Race to the Top - District

Technical Review Form

Application #0127AZ-1 for Cartwright Elementary School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

(a) The applicant has very completely and comprehensively described how it will build on its work in the four RTTT-D core educational assurance areas. This was evidenced with examples of current and future efforts in each of the core areas. The following are a few of the extensive evidence based strategies currently in place for each of the core assurances areas and RTT-D plans to build upon and enhance. That the district has been successfully implementing some of these strategies for several years is evidence of its commitment to the proposed RTT-D proposal.

- The district has fully adopted the CCSS and provided training to all district teachers over the past three years.
- Implementation of PLCs that meet 1-3 times per week for the last 5 years
- Response to intervention implemented with reading and math interventionists
- Adoption of the state teacher and principal evaluation systems
- Acquisition of a Data Warehouse System
- District funded assessment team
- Programs to recruit, reward and retain educators
  - district paid teacher recruiter
  - teacher stipends
  - new teacher induction and mentoring
- Catalog of ongoing professional development offerings
- Coaches and coaching cycle
- Early release days for professional development
- Pay for professional development
- Evidence of successful school turnaround efforts (as evidenced by improved state letter "grades")

(b) The applicant has also described a clear, credible and research-based approach to 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. This is evidenced by the following strategies either currently in place in the district or proposed.

- Curriculum based on college and career ready standards (CCSS)
- "First best instruction in the core classroom
- Instructional strategies based on Marzano's findings

- PLCs (while the applicantt did not describe Solution Tree, they did describe the Solution Tree professional development on the four core questions, the development of common assessments and teacher collaborative time focused on student learning)
- Response to Intervention (RtI)
- Full day kindergarten
- College and career ready Advisors for every school
- Math coaches
- Move on when reading

(c) The applicant provided the following as examples of what the classroom experience and personalized learning environments will provide for students and teachers participating as a result of this grant.

- College and Career ready teaching and learning
- Student goal setting (using Steps and Stars and tool)
- differentiated instruction
- Kagan Engagement Strategies

Given the evidence based responses and the current implementation of many of the proposed strategies there is a high likelihood of successfully implementing its reform vision. The applicant has very completely responded to all criteria and scores in the high range.

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

(A)(2) Reviewer Comments:

(a) The applicant proposes that all 20 K-8 schools will participate in the proposed grant activities. All participating schools meet the competition's eligibility requirements.

(b) The applicant provided a list of the 20 K-8 schools that will participate in grant activities as well as the state grade and demographics for each school (Table A2).

(c) In Table A2, the applicant has comprehensively provided the total number of participating students, participating students from low-income families, participating students who are high-need students, and participating educators.

The applicant has completely responded to all criteria and has scored in the high range.

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

(A)(3) Reviewer Comments:

The applicant has described the district, community and state support in addition to its efforts to operate from Fullan's theory of change over the course of the last several years. As a result of consistency and commitment to establishing a culture of collaboration with a focus on improved student learning, the applicant proposes that the "groundwork has been laid and the infrastructure is in place" to implement the proposed reform efforts in all 20 schools upon award of the grant.

The applicant provided an articulate, clear, detailed and comprehensive logic model that specifies the need and gap, the learning activities, the teaching and learning support, process and performance measures for each activity (Appendix D). The logic model contains the following three major goals.

- 1. Learning: Improve student achievement by providing personalized learning and support
- 2.Teaching: Improve the effectiveness of teachers to improve student personalized learning
- 3. Leading: Improve the effectiveness of leaders and leadership teams to improve student personalized learning

Additionally the applicant provided a management plan that ties a deliverable, person responsible and a *monthly* timeline for each activity. The timeline for year 1 was specific to year 1 as the first year of activities. Years 2, 3 and 4 are repeat activities.

