application and provide the roadmap for accomplishing the outcomes and create a system-wide culture of change. In describing the various strategies for bringing about the change in the system, the proposal for implementing the changes, the proposal did not include specifics on the use of the collaborative process and how this will be implemented in the district. The narrative did mention that there will be collaboration with successful schools to guide the Bourbon County educators in lessons learned, effective strategies in implementation, defining teacher roles, scheduling, physical space, and delivery methods but did not elaborate how this will be implemented or assessed to determine if it was effective.

<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>9</b>
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**(A)(4) Reviewer Comments:**

The proposal describes a plan that will improve student learning and performance and the measure the impact on the various subgroups. The blended learning model and the implementation of a personalized education for each student will be key elements in this effort. A number of different goals for the various areas such as reading, math, ACT , Algebra and others are described in the proposal. As an example, the goal for Math, grade 7 as measured by the ESEA State assessment will be increased from 33.3% in 2012-13 to 92.3 in 2017 -18 that includes all of the subgroups in this effort. The Bourbon County School district will provide a personalized education that ensures that all students receive the instruction, challenge, support, and rigor necessary for success and to increase their achievement level to meet their goals.

The same approach will be used in the other areas as well with major gains expected by the 2017-18 school year determined by the various performance assessment instruments. The graduation rate indicated that it will increase from 91.6 to 96.6 with a focus on some of the subgroups. Additionally, the college enrollment will increase from 63.6% to 90.6% again focusing on various subgroups. The goals described in the narrative are ambitious and achievable as indicated in the design of the quality plan described in proposal. The applicant makes an interesting distinction in how performance (performance=achievement +growth) will be determined. It encourages the identification of strength and weaknesses in student performance beyond traditional achievement. It focuses on the change in achievement and not the absolute level of achievement. The narrative describes a plan and data to support the changes in student performance. The applicant does not provide explanations on all of the charts and does not summarize the results and indicate the process used to determine the outcomes for the 2017-18 school year. The Bourbon County School District has a strong vision that is likely to result in improved performance in summative assessments, decreasing achievement gaps, graduation rates, and in college enrollment.

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

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

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

Bourbon County describes the efforts of the State of Kentucky to implement effective reforms and the Common Core in 2009. Bourbon

County has participated in a number of opportunities that include Kentucky’s system of Leadership Networks, Kentucky’s Leadership Academy, Instructional Practices Assessment and a number of other programs and workshops. The applicant described the steps and strategies for implementing the practices to close the achievement gap for all students and prepare them for college or career readiness. Bourbon County has implemented the Continuous Instructional Improvement Technology System (CIITS) that aligns standards, multi-media, and lesson planning tools, formative assessments-PREP data and professional learning in one place. Curriculum maps have been developed for each grade level that identify “core skills and content taught, processes taught, and assessment used for each grade level and subject area.” Teachers are able to determine how successful students are doing in meeting the selected standards in their classroom and across the district. Bourbon County is using Measure of Academic Progress (MAP) to identify each student’s strengths and weaknesses and show student growth. Additionally, BRIGANCE will be used to screen kindergarten readiness. The use of walkthroughs are not designed for evaluation but are used to observe evidence of specific practices to provide feedback to the teacher for either reinforcement or areas for improvement. Response to Intervention (RTI) has been implemented in the district to provide instruction and intervention to student needs to enhance student success. Kentucky has passed legislation to identify students as college and career ready. The Kentucky State Board of Education has identified indicators and includes high school readiness exam in grade 8, a college readiness exam in grade 10 and the ACT college admissions and placement exam in grade 11. “These three examinations – Explore, Plan and Act comprise the Educational Planning and Assessment System (EPAS) in Bourbon County but the narrative was unclear in the tests required by the state and whether these are being implemented in the schools. The application has included the concepts, strategies and foundation for the students to increase their performance level at a 90%+ proficiency rate.

Bourbon County Schools has initiated many different programs in the lowest performing schools. The programs include: Read 180. Essential Math, Saturday Mentoring Program, Bourbon Graduation Academy, Second Step and a number of other programs to promote success with students and increase student performance. The narrative and data indicated that Bourbon County has a record of improving student learning outcomes. Bourbon County Schools has implemented strategies to improve student learning outcomes and close achievement gaps by raising student achievement, high school graduation rates, and college enrollment as evidenced in the proposal. The use of the Infinite Campus provides a portal to view progress of each student. Parents, students and educators can view this information to determine the progress of the student. With the description of the new practices and the unique approach with the students, the educational staff and parents will have data and support to meet the needs of all students and to enrich and engage students in areas where improvement is necessary.

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

Bourbon County Schools describes the effort in the proposal on how the district makes all of the school information (such as salaries, expenditures, etc.) available to the community at large. The information is provided to each school principal who posts it at the school. Request for information can also be submitted and the district will provide the information.

The proposal did not described publicly available avenues (i.e. newspapers, local media and other public venues) that could be used for the dissemination of information which would have increased transparency in LEA processes, practices, and investments. The information on the school-level expenditures can be requested through the central office but the proposal was unclear on how it could be accessed from the building principal.

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

Bourbon County indicated that it has the conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the proposal. The proposal included a description of the autonomy and support from various school and community based organizations for the support of this grant. The implementation of the Kentucky Virtual High School (KVHS) program was described in detail and the establishment of the Kentucky Virtual Schools was discussed since it became the parent organization for KVHS and e-Learning Kentucky (professional development opportunities for teachers). Kentucky Educational Television (KET) is offering courses that students can take online. These resources and others allow the district to select the best match to meet the needs of its students.

<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>14</b>
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**(B)(4) Reviewer Comments:**

A list of stakeholders and letters of support were included in the grant that demonstrated the steps that were implemented to show how the community, staff and leadership were involved in the development of this proposal. Input into the proposal was requested from the teachers, administrators, students, and families, through phone calls, emails, and direct conversations. On September 9<sup>th</sup> a workday was scheduled for educators and administrators from each school to provide input for the proposal. The preschool, higher education and the

workforce to prepare students for success were included in the proposal after meeting with representative groups. The Bourbon County Schools does not have a collective bargaining representation but there is an association, which has supported the proposal. 89% of the teaching staff signed their names to support the proposal. The proposal includes a number of support letters from staff and various community organizations. It is unclear at what stage of the proposal the students and parents were involved. It was also unclear if the staff had input prior to the development of the proposal or if the proposal was already developed and some of the ideas were added after meeting with various groups.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>20</b>
<p><b>(C)(1) Reviewer Comments:</b></p> <p>The applicant proposes the use of blended learning and a personalized approach as key elements for improving learning and teaching. This will provide the support for college and career ready courses. The goal of Bourbon County is to improve “learning and teaching in the 21<sup>st</sup> century by providing all students a high access learning environment with the availability of technology, talented teachers, quality content with strong supports in all the schools blending the best of online and onsite learning; incorporating a customized sequence of learning experiences; and driven by a comprehensive learner profile.” The applicant describes three phases for the implementation of the grant, which supports the stages and strategies of this proposal. Phase 1 will provide the structure and professional development to implement the blended learning approach. The use of a rotation model will be implemented in the classroom, which is detailed in the proposal. This phase will also encourage the reconfiguration of the building space, classroom configurations and student learning spaces. Phase 2 will continue with phase 1 and expand the professional development and opportunities for blended learning. The application of the blended learning models and professional development efforts will be reviewed and analyzed to determine their effectiveness in the classroom. Phase 3 will see an increase in high school offerings and will be delivered online. The applicant describes how this approach to learning is the key to their success. The details provided in the grant spell out the process for the students to follow the goals in being prepared for college and career readiness. The use of Reading and Math coaches will support the classroom teacher in using differentiated and collaborative approaches to help students succeed. Mastery of the content will be used to determine student progress. An Individualized Learning Plan for students in grades 6-12 will help them prepare for their future goals. The district has established a partnership with the Adams Spring Horse Farm that sponsors a program called The Race for Education Starting Gate which encourages students to “improve grades, study skills and post secondary preparation and to continue their education through college or vocational schools”. These plans demonstrate the details provided in the grant and the commitment on the part of the district to plan and implement strategies that will increase student achievement.</p> <p>The grant describes the details of the plan to involve students in deep learning experiences in their academic areas of interest. Differentiated instruction will allow students to select a unique lesson or a course that is of interest to them. Student involved in blended learning may choose a lesson, or even a course, in the context of their own interests, rather than the traditional classroom experience. Choice by students encourages a deeper learning and understanding of the content. STEM education will be facilitated through a STEM Coordinator hired by the district. The students will be engaged in problem solving, annual dissection, 3D views and many other experiences that will foster creativity and real world experiences. The applicant also discussed the use of Bloom’s Revised Taxonomy and its application to problem and project based learning. Each student will receive a personalized sequence of instructional content and skill development from a variety of reliable sources. The objectives will clearly identify what is expected and an assessment will be implemented to determine the mastery for each student. All of this will be aligned with the college and career ready standards and graduation requirements. The proposal includes multiple strategies and opportunities available to students to gain mastery. Bourbon County Schools will have mechanism in place to provide training and support for parents and teachers needed to understand in using the tools and resources provided to track and manage the personalized learning. The parents will receive training sessions on the CIITS program, financial aid submissions, career assessment tools to increase involvement with the child and gain a better understanding of the process and steps involved in increasing student achievement. The blended learning project will provide high-need students additional supports to promote success. Highly qualified exceptional education educators, EL teachers, Title I teachers, College and Career Counselors, and paraprofessionals will assist identified students with individual tutoring in the development and ongoing review of the Student Success Plan (Goal Development); provide one-one-one testing during assessments and learning checks, and a number of additional strategies that will support the high-need students prepare for college- and career-ready or graduation requirements.</p> <p>A chart is included that summarizes the high quality learning plan. Student assessments are a key element in the program, which will provide tracking data in order to adjust and monitor the learning paths for the students. These items demonstrate the strong commitment on the part of the district to provide the process by which students can be successful and ready for college or a career.</p>		
<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>20</b>