Given the improved student achievement evidence provided, there is a strong likelihood that the reform proposal will in fact start at full scale (district wide) and be translated into meaningful reform to support district-wide change. Additionally, the applicant has aligned their district reform efforts with their the overall reform vision in A-1. This continuity is demonstrative of a clear focus in its reform efforts. The applicant has scored in the high range.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	**10**	**8**

(A)(4) Reviewer Comments:

The applicant has provided evidence of meeting the state ESEA district "grade" requirement for improved student achievement. Given the district demographics, the three year trend data that demonstrates growth and improved grades is impressive. It is indicative of the district's guiding principle: "Learning for all: every child, every school, every day." The district has had no schools with an "F", no "D" schools in 2012-2013 and is two points from a district wide "A" rating in 2013-2014. As well, comparisons to other districts put Cartwright district ahead of all others.

(a) In Table (A)(4)(a),the applicant has very completely provided proficiency status and growth performance on summative assessments overall, by grade level, by sub-group and by content area (Math and ELA). The Arizona Instrument to Measure Standards (AIMS) is the summative assessment, the methodology is percent meeting or exceeding the benchmark, and the methodology for determining growth is the percent of students meeting or exceeding the 2017-1018 AMO goals set by the state. Additionally, the applicant provided growth goals that are differentiated for the subgroups, thereby mitigating the achievement gap.

(b) The Cartwright School District has demonstrable evidence of substantially deceasing the achievement gap in reading and math among Hispanic, White and native American students. As demonstrated in the table in Section 4A, the greatest gap is with ELL and special education students. While the gap exists, there is an overall reduction trend. It is noteworthy that the applicant has disaggregated the data and can articulate the specific gaps for ELL and Special education students. The performance measures for decreasing the achievement gap were provided with the highest achieving subgroup (White) as the comparison group, by grade level, by sub-group and by content area (Math, ELA ***and*** writing) in Table (A)(4)(b). Again, methodology was well defined.

As a K-8 school district the applicant does not track c) graduation rates (d) college enrollment rates of its students once they move on to another district. Though it should be noted that the applicant currently tracks 9th grade progress with the Phoenix school district. As part of the RRT-state grant, they will expand this collaboration and track their students' graduation data through the state longitudinal data system. Additionally, the applicant collaborates with the Phoenix School district to facilitate 8th grade transition to high school - in the following ways.

- The 8th grade Task Force meets with the High School Task Force
- Cartwright Elementary district participates in the "Cradle to Career" initiative with the Phoenix School District
- Proposes to add a College and Career Assistant Director and one College and Career Ready Advisor (CCRA) at each school.

The applicant's reform vision has a strong likelihood of resulting in improved student learning and performance and increased equity as demonstrated by ambitious and achievable annual goals that are equal to the State ESEA targets overall and by student subgroup. The applicant has provided evidence of already meeting its yearly AMO goals and is on track to exceed them.

Overall, the applicant has provided comprehensive responses to all criteria and has scored in the high range.

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

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

(B)(1) Reviewer Comments:

(1) The applicant has clearly demonstrated a very substantial record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching. The was in part evidenced by the increase in the number of schools that went from "underperforming" (11 out of 20 in 2008) to 2011 when 18 out of 20 were labeled "performing plus" and one was "high performing under the state accountability system. The district has maintained this growth and achievement over the last three years even with the new state grading systen that started in 2010. Given the district demographics and the fact that schools not only had to show improvement in student achievement, they also had to demonstrate growth - this is phenomenal growth. Additionally, the district as a whole has earned a "B" on the state grading system and is two points shy of an "A". Again, this is hugely significant given where the district was some years ago.

(a) As demonstrated in table (A)(4)(a) the applicant has made steady achievement gains in math, reading and writing overall and across many of the subgroups. It is important to note that the district also has a track record (Borman) of using data to determine under performance and has demonstrated a laser like focus on support as and improved instruction to mitigate the under performance. The applicant also noted several state and local awards and recognition that only serve to confirm its excellent work in improving student achievement.

Additionally, the disaggregated date for each of the content areas, and by grade level are evidence of an overall trend in deceasing the achievement gap. While not every grade level has decreased the size of the gap, there are a few very significant decreases. As an example, 3rd and 4th grade SPED math decreased the gap 12 and 10% and 8th grade Reading gaps decreased significantly for both ELL (20%) and SPED (15%).

As noted earlier, this is a K-8 district and currently has no data for high school graduation rates and college enrollment rates once students leave the district, though has plans to track this information through the state longitudinal data system and collaborative efforts with the Phoenix school district.

(b) As described in the narrative, Borman School went from a State "D" grade (86 points) in 2012 to a "C" (118 points in 2013 after relentless district support. Some of the support and strategies that the district provided are as follows.

- Additional administrative support (I-Lead Administrative Intern)
- Additional math support (days of math coaching)
- Additional Reading support (Two additional reading interventionists)
- An additional lead teacher for teaching support
- Weekly walk throughs with a Director/Assistant Director
- Additional Leadership support (one director assigned to Borman for the entire year)

Additionally the district proposes to continue that support for the 2013-2014 year. The significant growth for Borman is evidence of the district's ambitious and successful turn- around reforms in its low-performing schools.

(c) The applicant has comprehensively described how it will make student performance data available to students, educators and parents in ways that will inform and improve participation, instruction, and services to all students. This was evidenced in a number of ways as listed below.

1. PLCS (use common formative assessments, the four critical questions, and pre/post assessment quarterly benchmark data to determine instruction
2. AIMS Web administered 3 times a year for progress monitoring in all grades
3. Standards based report cards provided 8 times a year including Galileo and AIMS Web for parents.

4. Parent training on how to improve their child's achievement
5. A proposed interoperable Data Warehouse that will enhance the ability to to share student outcome data in an actionable way.

It is noteworthy that there are a variety of formative and benchmark assessments and frequent progress check so as not to let any child fall through the cracks. As well, the PLCs and collaborative efforts of a number of staff are also demonstrations of commitment to improved achievement.

There was no specific mention of how students would use data to guide their learning.

Overall, the applicant has comprehensively responded to these criteria and demonstrated a clear track record of success. As such the applicant has scored in the high range.

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

(B)(2) Reviewer Comments:

The applicant notes that anyone may find the following on its website.

- Financial information inclusive of
  - proposed district expenditure budgets
  - the annual financial report
  - the audited comprehensive annual financial report
  - the auditor general dollars in the classroom report
  - the auditor general performance audit
- School budget report
- Actual school level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration

These public reports demonstrate high levels of transparency in the district's practices, and investments, though do not speak to transparency in its processes.

Additionally, the applicant has stated that beginning in 2012-2013 has posted on its website the following required information.

(a) Actual personnel salaries at the school level for all school-level instructional and support staff

(b) Actual personnel salaries at the school level for instructional staff only;

(c) Actual personnel salaries at the school level for teachers only; and

(d) Actual non-personnel expenditures at the school level

Based on the strong record of growth in student achievement and other areas of strength in this proposal district transparency could be inferred, the applicant has not specifically provided examples of transparency in its district level processes. As such, the applicant has scored in the low- high range.

(B)(3) State context for implementation (10 points)	10	8

(B)(3) Reviewer Comments:

The applicant has described the various successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal. This is explicitly demonstrated for each of the four educational assurance areas. A few examples that demonstrate the applicant's

complete response in demonstrating the conditions and context for implementation, are as follows.

- **CCSS** have been adopted by the state (and district)
- Rigorous graduation requirements have been adopted by the state
- Participation in the PARRC assessment system
- The state's RTTT state grant focuses on implementation of the CCSS and on using STEM with the RTTT-
- Centers for Innovation and Reform provide support and assistance
- A state wide sustainable longitudinal **Data System** is being developed
- Teacher Induction program
- Teacher placement strategies
- **Recruitment and retention** strategies
- Adoption of the state teacher and principal evaluation system
- State wide flexibility in **school turn around** design, budget, strategies, schedules etc.

While the applicant stated that it has the legal, statutory and regulatory authority necessary to implement the proposed activities to increase personalized learning environments, it did not provide any legal, statutory of regulatory evidence of such autonomy. While the applicant did provide an email from the state DOE noting a letter of support and comments, the letter of support and comments were not provided.

Of positive note, the applicant has been implementing most of its proposed plan for over 5 years. That it has been able to do so within the constructs of the current state system and requirements is evidence of its ability to implement its proposed plan. Overall, the applicant has comprehensively responded to these criteria and has scored in the high range.