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

The applicant provides an extensive narrative of a high quality plan that includes all of the key elements. The plan is focused on improving learning and teaching by personalizing the learning environment in order to provide all students the support needed to graduate college and become career ready. The key element in any program that includes digital learning is the teacher. The digital learning environment allows the teacher to answer complex questions, foster conversations, dive deeper into topics and mentor students. In order to change the role of a teacher in a digital classroom, extensive professional development is required to acclimate the teacher to their unique role. The Bourbon County Academy was established to build capacity and provide resources and information on best practices. Differentiation will also be applied in the Academy to support teachers in the digital classroom. A number of activities and strategies are described in the narrative that will improve instruction and support the implementation of personalized learning environments. Online resources such as a wiki, Facebook and others will be used to support the efforts of the classroom teacher. Teachers that are beyond the boundaries of the district will be involved in the various discussions and online resources. The teachers will have access to assessments to monitor student progress towards meeting the college and career graduation requirements and this will allow for monitoring and adjustments by the teachers. This data will be used to develop areas of strengths and weaknesses and insight into student learning. The data will permit teachers to differentiate and adapt content to meet the individual student needs. Content and resources that are appropriate for student use can be modified to meet the needs of the students. Bourbon County will recognize teachers that are effective and highly effective who will take responsibility for more students and will guide the work of “junior” staff members, assistants, and paraprofessionals.

The use of Professional Learning Communities (PLCs) will encourage and permit professional development that will focus on the needs of staff to ensure that teachers can set up internships, courses, units and individual learning plan for students. PLCs provide the forum and allow for dialogue to increase collaboration and sharing of data, professional development opportunities and support for students who need that additional support and feedback.

Teachers will use student data, planning documents, and classroom observation and teacher self-reflection to evaluate their effectiveness in the classroom. This will help guide teachers to improve classroom instruction and strategies. Additionally, the use of the Continuous Instructional Improvement Technology System (CIITS) will provide resources to support teaching and learning in the classroom. There are also videos available to educators that demonstrate highly effective classroom strategies and various other topics from experts in the field. The teachers will analyze the data from students and their observations on a continual basis to develop and implement a student centered focus that meets the goals established in the narrative. The outcomes are aligned with the progress and where there is a gap, alternative strategies will be tried to determine if it meets the needs of the students. The proposal clearly states the progress towards the goals and discusses the areas for improvement. The narrative describes the effort to recognize highly effective teachers to support students and other staff members as needed. Recruiting practices, highly effective professional development, tools resources and training for data analysis and overall evaluations will be used to identify and retain highly effective teachers and administrators. A chart is included that details the goals, activities, times, deliverable and person responsible for the implementation of teaching and learning to support the outcomes in the proposal.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>14</b>

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

The applicant has presented a high-quality plan that details the districts organizational structure that will support and services to the participating schools. They have created a DIT and SIT. Each school’s Implementation Team will be comprised of the principal, assistant, counselors, teacher representatives to include grade level representatives and auxiliary staff-special education, EL, Migrant, Title I, parents, students, representatives from the school’s Site Based Council, school support staff, and one of the DIT central office administrators all of whom will have a designated school. Professional Teams (PTs) will be composed of each school’s math teachers and will focus on school reform.

The narrative describes the support, services, infrastructure and comprehensive policies to support the blended learning proposal. The support and roles of the Bourbon County Board of Education and central office staff in regards to this proposal are described in detail. A project director will be employed to coordinate the various components of this project. A communication specialist will be hired to garner support for public support and involve the community at large including parents. Additional staff will be hired to implement this project at the various school buildings. School leadership teams will be the governing bodies and will develop and plan the details of this project. The Bourbon County Board of Education will have the flexibility to establish school schedules and calendars, staffing decisions, roles and responsibilities for educators and noneducators, and budgets. The narrative, however, did not describe any process for making decisions on school personnel and staffing models.

Partnerships will be developed with central office staff and the school buildings allowing for communication from each level. The

Bourbon County’s School Leadership will serve as instructional leaders and provide support for the teaching staff which is a very positive feature of the proposal. Mastery of the content by the student will be one of the key elements in this project. MAP will allow teachers to customize learning. Additional assessment will determine student growth and progress towards achieving the goals established by the district for student achievement. The students will be assessed based on mastery rather than a final exam and receiving a grade. Assessments will be administered in all units of online instruction along with the six common assessments that are given throughout the year in core academic areas providing information for teachers about students’ progress toward mastery of the standards that will be tested by the state assessment. The use of performance mastery makes sure that students comprehend and understand the content and allows courses to be completed on their time and schedule rather than a school schedule. The school will still receive funding for each student by counting students enrolled in an online program. Students will be able to complete courses online in non-traditional ways and receive appropriate credits.

The students with disabilities and English Language Learners will benefit from this program since it provides a blended learning approach, mastery of the content and other supportive components. The students can pace themselves and complete the course(s) at different times and schedules, making sure that the student understands the content. The district will have the availability of special education consultant from the Central Kentucky Education Cooperative to provide direct classroom support for teachers and students in assistive technology, classroom management and more.

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

**10**

**10**

**(D)(2) Reviewer Comments:**

The applicant provides a high quality plan that ensures all participants will have access to technology at school, home, including high-speed broadband, instructional applications, and related tools and resources. The narrative provides a description of the available access for all of the stakeholders, including parents, educators and others. The applicant implied that it is one of the primary goals to provide Internet access to all of the school buildings. Each school building will develop a device checkout procedure for use by the stakeholders and the technology department will design a website for all of the available resources from the district. School buses will have access to the Internet through Wi-Fi system and the Public Library, with support from the Adena Springs Race for Education Starting Gate will provide additional device checkout opportunities. Bourbon County provides a full-time help desk for all employees.

The project and community partnership will provide workshops in technology to staff, students, families and community members. A number of topics are listed in the proposal and this will provide for participants to familiarize themselves with various features and resources of the school district. Parents will be able to access student records 24/7 and Moodle courses will also be available for the community. The three data systems will allow for importing and exporting of data and parents will have the capacity to use the data with other devices. The Student Information System – Infinite Campus will soon allow teachers to access data on their students. Other data sources will be incorporated into the data collection warehouse. A Data Manager will be employed to ensure the data and analyses are accurate and collected in a timely fashion. Bourbon County Data Manager will assure ongoing provisions of high quality data, reports and ad hoc analyses to teachers, schools, parents, and other stakeholders and allow for interoperability data system that can be used on different system and software.

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

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>13</b>

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

Bourbon County Schools clearly indicates it has a high quality plan that will build on continues improvement, data analysis of the project goals and outcomes and monitoring and evaluation process that is built into the project. The applicant describes a thorough and continuous improvement process during and after the project is completed in which the district will be utilizing qualitative and quantitative evaluation methods. The data will be collected and reviewed regularly by the implementation committees that will support the development of the project at the district level. Bourbon County Schools clearly indicates that it will build on continuous improvement by using data analysis of the project goals and outcomes as provided by the Logic Model. The use of data, student progress and student self and peer assessment will be employed to determine the implementation effectiveness of the project. The narrative describes some additional questions and the process for collecting the data to support the project implementation. The results will be used for making decisions on the impact of the project in the school year and areas for corrections and modifications. All reports and the evaluations will be submitted to the appropriate agencies.