(B)(4) Stakeholder engagement and support (15 points)	**15**	**11**

(B)(4) Reviewer Comments:

The applicant has ably described how it provided meaningful stakeholder engagement throughout the development of the proposal and support for the proposal.

(a) The applicant noted that there were numerous meetings to obtain input on this grant proposal. The applicant also noted where the stakeholder input was actually incorporated into the proposal. Some of the input was from the 2012 RTTT-D application, though, there were recent meetings to gather input and support as evidenced by the meeting input in Appendix B. The stakeholders meetings were with:

- District administrators
- District leadership
- LEA Planning Groups
- District Stakeholders Team (Teachers from every campus)
- Cartwright Education Association
- Community Educators
- Cartwright Board of Education

Clearly absent from the process was parents and students. There was no description of how students and families were engaged in the development of the proposal, or how the applicant will obtain parent and student input. Beyond the "meetings", the actual process for obtaining input remains unclear.

(i) As evidence of support for the proposal, the applicant has obtained the union president's signature on the assurances for this proposal and a letter of support from the Cartwright Education Association. More importantly the teacher collaboration and commitment to improved student achievement as evidenced by *significant* growth and achievement is more compelling evidence of direct engagement and support for the proposal from the district teachers.

(b) The applicant has included numerous letters of support from key stakeholders. These are evidenced as follows.

- The state Superintendent
- The Cartwright Education Association
- The city of Phoenix (council member)
- Arizona state University
- St. Mary's Food bank Alliance
- Maryvale Revitalization Corp
- Terros Inc.
- Target
- Abrazo Health Care
- Numerous district office directors assistant superintendents and principals

The varied support and longstanding relationships with some of the entities is evident in the letters. Of noteworthy mention is not only support but a financial commitment from Target not just for this proposal but in past years as general support for the district. Also, the mayor provided positive support and comments on the proposal.

Visibly missing form the letters of support are letters from parents or the local Parent Teacher Organization.

Overall, the applicant has responded to the criteria. Though, given the clear absence of evidence for parent and student support, the applicant has scored in the low-high range.

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

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

(C)(1) Reviewer Comments:

The applicant has provided a high-quality plan for improving learning and teaching by personalizing the learning environment. This is evidenced in the **consistent focus** on the goals and activities in the Logic model (and Management Plan) in Appendix D. The consistency and focus of this approach has a high likelihood of providing the needed instructional strategies for all students in the district and enabling them to pursue a rigorous course of study aligned to college- and career-ready standards. The Logic Model has the following three simple "centering" goals for all activities

- Learning :Improve Student achievement by providing personalized learning and support.
- Teaching: Increase the effectiveness of teachers to improve student personalized learning
- Leading Increase the effectiveness of leaders and leadership teams to improve student personalized learning.

Learning: The applicant has described an approach to learning that engages and empowers all learners, in particular high-need students, as noted below.

(i) The applicant has proposed a plan that would have students understand that what they are learning is key to their success. This is evidenced in one of the approaches to teaching and learning where the students set their own learning goals. Additionally, the applicant proposes the following strategies and approaches to personalized learning and for opportunities to (v) master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.

- Deeper implementation of CCSS
- Student goal setting
- A College and Career Ready Advisor (CCRA) at every school to to train students on the Steps to Stars as well as provide support in the following
    - Developing organizational skills
    - Homework and study skills assistance
    - Social skills (Boys Town curriculum)
    - Teacher professional development in socialized classroom management:
- Zero hour Algebra and ELA opportunities
- Kagan enrichment strategies
- Thinking Maps
- Kindergarten reading and book library
- Kids at Hope program

Noteworthy of the applicant's approach to teaching and learning is the applicant's continued focus on "from all -to each" and that each of these approaches is backed by a research base presented by the applicant (Appendix (C)(2)(a)). The applicant has clearly described supports for ALL students at all performance levels. This is demonstrated with an individualized learning plan for gifted students and students who struggle academically and are in need of intervention.

(ii) As noted earlier, the district is a K-8 district and has no high schools. However, the applicant is clearly providing instruction and support that will ready their students for high school and beyond. This is evidenced first by the CCRA in each school to facilitate personal learning goals and an "early ECAP" (Education and Career Plan). Though, equally important the the CCRAs provide teaching and support for the necessary organizational, study and social skills that will be necessary to succeed in high school and beyond. As additional evidence of how the applicant is providing opportunities for its K-8 students to pursue learning and develop goals linked to college - and career-ready graduation requirements, they offer Zero hour Algebra classes (and next year Honors English), trips to high school and college campuses, and a transition plan and coordination with the Phoenix high schools.

(iii) Evidence that students will have opportunities to be involved in deep learning experiences in areas of academic interest is noted below. For each, the applicant described *how* it enhanced opportunities for personalized learning.

- Through the instructional shifts in the CCSS
- Through the integration of technology (Of positive note is the pilot of 9 ELL 21st century classrooms)
    - iTEC teachers to support technology integration at each school
- Introduce a STEM-Humanities program
- Kagan Enrichment Strategies

(iv) The applicant noted the following three examples of *how* it would provide access to diverse cultures and perspectives.

- Kids at Hope
- Hispanic Mother/Daughter/ASU partnership
- American Dream Academy (ADA)

While each of these is a worthy program in and of itself, and they address parent opportunities, the response minimally addresses how the applicant will provide access to diverse cultures and perspective at school and in the context of teaching and learning. Nor, did the applicant specifically address how ALL its students would have access and exposure to diverse contexts, and perspectives that motivate and deepen their learning in the context of their daily learning.

(b)(i) The applicant has demonstrated that each student will have access to personalized sequence of instructional content and skill development designed to enable him or her to achieve individual learning goals. This is again, very comprehensively evidenced and *consistent* with other aspects of the applicant's teaching and learning approach. This is demonstrated by the following.

(ii) As noted above in (C)(1)(a)(i) the applicant currently implements and/or proposes to implement a variety of high-quality, research-based instructional approaches and environments, that are inclusive of (iii) digital learning content (Kagan, Envisions Math, Jamestown Reading, Fast Forward Literacy, Discovery Education media library, SuccessMaker, Google Apps, etc.).

As well, a critical piece of this plan is the addition of data specialists to facilitate the ongoing use of data from these systems for improved instruction and intervention. As such, the value of the digital programs will not be lost in the void, rather, students will consistently know where they are and where they need to go with regard to their learning.

Of positive note is the proposal to add ***both*** content interventionists and coaches at all schools. This speaks to supported learning on both the part of the student (with interventionists) and the teacher (with content coaches). This idea has great potential!

The applicant has very comprehensively described an ongoing approach to consistently providing *both* student and teachers with ongoing and regular feedback to (A) determine progress and (B) provide personalized learning recommendations based on the student's current knowledge and skills. Additionally, the applicant has consistently focused on the inclusion of (v) strategies, programs and accommodations that personalize learning for ALL students, especially for high-need students. This is evidenced by the following strategies and activities in addition to those noted earlier.

- Student and teacher access to individualized data in the proposed data Warehouse (also parent access through PARENT VIEW portal)
- A CCRA at every school will meet individually with students to assist in goal setting, reviewing progress, setting new goals, and strategizing for interventions.
- Focus and support of the PLCs which have a focus on:
    - ensuring that students learn
    - a strong culture of collaboration
    - on results
- Four teams that focus on student progress:
    - Problem Solving Team- Monitor data for Tier 3 students
    - Leadership Team - Monitors data on Tiers 2 and 3 students
    - Grade level Team - Monitors Tier 1 and 2 instruction
    - Child Study Team - recommendations for students not making adequate progress

Again, the team approach with teachers, interventionists, coaches, etc. and strong focus on ALL students at all levels is impressive and noteworthy.

(c) The applicant has clearly indicated that the CCRA are the primary staff that will provide training and support to students in the Data warehouse and goal setting. Technology Specialists will assist in ensuing that both students and teachers understand how to use the tools and resources provided to them in order to track and manage their learning.

Overall, the depth and breadth of the applicant's response and in particular its consistent attention to personalized learning for ALL students, including gifted ***and high needs students*** as noted above has the applicant scoring in the high range.