The project, however, did not describe any mid course corrections and/or changes that would alter the project if goals or outcomes were not being met. Continuous improvement means that it is ongoing and not a monthly or yearly revision cycle. If a program is not meeting the needs of the students then the project director and the teams should be informed immediately to plan for alternative programs or resources to take the place of the ineffective program. Waiting for a while in determining the program effectiveness creates a loss in

instructional time for the student and teacher.

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

**5**

**5**

**(E)(2) Reviewer Comments:**

As part of the high quality plan, the Bourbon County Schools will employ a Communication Specialist that will be responsible for involving the stakeholders in all aspects of the project. Communications methods will include newsletters, press releases, postings on bulletin boards, conferences and other methods to inform and opportunities and promote college and career readiness. The applicant describes in the proposal the importance of communicating at all levels and the steps that will be required to maintain an open and transparent system. The establishment of an open communication system provides the community at large with information on the progress and outcomes the district has achieved in improving student performance levels.

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

**5**

**5**

**(E)(3) Reviewer Comments:**

Bourbon County has completed a Memorandum of Understanding (MOU) with the Kentucky Department of Education to adopt the state reform goals. They fall into three broad categories: measure of student learning and achievement; measure of gaps in learning and achievement between various groups of students; and measure if successful graduation from the system and transition into postsecondary work. 12 performance measures were developed by Bourbon County to reflect the outcomes and 5 goals developed by the district. These are listed in chart form and are detailed and specific in relations to the vision of the district. The performance measures describe the increase and number and percentage of students that will achieve at certain levels on the achievement assessments. The performance measures are student focused and very specific to assess. As an example, in the 8<sup>th</sup> grade the narrative states that the number and percentage of Grade 8 students scoring proficient or above in reading on the State ESEA in all population groups will increase from 60.1% Proficient and above at baseline (Spring 2013) to 93.6 Proficient or above in the Spring 2018 as measure by percentage points. The criteria used to determine the academic growth will be the ESEA state assessment. Additional performance measures for other outcomes are included as well. Each outcome indicates the frequency of reviews (i.e. daily, quarterly or yearly) and the results will be presented at each DIT meeting to provide on-going evidence of progress in the core educational assurance areas

The district also developed quantitative data such as disciplinary referrals, attendance rates, retention, etc. and qualitative data such as satisfaction surveys, interviews, observations and others to evaluate the project. On-going evidence and supporting progress reports will be presented in a timely fashion (monthly, quarterly and yearly) to demonstrate achievement of goals and efforts to increase performance levels with students. The applicant addresses how it plans to review and monitor the measures throughout the plan and determine if any are deemed insufficient to gauge the implementation progress. The applicant wants to ensure that it has provided ambitious yet achievable performance measures that are in support of the overall plan. The proposal provides clear details and charts on the evaluation component. The findings will be presented to the appropriate leadership teams, community groups and others interested in the results. This section is clear and very complete.

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

**5**

**5**

**(E)(4) Reviewer Comments:**

The district developed a high quality plan that provides for using quantitative data such as disciplinary referrals, attendance rates, retention, etc. and qualitative data such as satisfaction surveys, interviews, observations and others to evaluate the effectiveness of the funded investments. On-going evidence and supporting progress reports will be presented to demonstrate achievement of goals and efforts to increase performance levels with students. The narrative describes the evaluation component and provides clear directions in determining the effectiveness of the funded activities including professional development, technology, productive use of time, money, staff and resources in order to see improved results toward the goals of the plan. Monthly data will be presented and shared with the different committees in the district. Each school team will be responsible for providing evidence of progress in the four core educational assurance areas: Standards and Assessment implementation in the classroom; measures of student growth and success; teacher, principal and superintendent evaluation efforts; and strategies being utilized in turning around the lowest achievement areas.

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

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

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

The grant describes the budget expenditures for all of the licenses, tutoring, MAP assessment software programs and staff for the project.

The budget appears to be reasonable and correlates to the expenditures and goals of the project. The online learning components and expenditures related to staff and technology are aligned to the outcomes and are justified in the proposal. A rationale for the staff is included and it is well defined and written in a clear manner. Their responsibilities and outcomes are described in the narrative. The salaries associated with the additional hiring of employees and personal to implement the grant are justified, appropriate and aligned to the outcomes of the proposal. The rationale to ensure that the appropriate persons are qualified to serve as project director and other staff is sound.

The project identifies the cost per student, per participant and cost per day per student. The budget is reasonable and appears to be cost-effective. It supports the goals of the project and is well organized. The budget and narrative identifies specific funds to support the project, and provides a rationale for funding each component of its initiatives and identifies and explains how funding will support investments. The proposal describes funding sources that will be used for on-going operational costs. A budget table provides an overall summary of the allocation of grant funds followed by a narrative that clearly explains the table.

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

**10**

**9**

**(F)(2) Reviewer Comments:**

The applicant has provided a high quality plan that is aligned to their desired vision and goals and will continue in the district after the project has been completed. The focused vision has moved from a time-based traditional classroom model to a personalized learning environment that will meet the needs of all students. The narrative describes how the district will be able to maintain the program once the project has ended. The applicant shows how internal and some external funding will be used to maintain the focus of this program in the school buildings. The results from this program will be used to sustain the project in future years. The district will seek external funding to support this program. A chart is included that delineates the sustainability plan and outlines the goals, activities/ rationale, timeline, deliverables and responsible person. The narrative did not include a budget for the three post grant years and in identifying specific steps for implementing changes based on outcomes and student assessments. The proposal indicated that Bourbon County has included building capacity in the district to support the change from a traditional time-based educational system to a learner-centered performance based system and providing resources to support teaching and learning to create a sustained innovation after the grant is completed. The proposal commented that all district resources are leveraged in support of the project, and included the amounts that are expended in this school year such as General Education Funds, Title I, Title II, Title II, and Economic Impact Aid (EIA) that can be used to sustain the project once the funding has ended. Exact amounts were included to demonstrate the commitment on the part of the district.

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

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

**Competitive Preference Priority Reviewer Comments:**

The narrative includes a description of the 3 million dollar project called Safe Schools/Healthy Students grant, which established the Core Management Team (CMT). This grant bridged the gap between home, school, and community. The purpose was to provide services to students from different sectors of the community that address complex social problems. This project included a number of different agencies in the community to support the schools. The proposal describes a number of successful partnerships developed with the schools and the community agencies for helping students with social issues. The narrative described areas for school community supported services. Data was included in the proposal that highlighted the need for services from community and social agencies. The applicant provided the process for tracking the selected indicators to determine the outcomes of the efforts. The Bourbon County's model has been presented to a national symposium and videotaped for future access. In order to improve the results, the narrative includes questions that will be used to guide the outcomes. These questions will be used to measure the success of the program and evaluation activities. The CMT built a shared vision, which allowed it to partner with the schools and to move forward with shared responsibilities and members see the importance of working for the benefit of students. CMT will identify the needs of the community and provide a menu of services that will be provided from preschool to high school students and families. Communicating to parents and students will be a major focus to provide timely and effective services. The programs will be assessed and analyzed for effectiveness. As an example, the proposal indicates that students who receive free/reduce lunch, are in a minority race, and/or have disability status scored significantly below proficiency in reading and mathematics across all grade levels. The benchmark will be to increase the percentage of students qualifying for free/reduced lunch who meet the ACT benchmark in reading from 33.0% at Baseline (2013) to 92% in 2017-18. This is one illustration of the increased educational outcome the district has set for this proposal. It will include tracking the indicators to make sure that students are moving in the right direction and receiving the quality support from the district. Based on the feedback, the narrative indicated that changes will be incorporated from the information and comments received to assure that services maximize impact and resolve challenges and problems. Staff will receive professional development programs that will support the efforts in the classroom to meet the needs of the students. This is not limited to teaching and learning but can include other community support service that will provide ancillary services to students in need so that they can focus on learning in the schools.

## Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>

### Absolute Priority 1 Reviewer Comments:

The applicant demonstrated the willingness to employ the latest technologies and provide a personalized learning environment for the students. The blended learning approach will utilize online learning and allow the student to access the materials 24/7. The project involves parents, educators, teachers and the community to create and implement programs that will support the goals of this project. The proposal is creative with a systematic process that employs assessment data to support the initiative or modify the strategies used to reach and accomplish the outcomes. The project provides solid research and comments to meet the core educational assurances that will enhance the teaching and learning through the different strategies described in the narrative.

<b>Total</b>	<b>210</b>	<b>199</b>
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## Race to the Top - District Technical Review Form

Application #0009KY-3 for Bourbon County Board of Education

### A. Vision (40 total points)

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>9</b>

#### (A)(1) Reviewer Comments:

The Applicant presents a strong, reform vision that transforms and personalizes education for all students through blended learning in all schools.

(a) Applicant details its work in four core educational assurance areas.

**Standards:** Bourbon County Schools (BCS) adhere to state standards. Applicant's plan includes the "deconstruction of state standards into clear, student-friendly learning targets of more specific knowledge, skills and capacities, turned into common curriculum maps and measured by common formative assessments." Applicant's high state and local standards provide the framework for meaningful reform.

**Data System:** BCS states that it utilizes a robust data system which is connected with state-supported data systems. Vision includes the use of data in applicant's reform plan as a critical component of identification of student needs, progress, and strengths as well as guidance and evaluation for all educators in service to community and students. The availability of established robust data systems and previous and future use of data in determining systems priorities are evidence of commitment to significant school system transformation resulting in personalized learning for all students.

**Recruitment of Educators:** The Applicant did not provide adequate information about methods used to recruit effective teachers and principals in high-need areas. Applicant does describe outstanding support for its educators through professional development, administrative input, and collegiality. These examples of support are evidence of positive actions that result in successful development and retention of effective educators. Additional information about recruitment efforts ( for example, advertisements in professional publications, campus visits, bonuses, internship opportunities) is needed to fully evaluate Applicant's clear and credible approach to recruitment of educators.

Turn-Around of Schools: Applicant states that it will "turn-around struggling schools through human capital, robust data systems, and blended learning." Applicant's high-quality vision includes details about its intended work in four core educational assurance areas through its identification of needs and strengths in struggling schools through the use of robust data systems, well-trained teachers and education support personnel, and blended learning. For example, the Applicant's use of data to identify both strengths and areas of need of its students provides directional and redirection learning opportunities to prescribe needed reforms for school's student and educator populations.

(b) Applicant successfully articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests. Applicant states that blended learning will enable Bourbon County teachers and leaders to "have the capacity to track each child's achievement" while students will have more academic choices and interactive learning experiences while individual needs are addressed. Also, Applicant states that the schools "will blend the best of virtual and on-site learning that incorporates a customized sequence of learning experiences driven by a comprehensive learner profile."

(c) Applicant describes interactive classroom experiences for students with team-teaching and blended learning resulting in personalized learning. Teachers will experience professional development and training in the blended learning environment. Applicant states that teachers will receive community and school-wide support as well a more "rigorous evaluation system where collaboration and innovation provide teachers and principals with a myriad of evidence-based strategies to help them succeed." The Applicant's description of the proposed classroom experience provides evidence of high-quality pre-project planning, student achievement goals, and teacher involvement.

Applicant presents a convincing, high-quality vision of reform and academic success for its students through blended learning except for the lack of specific information (as noted in comments) results in a high score of 9. The Applicant's strong inclusion of the four core educational assurance areas in its proposal indicate a comprehensive, coherent reform vision.

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

**10**

**10**

**(A)(2) Reviewer Comments:**

Applicant has a high-quality approach to implementation of its reform proposal that will support high-quality LEA-level and school-level involvement.

(a) The applicant offers a thorough description of the selection of schools. The school district's superintendent gave each principal the choice to be involved with RTT-D program. After principals made their decisions, individual school faculties either affirmed or negated the administrative decisions. All schools chose to participate. System-wide participation and high-quality planning provide framework for sound implementation of Applicant's reform proposal.

(b) A list of participating schools is included. A strong component of the Applicant's high quality plan for reform and subsequent implementation of its vision is its inclusion of all schools within the Applicant's school system.

(c) Applicant includes a chart which includes required information of total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators. Applicant's provision of required data is evidence of robust data system, high-quality planning, and a thorough, targeted implementation plan.

Applicant receives a high score of 10 for its complete provision of required information that provides evidence of a high-quality approach to the implementation including all system-wide educators and students.

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

**10**

**10**

**(A)(3) Reviewer Comments:**

The applicant offers a high-quality plan with three, ambitious goals for a successful shift to a blended learning system. This process will occur in three phases over a four-year span. Goal one is all PK-12 students will engage in personalized sequences of learning with rigorous, technology-driven curricula designed to meet student needs, interests, and skills that will lead to increased achievement,

attendance, and engagement. The second goal involves teachers being trained to design and facilitate personalized learning for all students as well as participation in a collegium that offers professional support. The last goal is that the applicant will be a "smart design of new schooling models" where equity and access is prioritized and provided for all students. The Applicant's three, high-quality goals provide sound guidance, benchmarks, and review points for reform, evaluation, and redirection, if necessary.

Since the plan includes all schools within the district, the scaling-up will be the program's three-phased implementation, not expansion to other schools.

The applicant provides goals and descriptions of steps to establish a blended learning program including extensive student and teacher training with continuing resources, collaboration with nationwide schools using blended learning, involvement in professional organizations providing leadership and resources, and ongoing evaluation and input gathering. Through its proposed activities, the Applicant will offer frequent, student progress checks to make necessary modifications to achieve enriched and accelerated blended learning opportunities for all students. Additionally, the Applicant provides an extensive chart that presents its Logic Model that outlines Bourbon County's needs/gaps, input for success, activities/timeline, deliverables, short and long-term outcomes, and impact. The Applicant's plan, analysis, and vision reflect extensive possibilities for student success. The Applicant's Logic Model indicates extensive planning as evidence of intent and capacity to reach its outcome goals. Also, the chart is a high-quality, summative presentation of the Applicant's reform and implementation plan.

The Applicant receives a 10 for its comprehensive vision of LEA-wide reform and change.

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

**10**

**10**

**(A)(4) Reviewer Comments:**

Applicant's vision includes ambitious yet achievable annual goals that exceed state ESEA targets for the SEA. Also, applicant includes documented research of the successful utilization of blended learning resulting in improved student learning and performance and increased equity. Applicant includes a comprehensive, high quality chart containing data related to summative assessments. The Applicant's achievable goals reflect realistic gains for long-range gains and reform.

Applicant is required to participate in Kentucky's new assessment system called Kentucky Performance Rating for Educational Progress (K-Prep) which includes multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. School and district classifications are based on the following measures:

- Achievement (Content Areas are reading, mathematics, science, social studies and writing.)
- Gap (percentage of proficient and distinguished) for the Non-Duplicated Gap Group for all five content areas
- Growth in reading and mathematics (percentage of students at typical or higher levels of growth-Student Growth Profile)
- College Readiness as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school and PLAN in the 10<sup>th</sup> grade
- College/Career-Readiness Rate as measured by ACT benchmarks, college placement tests and career measures
- Graduation Rate
- Achievement reports student performance in reading, math, science, social studies, and writing.

The next-generation model's use of data includes student achievement growth measures, emphasis on college and career readiness, high school graduation rates, student achievement in writing and social studies, and increased focus on the lowest-performing schools. Additionally, the new accountability model holds all schools and districts accountable for improving student performance and uses the four performance classifications (NAPD) that determine consequences and guide interventions and supports. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are also displayed. Growth is a statistical program that generates a Student Growth Percentile (SGP) by comparing an individual student's academic peers using 2 years of test scores.

Applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals that are equal to or exceed State ESEA targets for the LEA(s), overall and by student subgroup (as defined in this notice), for each participating LEA in the following areas:

(a) Performance on summative assessments (proficiency status and growth): Chart (A) (4) identifies the summative assessments used and proficiency/ growth goals for all students. Percentage measures proficiency or advanced (3 or 4) on ESEA state assessment with growth measured in the increase of the percent of proficient students in each year of the project. For example, in reading grade 3, the SY 2012-2013 baseline for Hispanic students is 17.8%. The goal for SY 2013-2014 is 31.8% with post-grant SY 2017-2018 goal at 90.8 %. This goal is ambitious yet achievable as it allows for

long-lasting results from reform initiated throughout the project.

(b) Decreasing achievement gaps: State provides summary reports of each district's ESEA scores with a gap report included. Table (A) (4) (b) includes the district's goals for decreasing achievement gaps to be a maximum of 7% points at the end of the grant period. For example, applicant wants to reduce the gap between percent of proficient students in IEP and free/reduced lunch subgroups compared to the overall percent of proficient Bourbon County students in grade three ESEA State Assessment in Reading. Baseline SY 2012-2013 has overall student population at 54.3%, F/RL students at 42.9 % (gap 11.4), and IEP students at 44.8% (gap 9.5). SY 2016-2017 goals are: overall student population 82.3, F/RL students 81.9 (gap .4), and IEP 79.8 (gap) 2.5.