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

(C)(2) Reviewer Comments:

The applicant has provided a high-quality plan for improving learning and teaching by personalizing the learning environment. This is evidenced as in C-1, in the goals and activities in the Logic Model (and Management Plan) in Appendix D. In addition to addressing goals and activities for student success, the applicant has defined specific research-based activities for building teacher capacity. The goals and activities described below have a strong likelihood of helping educators continue to support student progress toward meeting college - and career-ready graduation requirements and personalizing learning and teaching for all students district.

Teaching and Leading: The applicant already has a strong approach to teaching and leading in the district. The proposed RTTT-D activities will serve to strengthen and enhance an already solid foundation for building teacher capacity. (a) This is evidenced as follows where the applicant has specifically described how and when it would implement the proposed professional development.

- All district teaching and administrative staff have had training in the CCSS, RTTT-D activities will deepen teacher knowledge and understanding of the instructional shifts.
- Student Goal setting - training in the Stars and Steps program
- Professional learning in Kagan's six domains, a Kagan coach and train the trainer plan
- Embedded professional development through a pre/post discussion coaching model
- Training in:
  - Thinking Maps
  - The New Generations Leadership Program (NGLP)
  - CCRA
  - Training in the Web-based Writing Systems
- The Cartwright Induction and Retention Program inclusive of a new teacher mentor program

Of positive note, is the long-term consistent district effort in change reform and the extensive, ongoing training and support (5 years) for the PLCs. Also noteworthy is the district's sequenced and well-thought out professional development schedule that specifically looks to build educator capacity over time. With this solid foundation (early release days, coaches, extensive training) already in place, the applicant will use RTTT-D funds to enhance and deepen teacher knowledge with coaches and increased paid training opportunities (summer training). There is a strong likelihood of increased teacher capacity in (i) the effective implementation of personalized learning environments and strategies and in (ii) adapting content and instruction, and providing opportunities for students to engage in common and individual tasks.

Again, the applicant proposes that this will be accomplished through a variety of research-based methods that have already been delineated above. Of those approaches the job-embedded individual teacher support through content coaches, the Directors as Strategic Support Teams and the ongoing focus on collaborative learning through the PLCs are particularly strong and effective strategies when implemented with fidelity. Given evidence of its school turnaround efforts and improved student growth, the district has clearly demonstrated a commitment to building teacher capacity and fidelity to

processes that support that endeavor.

(iii) The applicant has demonstrated that it will ensure frequent measures of student progress and have teachers and students use data to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators. This will be accomplished as evidenced by how the applicant will ensure that (b) all its educators' have access to, and know how to use the tools, data, and resources to accelerate student progress. The resources proposed by the applicant include the following:

- Teacher developed common assessments of the CCSS through PLC efforts
- Benchmark assessments
- Quarterly and yearly pre/post measures on progress on the CCSS through the Galileo system and AIMS web (adopted in 2005)
- The AZ English Language Learner Assessment (AZELLA)
- Full time Assessment Teams that will conduct the formative and benchmark assessments, provide timely actionable reports freeing the teacher for instruction
- Data Warehouse
- Response to Intervention weekly/biweekly progress monitoring

(i)(ii) The Galileo, AIMS web systems, data specialists, and PLCs are all great examples of programs and processes that have a strong potential to provide ongoing actionable information and feedback that will assist all district educators in the use of formative and summative data to identify optimal learning approaches that will provide personalized learning for all students.

(iii) Additionally, the Logic Model, Management Plan and Implementation Schedule for the project (Appendix (C)(2)(a)(i)) explicitly detail and align teacher/educator learning processes and tools with student needs *and* student learning tools.

(iv) The applicant specifically proposes to improve teachers' and principals' practice and effectiveness as evidenced by the following.

- Teacher Evaluation System
- Principal Evaluation System
- Walk throughs to monitor the quality of instruction

The applicant has already adopted the state teacher and principal evaluation systems. The teacher evaluation is based on 33% classroom level achievement measures,17% on school level data and 50% from scores on standards evaluation instruments aligned to the AZ teaching standards and InTASC Model Core Teaching Standards. The principal evaluation is based on 50% Superintendent observation and 50% from school level data which includes student growth. Of positive note, the applicant is able to identify 6 out of 20 principals as highly effective, 8 as effective and 6 as developing.