(c) Graduation rates: Applicant proposes a 4% annual increase for the subgroups with a graduation rate less than 80%. Chart (A) (4) (c) provides baseline and goal data. For example, SY 2012-2013 baseline high school graduation rate for overall student population is 91.6 with IEP baseline of 72.2 and F/RL of 87.4. The goals for SY 2016-2017 are 88.2 for IEP students and 91.4 for F/RL students.

(d) College enrollment rates: Data is presented in report called Transition to Adult Life After Graduation. Baseline college enrollment rate for applicant's overall student population in baseline SY 2012-2013 is 63.6 % with IEP students .04 % rate and F/RL students rate of 31%. Goals for SY 2016-2017 are overall 85.6 %, IEP 25.04%, and F/RL 81%.

Applicant receives a high score of 10 for its high-quality, ambitious yet achievable, annual goals and presentation of data and plan likely to result in improved student learning and performance and increased equity. The Applicant's charts and accompanying narratives are strong tools that document the high likelihood that Applicant will implement a successful plan to personalize learning for its students.

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

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

### (B)(1) Reviewer Comments:

Applicant has a clear, strong record of success during the last four years of in advancing student learning and achievement while increasing equity in learning and teaching.

(a) In the past four years, the applicant has used varied test instruments to offer assessments that identify student strengths and areas of need with educator interpretations to prescribe student activities, support, and goals resulting in greater student learning, graduation rates, and college enrollment. For example, the BCS's state rating has steadily improved from 100/197 districts in SY 2006-07 to 62/197 districts in SY 2010-2011. Ranking is based on individual student scores from state and national tests that were combined with measures of non-academic success such as attendance and percentage of students who were retained or dropped out-of-school. The assessment series has changed to a new system called Kentucky Performance Rating for educational Progress (K-PREP). The 2013 scores indicate a two-year trend of overall district improvement placing BCS in the top 25% of Kentucky schools labeling the district as proficient. In 2013, Bourbon County High School increased its graduation rate from 90.9 to 91.6 %. Another example of success is Bourbon Central Elementary where 67.7% of the students received free or reduced price meals. The school earned National Blue Ribbon status in 2011. Applicant includes chart of district schools with data of achievement, graduation rates, assessment scores, and college enrollments. For example, applicant includes college/vocational enrollments from the graduating classes 2009-2013. College and vocational enrollments have increased for females from 32 in 2009 to 98 in 2013.

(b) Applicant has instituted several programs to improve math and reading scores, foster personal success, and offer student and family support in its persistently lowest-achieving schools. Some of the programs are Saturday Mentoring, Al's Pals and Second Step for Pre-K-K students to address safety, attendance, good behavior, and kindness. Four years ago a high school dropout program was started that offers blended learning to students in night courses with a certified teacher. Also, school-linked integrated services (Health Department, mental health agencies) to address student and family needs in schools to foster academic and personal growth leading to greater student successes and educational outcomes.

(c) Although Applicant makes student performance data available to students, educators, and parents, it does not provide adequate information about how data will inform and improve participation, instruction, and services. Applicant maintains a parent portal within its Infinite Campus. Teachers have access to student individual performance state reports. Schools distribute and post weekly newsletters to students and families, utilize district and state websites for dissemination of information and access to useful links, and prepare school report cards.

Applicant receives a high score of 13 for its strong record of success and demonstrated evidence of the advancement of student learning and achievement while increasing equity in learning and teaching; however, Applicant does not offer comprehensive information about the use of data as a tool to inform and improve participation, instruction, and services. Applicant uses data to indicate its record of success as well as areas of need which is indicative of a well-constructed plan for reform.

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

Applicant does not demonstrate evidence of complete transparency in its processes, practices, and investments. The major issue is lack of transparency resulting from the public's limited, ease-of-access to information. For example, the Applicant does not mention posting information on its website. Also, the requirement that a non-school person must make a written request for information may have a dampening effect on information gathering and analysis by the public. The Applicant does make available to school system employees school-level expenditures from state and local funds including actual personnel salaries for all staff. School personnel can also access nonpersonnel expenditures at the school level. Additionally, Information is included in comprehensive, monthly financial reports that are available to the public; however, the salary schedule must be requested by citizens who do not work within the school system. In its RTT-D proposal, the Applicant includes copies of personnel salaries and benefits in its appendix. Although the posting of information on Applicant's website is not mentioned, it does state that school system documents are included on state website.

Applicant is awarded a medium score of 3 for its incomplete transparency in its processes, practices, and investments.

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

The Applicant has a high level of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. First, Applicant includes numerous letters of support from the mayor of Paris, school personnel and Board of Education members, community agencies including Head Start, and US Representative Andy Barr. This inclusive support indicates total ownership of the project by its stakeholders. Also, multi-layered support is integral to accomplishing the Applicant's reform vision. This support offers evidence of successful conditions for reform. Additionally, past successful partnerships and cooperative projects will further promote the Applicant's implementation of the project. Next, Kentucky's involvement in virtual school (Kentucky Virtual High School) since 2000 will aid the school system with its blended learning goals and programs. During SY 2012-2013, the Kentucky Department of Education no longer is an online course provider through KVHS; rather, KDE is now a partner in helping schools to learn about full and part-time virtual learning options through multiple state providers. The past successes of the state and Applicant in online learning demonstrate successful conditions for implementation of blended learning program.

The Applicant earns a high score of 10 for its encompassing extent to which it has demonstrated evidence of successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the Applicant's proposal. Due to the alignment of State and local standards and policies, the Applicant should experience no State barriers to its implementation of its proposal.

<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>15</b>
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**(B)(4) Reviewer Comments:**

(a) Applicant provides a thorough description of the outreach to students, families, teachers, and principals in participating schools to engage all parties in the development of the proposal. Applicants sought support from all educators and community members through BOE meetings, school newsletters, educator teacher organizations, and public notices on websites and other media. During the development of the proposal, the superintendent solicited ideas from parents and community members at her monthly breakfast meetings. Proposal team actively listened and considered suggestions received through phone calls, email, messaging, and direct conversation. The proposal was revised based on this engagement to include preschool, K-12, higher education, and the workforce to prepare students for success.

(ii) The Bourbon County Education Association (BCEA) does not have collective bargaining rights. BCEA supports the RTT-D proposal as evidenced by signatures of its educator and educational support members. Eighty-nine percent (89 %) of applicant's teaching staff

signed in support of the RTT-D proposal.

(b) Applicant includes high-quality letters of support from parents/parent organization, Board of Education members, higher education institutions, local mayor, public health provider, area judges and attorneys, and US House Representative Barr. Letters of support offer evidence of the community's project ownership as well as multiple layers of cooperation, partnership, and commitment that will facilitate the Applicant's reform vision. The Applicant's community has experienced past successes working together on collaborative, local and state improvement projects.

Applicant has strong evidence of meaningful stakeholder engagement throughout the development of the proposal resulting in the assignment of a high score of 15.

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

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

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

The applicant has 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. Plan includes an approach to implementing instructional strategies for all participating students that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards and college- and career-ready graduation requirements. Applicant's plan for a blended learning program for Bourbon County students is guided by its vision. Plan includes goals, activities, timeline (three phases), deliverables, and responsible parties for student training and support. Applicant will provide access to all students in all grades while constructing plans and goals for all students including high-need students.

(a) With the support of parents and educators, all students:

(i) Understand that what they are learning is key to their success in accomplishing their goals: Each student will have a customized sequence of learning driven by a comprehensive learning profile determined by formal and informal assessments, standardized tests, and student/parent/educator contributions. College and career counselors provided by RTT-D funds will help students to understand learning plans, goals, and need for career and/or college readiness preparation. Through the applicant's three phases of implementation of the blended learning program, students will transition to school days with the best of onsite and online learning. Additionally, parents and educators will receive training to offer assistance to students as they develop and modify learning goals and plans.

(ii) Identify and pursue learning and development goals linked to college- and career-ready standards/graduation requirements. Understand how to structure their learning to achieve their goals, and measure progress toward those goals: College and career counselors provided by RTT-D funds will help students to understand learning plans, goals, and need for career and/or college readiness preparation. This is a strong component of Applicant's plan since students become more active learners as they understand purposes and results of their learning experiences.

(iii) Are able to be involved in deep learning experiences in areas of academic interest: In applicant's blended learning school model, students may choose a lesson or course in the context of their own interests. The differentiated instruction resulting from blended learning will facilitate student learning styles, interests, and deep learning. For example, after a student has demonstrated mastery in a course that is aligned with Common Core Standards, the student then may participate in additional enriched, more advanced blended or experiential learning opportunities.

(iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning: A strength of the Applicant's proposed, blended learning program is student access to courses that were previously unavailable due to faculty and time restrictions. For example, a student may have greater access to world languages through the blended model with language instruction provided online and culture-centered, direct instruction lessons provided by a certified language teacher.

(v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving: The blended learning environment will provide for online instruction in goal-setting and critical thinking skills while practical exercises can be provided within the "traditional" school setting. Also, the Applicant is designing courses using Bloom's Digital Taxonomy (Anderson and Krathwohl) which adapts Bloom's Revised Taxonomy to digital-based learning from the Lowest Order of Thinking skills to the Highest Order of Thinking Skills. The revised taxonomy recognizes that all learning fits into one of three psychological domains: cognitive, psychomotor, and affective. Applicant's incorporation of Bloom's Digital Taxonomy in system's planning and implementation of reform vision is a strong component of its high-quality plan ensuring quality

personalized learning experiences for all students.

(b) With the support of parents and educators, each student has access to:

(i) A personalized sequence of instructional content and skill development designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready: The Applicant's content focus will change from print to digital text materials that will provide constantly updated materials with revised lessons and plans. Increased student access to updated information allows for increased learning choices which provide greater capacity for personalized learning.

(ii) A variety of high-quality instructional approaches and environments: The blended learning affords each student a variety of learning environments including coffee-house learning, co-ops for middle school project-based learning, teaming, and other settings constructed for individuals and groups. Another component will be the completion of an interest-inventory by each student to access preferred learning styles and preferential subjects. The inventory is an example of a deliverable used by the Applicant to offer best teaching practices and learning styles for each student.

(iii) High-quality content, including digital learning content as appropriate, aligned with college- and career-ready standards or college- and career-ready graduation requirements: Applicant will provide each student with an Individual Career Profile that aligns to the Kentucky Core Content Standards in Language Arts and Math and to the Kentucky College-Career Readiness Standards. Parents and educators will have access to information related to graduation requirements as well as digital learning content offered in various content areas.

(iv) Ongoing and regular feedback, including, at a minimum:

(A) Frequently updated individual student data that can be used to determine progress toward mastery of college- and career-ready standards or college- and career-ready graduation requirements: Feedback will center on outcomes or student results. Individual data and district-wide reports will provide regular feedback to parents, students, and all stakeholders. Within the blended courses, the online component provides frequent assessments that are embedded within its online content providing regular feedback reported to teachers, students, and parents.

(B) Personalized learning recommendations based on the student's current knowledge and skills, college- and career-ready standards or college- and career-ready graduation requirements and available content, instructional approaches, and supports: A strong component of the Applicant's plan is the provision of end-of-course exams through timely, online delivery as opposed to an annual administration of EOCs. In a blended course, the student may take an end-of-course exam immediately after completing the course. In a traditional school setting, an EOC is either administered annually or at the end of a semester (block schedule). Timely EOC administration is part of the Applicant's high-quality plan.

(v) Accommodations and high-quality strategies for high-need students to help ensure that they are on track toward meeting college/career-ready standards or college-and-career-ready graduation requirements: The blended model provides varied possible accommodations and high-quality strategies for high-need students. For example, the Applicant will use highly-qualified Exceptional/Special Education teachers as well as English Language Learners and Title I teachers, and college and career counselors to help ensure that high-need students are meeting college and career standards and graduation requirements. Also, paraprofessionals will offer targeted tutoring which further demonstrates Applicant's strong commitment to personalized learning for high-need students.

(c) Mechanisms are in place to provide training and support to students that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning: Students will receive technological training to achieve a level of comfort and expertise with blended learning tools and resources. Training and device access will be available at school as well as off-school sites including the public library. Educators and parents will also have access to training with hardware and learning platforms provided to students for successful blended learning.

Applicant earns a high score of 20 for its 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.

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

**20**

**20**

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

Teaching and Leading: An approach to teaching and leading that helps educators to improve instruction and increase their capacity to support student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements by enabling the full implementation of personalized learning and teaching for all students, in particular high-need students such that:

(a) All participating educators engage in training, and in professional teams or communities, that supports their individual and

collective capacity to:

(i) Support the effective implementation of personalized learning environments and strategies that meet each student's academic needs and help ensure all students can graduate on time and college- and career-ready: Applicant has a strong plan with timeline, responsible parties, activities, and deliverables that enable educators to successfully implement the RTT-D proposal of reform. District and school teams as well as professional teams (across district) will be established to facilitate learning, frequent feedback to teachers, and evaluation for continued revision of plan to maximize student success

(ii) Adapt content and instruction, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches: Applicant will use mainly digital content instead of print textbooks. Digital content enables students and educators to work with current information with greater access to research and diverse sources. Applicant will use the blended learning model as a tool in expanding its varied learning platforms and styles including project-based learning, coffee-house learning, and learning groups. The ease of access provided by digital content enables students to participate in more diverse learning settings and environments. Also, students are generally more engaged with digital content

(iii) Frequently measure student progress toward meeting college- and career-ready standards or college- and career-ready graduation requirements and use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators: Applicant's plan for regular measurement of student progress includes frequent assessments included in online courses as well as tracked student activity. Teachers will have easy access to this data incorporated within online courses. Additionally, monthly data meetings will be conducted to review student progress across courses. The student-evaluation and tracking components of online courses are strong facets of Applicant's plan for reform. Teachers will continue to use common assessments that are administered six times during the school year with a format similar to the ESEA assessment. Frequent student evaluation, too, is a strong, desirable facet of the Applicant's high quality plan.

(iv) Improve teachers' and principals' practices and effectiveness by using feedback provided by the LEA's teacher and principal evaluation systems, including frequent feedback on individual and collective effectiveness, as well as providing recommendations, supports, and interventions as needed for improvement: Daily walkthroughs by building and district administrators are practiced to provide frequent feedback to educators. Rubrics are used for both teacher and principal observations including the walkthroughs. In June 2012, the Kentucky Board of Education adopted guidelines for a new, revised principal and teacher evaluation system. The full system must be implemented by the 2014-2015 school year. Applicant volunteered to pilot evaluation system which is indicative of its readiness and acceptance of reform.

(b) All participating educators have access to, and know how to use, tools, data, and resources to accelerate student progress toward meeting college- and career-ready graduation requirements. Those resources must include:

(i) Actionable information that helps educators identify optimal learning approaches that respond to individual student academic needs and interests: The professional learning teams (DIT, SIT, and PT) will regularly utilize data from both formative and summative assessments through the digital learning platform. Data will be used to revise learning goals and methods for individual students. The Data Manager will provide guidance and training for professional learning teams to develop trend charts and other graphics to provide all stakeholders with easily-understood information.

(ii) High-quality learning resources including digital resources, as appropriate, that are aligned with college- and career-ready standards or college- and career-ready graduation requirements, and the tools to create and share new resources: Digital text materials, frequent assessments through online learning, blended learning model facilitating innovative direct instruction/learning options such as discussion groups, learning communities, and project-based learning are tools to prepare students to meet college and career standards and graduation requirements.

(iii) Processes and tools to match student needs (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs. Professional development and trainings will equip teachers to set-up internships, courses, units, and individual learning plans. Also, teachers will receive training to better access and utilize data to assess student achievement to prescribe best learning goals and practices. Additionally, the implementation teams (district, school, and professional) will provide a framework for continual feedback about the effectiveness of resources in meeting students. This aspect of Applicant's plan demonstrates Applicant's high-quality vision and plan of reform.

(c) All participating school leaders and school leadership teams have training, policies, tools, data, and resources that enable them to structure an effective learning environment that meets individual student academic needs and accelerates student progress through common and individual tasks toward meeting college- and career-ready standards or college- and career-ready graduation requirements. The training, policies, tools, data, and resources must include:

(i) 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; State teacher and principal evaluation systems are currently piloted by Applicant. Applicant's three leadership teams (district, school, and professional levels) through evaluations and daily, building walkthroughs provide frequent feedback for educators while teachers use assessments and frequent benchmarks to determine student progress.

and (ii) Training, systems, and practices to continuously improve school progress toward the goals of increasing student performance and closing achievement gaps: Applicant has plans for system-wide professional development related to blended learning throughout the school year as well as the summer. The Applicant's high-quality plan provides for training, systems, and practices that allow for frequent feedback (daily walkthroughs by administrators, teacher access to data and assessment addressing student performance and achievement gaps). The Applicant's three leadership teams provide venues for input, assessment, and feedback for all Applicant's stakeholders.

(d) The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers and principals , including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas: The Applicant has a high-quality plan to provide more students with effective and highly-effective teachers. First, rigorous recruiting practices will include screening and heightened interview standards to better identify struggling teachers from other systems. Second, professional development will target teacher excellence and high effectiveness with all students. Applicant provides chart depicting its plan for increasing student access to effective educators. The chart enumerates all characteristics of a high-quality plan including timeline, deliverables, responsible parties, and goals.

Applicant receives a high score of 20 for its 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. Applicant presents strong evidence of systems to provide necessary professional development for educators and student training and learning to personalize learning to prepare all students to be career and college ready.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>14</b>

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

The applicant has a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system (classroom, school, and LEA) with the support and resources they need, when and where they are needed.

(a) Organizing the LEA central office, or the consortium governance structure to provide support and services to all participating schools: Applicant has three levels of leadership involved with RTT-D. One level is the District Implementation Team (DIT) which includes all central office staff and school board members. The other implementation teams are at the school and professional levels. Also, the central office will add a full-time Communications Specialist dedicated to RTT-D. The Communications Specialists will coordinate and initiate outreach and educational activities for Applicant's' community of parents, constituents, future students, and invested political leadership at local, state, and federal levels. Both the Communications Specialist and the three levels of leadership are examples of the central office's structure to provide support and services to all participating schools.

(b) Providing school leadership teams in participating schools with sufficient flexibility and autonomy over factors such as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets: Each school has a School Implementation Team (SIT) as well as Professional Team (PT) personnel. The DIT and SIT will focus on creating "powerful and equity-focused learning opportunities for staff and students." The DIT and SIT will seek input from PTs for all decisions. It is unclear that school leadership teams have flexibility and autonomy to make site-based decisions related to school schedules, budgets, and role assignments.

(c) Giving students the opportunity to progress and earn credit based on demonstrated mastery, not the amount of time spent on a topic: The proposed blending learning instructional program will give "students the opportunities to progress and earn credit based upon mastery in non-traditional terms." This provides a comprehensive method for providing both advancement and additional practice for each student. This is a strong component of the blended learning model proposed by Applicant.

(d) Giving students the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways: This is a strong component of the blended learning model proposed by Applicant. After student demonstrates mastery in course, the student may then choose to participate in enriched/advanced learning in online, blended, or experiential learning experiences.

(e) Providing learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners: Applicant's blended learning strategies and supports will increase opportunities for all students including students with disabilities and ELLs. For example, IEP students can have extended time, multiple material presentations, varied modes of instruction, and interventions through blended learning.

The Applicant has a high-quality plan to support implementation earning a high score of 14.

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

(a) Ensuring that all participating students, parents, educators, and other stakeholders regardless of income, have access to necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal: Each school will have a check-out for technological devices for usage by students and teachers. Additionally, the public library and other community youth program sites will provide check-out access for technological devices such as iPads and computers. The school system's tech department will create online Web portal for academic resources based on student and academic needs and interests. Also, RTT-D funds will be used to provide hot spots/WiFi on school buses. Applicant demonstrates that it will provide easy access to content, tools, and other learning resources through print, public forum, and Web sources as well as the provision of necessary technological devices and access points.

(b) Ensuring that students, parents, educators, and other stakeholders have appropriate levels of technical support, which may be provided through a range of strategies: Tech support for all users is included in the RTT-D proposal. Currently, applicant has full-time tech support personnel. In February 2014 all students and educators will begin a four-year program of tech instruction and support. Community partners including public libraries will also provide training and sustained support. Applicant details its tech support, high-quality plan to facilitate successful implementation of the RTT-D project.

(c) Using information technology systems that allow parents and students to export their information in an open data format and to use the data in other electronic learning systems: The Kentucky Department of Education selected a student records management system (Infinite Campus) for all districts. System provides parent access to student records and class assignments. A mobile app is also available. Users are able to export information to use in other electronic learning systems. Applicant will utilize the state's records management to provide open data format.

(d) Ensuring that LEAs and schools use interoperable data systems: All systems that applicant uses include interface operations providing import and export capabilities that are interoperable to use with other electronic devices. Applicant will employ a data manager who will assure consistent provisions of high quality data, reports, and ad hoc analyses to teachers, schools, parents, and other stakeholders. Applicant's interoperable data systems provide a high-quality plan for exchange and collection of data to best access student needs and evaluate reform to achieve optimum student achievement through personalized learning in the blended learning environment.

Applicant receives a high score of 10 for its high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator, and level of the education system with support and resources.

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

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>14</b>

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

The applicant's implementation (District, School, and Professional) teams will be responsible for data collection to support evaluation of student progress and program implementation. At the end of each year of implementation, staff perceptions of project's impact on students and school personnel will be measured using a district-wide survey developed by the data manager and project director. Survey will be given to the district, school, and professional implementation teams. Additionally, students in grades 4-12 will receive a similar survey. Each year of the proposal implementation effectiveness will be reported using a composite profile score for each school. Profile score will identify broad implementation trends and patterns throughout applicant's school system. As possible, data analysis will include disaggregation by recognizable sub-groups to increase clarity and comprehension of findings. At the close of each project year, a comprehensive review and data analysis will result in a full interpretation of the finding, final conclusions, and recommendations for the upcoming project year. Applicant does not include adequate information about the connection of collected data to program modifications outside of its annual evaluations. A strong component of Applicant's high-quality plan is the position of the Communication Director who

will plan ongoing opportunities to receive input from all stakeholders. At the close of the project, the project director and data manager will issue a final report with findings regarding project implementation and sustainability. Additional information might be provided to further explain Applicant's continuous improvement plan to use collected data to make any necessary mid-year program modifications.

A high score of 14 is assigned applicant for its high-quality plan for implementing a rigorous, 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.

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

**5**

**5**

**(E)(2) Reviewer Comments:**

The applicant receives a 5 for its high-quality plan for ongoing communication and engagement with internal and external stakeholders. The Communications Specialist will provide the leadership and planning for ongoing communication and engagement with internal and external stakeholders. Examples of communication and engagement are year-end celebrations of project, email newsletters, public listening events, press releases, open forums, presence at PTA meetings, and district and school websites. The Communications Specialist will be responsible to implement activities for all stakeholders, preparation of deliverables for dissemination of information and collection of data, and adherence to timeline for communications.

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

**5**

**5**

**(E)(3) Reviewer Comments:**

In chart and narrative formats, applicant provides twelve (12) performance measures based on applicant's applicable populations of all students and by grade levels (Pre K-3,4-8, and 9-12). Applicant has agreed to adopt Kentucky's reform goals which fall into the three categories of measures of student learning and achievement, gaps in learning and achievement between various groups of students, and successful graduation from the system and transition into postsecondary coursework. Subsequently, the applicant developed goals more specific to its schools as follow:

- Improve effectiveness of teachers and principals.
- Improve student achievement.
- Increase social-emotional development.
- Improve college and career readiness.
- Increase the number of student applicants for Free Application for Federal Student Aid (FAFSA).

Applicant's narrative provides underpinning for data presented in chart. Applicant formulated goals based on student needs and trends indicated in data. For example, the Applicant includes a goal of reduction the days that grades 9-12 students are suspended out-of-school. Goal is to reduce suspension days by 70% from spring 2013 baseline data (118 days) to 35 days by Spring 2018. Rationale for goal is that school absenteeism is a predictor of future work patterns which connects with career and college readiness goals for all students. Evidence collection will be accomplished through daily tracking, family resource staff, and frequent communication with parents. Weekly reviews will be conducted. Goal contains all of the components of a high-quality plan.

The Applicant's high quality plan provides all of the required information for each far-reaching, performance goal for its diverse student needs and population. Information is presented in a clear, coherent manner earning a high score of 5 points.

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

**5**

**5**

**(E)(4) Reviewer Comments:**

Applicant has a high-quality plan to rigorously evaluate the effectiveness of RTT-D funded activities. The project's process/formative evaluation will occur during implementation allowing for adjustment of tasks, resource allocation, and other decisions. Evaluation include both quantitative data (e.g. attendance, retention, and graduation rates) and qualitative data (e.g. satisfaction surveys for parents, teachers, parents, and students). For example, each of the implementation groups (district, school, and professional) will provide and receive input, professional development, and evaluation to ensure a clear, high-quality approach to continuously improve applicant's plans. Additionally, regularly scheduled meetings of DIT SIT, and PT, communication, and data collections/analyses will be strong components of evaluation and revision activities.

Applicant receives a 5 for its plan of evaluating effectiveness of investments.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(F)(1) Reviewer Comments:</b></p> <p>Applicant provides high-quality budget narrative and tables including all components.</p> <p>(a) Applicant identifies all funds that will support the project including:</p> <ol style="list-style-type: none"> <li>1. RTT-D: \$9,682,326.00</li> <li>2. LEA, state, and federal : \$5,685,768.00</li> </ol> <p>Details are included in narrative and budget graphic with accompanying budget rationale, fund source, and timeline.</p> <p>(b) Applicant's budget is reasonable and sufficient to support the development and implementation of its proposal while justifying disbursement of budget funds. The cost per student appears to align with student costs in other blended learning programs. The budget matches and supports project programs detailed in plan narratives and graphics. Applicant includes the following cost analysis of the blended learning program:</p> <ul style="list-style-type: none"> <li>• Number of participating students impacted in each of the four grant periods: 2,975</li> <li>• Total cost per participant per year of the four grant periods: \$ 1,291.00</li> <li>• Total cost per participating student per day (175 school days/year) of the four grant periods: \$ 7.38</li> </ul> <p>(c) Applicant provides a thoughtful rationale for investment and priorities that focus on goals as well as all student groups and subgroups. Each budget item correlates with an item detailed in budget narrative. For example, the funding and professional responsibilities of the Project Director are fully explained including number of work days during each budget year, deliverables of director, and administrative duties.</p> <p>(i) Grant funds will support project personnel including project director, administrative assistance, communication specialist, data manager, STEM coordinator, four math coaches, four literacy coaches, two college and career counselors, and paraprofessionals (10: Y1 and 20: Y2, Y3, and Y4). Four-year total for personnel is \$5,685,768.00) with detailed budget of each line item found in Part IV: Section XI.</p> <p>(ii) Funds used for one-time investments are indicated in the EQUIPMENT item line in budget. Funds will purchase computer tablet labs to implement blended learning by subject area per year of the grant. Applicant further addresses sustainability in (F) (2). The project director, administrative assistance, and communication specialist positions will function for duration of grant implementation.</p> <p>Applicant offers a thorough, coherent budget narrative and tables for its plan. A high score of 10 is assigned.</p>		
<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(F)(2) Reviewer Comments:</b></p> <p>The applicant has a high-quality plan for sustainability of the project's goals after the term of the grant. Grant funds used to create and implement the blended learning program will continue to provide innovative, student-centered education past the duration of RTT-D grant. The components of project can be sustained through district (applicant) General Education funds, Title I, Title II, and Economic Impact Aid. The technology infrastructure developed during the grant years will be maintained through state technology funds. Contractual site license will be paid for with applicant general and school funds. Professional development related to blended learning will be paid for with state and federal funds. Examples of services and revenues that existed prior to grant that will support the blended learning project are Extended School Services, Study Island, Community Education, and EL instruction, and Response to Intervention. Applicant does not include a three year, post-grant budget that addresses continuation and evaluation of its RTT-D program.</p> <p>Applicant's budget narrative addresses information included above while explaining sources available to sustain work of grant after its expiration. Applicant includes a graphic called Bourbon County Sustainability Plan which contains key goals, activities to be performed and accompanying rationale, timeline, deliverables, and responsible parties for implementation. Although Applicant addresses post-grant funding in narrative format, no three year, post-grant budget is included. A high score of 9 is assigned to F2.</p>		

## Competitive Preference Priority (10 total points)

	Available	Score
<b>Competitive Preference Priority (10 total points)</b>	<b>10</b>	<b>10</b>
<p><b>Competitive Preference Priority Reviewer Comments:</b></p> <p>(1) The applicant proposes to continue partnerships it formed when it was awarded in 2008 a \$3 million, four-year Safe Schools/Healthy Students Grant. The Core Management Team (CMT) process, developed during the SS/HS initiative, enabled Bourbon County to form and improve collaborations to provide for the total welfare and health of area students. Sustained partnerships include Comprehensive Care.Org (mental health), Bourbon County Health Department, Division of Social Services, Family Court, and Youth Services Center. An example of CMT positive impact is the decreased habitual truanancies by 17.5% as a result of the provision of services by the collaborative's social services providers. A major player in each interagency collaboration is the Bourbon County Schools' Family Resource Center. "The Core Management Team provides a form for all agencies on the team to work towards the same goals with a common understanding of student and family problems while creating a shared vision for change."</p> <p>(2) Applicant proposes population-level desired results that are based on data reflecting the need for community coordinated services in the school related to high number of discipline referrals, high number of students with a diagnosed mental illness, high number of students who qualify for special education services, a significant increase in the number of homeless and migrant students, high poverty rate, high percentage of students scoring below proficiency in reading and math, and percent of elementary students reporting of drug and alcohol usage. Applicant includes a chart displaying student responses to inquiries about tobacco, alcohol, and drug usage. For example, in a 2012 survey, 8.6 % of middle school students and 23.9 % of high school students answered that they had smoked a minimum of one cigarette during the past 30 days. A second chart outlines goals based on the subpopulation data related to tobacco, alcohol, and drug usage.</p> <p>(3) (a) Each school level has the ability to track indicators (health care services, academic progress, student suspension data, high school counseling data, formative and summative data) included in competitive priority preference plan.</p> <p>(b) Data sources will provide information to provide a range of opportunities from prenatal care to college and career readiness as there is an increase in effective collaboration and coordination due to the CMT partnership approach. See (2) above for groups targeted for resource allocation.</p> <p>(c) Applicant has a strong plan to scale the model beyond the participating students as RTT-D funds will be used to expand current services by partners. Also, in 2011, members of the CMT spoke at a SS/HS national consortium to discuss the partnership model and provide information on its successful sustainability of the project.</p> <p>(d) Applicant will begin with baseline data with annual compilation of data that will be tracked to measure success of intervention strategies. Essential questions, too, are developed to guide data interpretation to improve results over time.</p> <p>4. The CMT complements quality instruction including blended learning in the schools. CMT provides family and student-centered services that strengthen family and student successes in all settings including schools and community.</p> <p>5. (a) The CMT partnerships will build capacity by assessing the needs and assets of participating students through formal and informal assessments, continual communication with all stakeholders, and focusing on collective goals and services for students to lead to greater academic and personal successes for students and their families and the larger community.</p> <p>(b) The CMT will identify needs of students and schools using inventories. CMT will identify existing services and programs and gaps. CMT will develop and publish a protocol for a continuum of services from Pre-K to 12 students and families using goals for student success, identified student needs, services provided, gaps in services, and CMT activities and persons responsible for providing student/family services (see Goal Chart).</p> <p>(c) CMT has an inclusive decision-making process. CMT is a valuable community resource as an outreach of community resources focused and delivered in the best interests of students.</p> <p>(d) CMT engages parents and families of participating students through communication, voluntary parenting programs, health and wellness awareness, and other social and health services.</p> <p>(e) The data manager will quarterly collect data and annually collect summative data to inform the continuous improvement process.</p> <p>(6) Applicant includes a high-quality plan with chart that identifies annual ambitious yet achievable performance measures for the proposed population-level with desired results for students. The chart is comprehensive providing clarity and specificity about the goals, activities and services, population groups, desired results, collaborative partners, and types of collaboration. Due to previous project collaboration among parties, project success is likely as exhibited in chart. For example, one goal is to improve decision-making skills among students grades P-12. The chart lists several activity/service/program providers including Second Step, Making Healthy Choices, and Incredible Year Parent Program. Targeted population groups include students with discipline referrals, students qualifying for special education, homeless students, and students reporting ATOD usage. Desired results include training each school's mental health team in age-appropriate and school applicable evidence-based curriculum to facilitate lessons promoting positive characteristics such as</p>		

kindness and anger management. Collaborative partners are Family Court, Family Resource Center, and school-based mental health personnel. Last, the Applicant identifies collaboration through student/teacher materials, training, support, and referrals.

Applicant receives a 10 for its high-quality plan for a Core Management Team collaborative.

### Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>

**Absolute Priority 1 Reviewer Comments:**

The applicant has addressed Absolute Priority 1 by proposing a plan that demonstrates a strong vision to provide personalized learning to all students through creation of a successful blended learning program/ Applicant coherently and comprehensively addresses how it will build on the four core education assurance areas to create personalized learning environments for all students. Professional development for educators and technical training for educators and students are strong components off applicant's RTT-D plan for its project. Project goals include improved learning, improved instruction, and instructional and technical support for students, families, and teachers. Additionally, applicant establishes goals and targets across groups to decrease achievement gaps and to increase graduation rates with career and college readiness skills. Applicant's high-quality narratives and charts provide a clear, coherent plan of personalized learning through blended learning. Applicant successfully meets Absolute Priority 1.

<b>Total</b>	<b>210</b>	<b>202</b>
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