In addition to the evaluation feedback and recommendations, the walk throughs will provide ongoing (weekly) feedback based on a common protocol. As such the superintendent and or specialists can provide individual and collective feedback, recommendations, supports, and interventions needed for improvement.

(i) The applicant proposes to use the following strategies and activities as to help educators take steps to improve their individual and collective effectiveness and school culture and climate, for the purpose of continuous school improvement.

- PLCs
- Teacher and principal evaluation systems
- Walk- throughs

- Truenorthlogic (so that teachers can track their professional development credits and evaluation information)
- Induction and Retention program
- Student, parent and staff surveys
- School learning climate strategies for improved social and behavioral skills

As noted earlier, the applicant has described in detail the rationale and method for implementing these activities. Additionally, each activity has a timeline and deliverables that align with the project goals. (ii) Especially noteworthy of the proposed training, systems, and professional learning strategies and activities to improve school progress toward the goals of increasing student performance and closing achievement gaps, is that most all of the strategies are currently in place in some form (newly initiated or previously provided trainings). This allows the applicant to truly use RTTT-D funds to enhance, build upon and support efforts that are making a difference for students. Additionally, the culture of collaboration and relentless focus on every student, every day in every school supports the evidence of improved student growth and achievement and confirms that the proposed plan has a high likelihood of success.

In addition to the numerous and specific teaching and leadership activities noted in goals 2 and 3 of the Logic Model, the applicant ably provided several other strategies for teacher recruitment, placement and retention (i.e. sign on stipends, early hiring, winter recruiting, new teacher induction and mentor program, substitute teachers, etc.). Additionally the district national recruitment and placement strategies (matching teaching skills/expertise to specific school needs) helps to staff hard to staff schools and positions such as special education. These strategies along with the goals and activities in the Logic Model provide a comprehensive plan to ensure effective and highly effective teachers.

For all of the above reasons, including a plan with goals, activities, strong rationale, deliverables, an explicit timeline and persons responsible, the applicant has scored in the high range.

D. LEA Policy and Infrastructure (25 total points)

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

(D)(1) Reviewer Comments:

The very detailed Logic Model (Appendix D) and Management plan (Appendix D) both serve as a high-quality plan to support project implementation through comprehensive policies and infrastructure that provide every student, educator and level of the education system with the support and resources they need, when and where they are needed. The applicant has noted both long term and intermediate outcomes. As well, the applicant has specifically noted which are current district activities to be enhanced by the grant and would be RTTT newly funded activities.

The applicant has very *explicitly* described practices, policies, and rules that facilitate personalized learning as demonstrated by the following.

(a) The applicant has organized the district office to provide support and services to all 20 participating schools in the district by proposing the following.

- Each Director will be responsible for specific elements of the plan
- District positions will be added (RTTT Program Manager, data clerks, Assistant College and Career Ready Assistant Director, Director of Safe Schools, Strategic Support Teams (SST) - Directors are assigned to each school
- Ongoing professional development ***and*** coaching with district wide specialists (4 technology, two math, 7 Special education, 3 data, 4 gifted and 2 ELL)
- Sign on stipends

- And an external evaluator for the project

Of positive note is the applicant's intentional support or personalized learning for its high needs and gifted students as evidenced by the numerous specialists (7 special education, 2 ELL an 4 gifted). Additionally, resumes for the district staff were provided. All appear to have the necessary skills and knowledge to provide the support to complete all tasks.

(b) While teachers and administrators develop their School Improvement plans based on a needs assessment, the applicant did not address how school leadership teams have the necessary flexibility and autonomy over their school schedules and calendars, school personnel and staffing models, and school-level budgets.

(c) The applicant has stated that students have the opportunity to "progress through the curriculum at a pace above their peers" or they may need extra time. Students may demonstrate mastery of standards and be eligible for personalized acceleration based on AIMS scores. The applicant did not specifically speak to a student *earning credit* based on demonstrated mastery, not seat time. Thus, it remains unclear if a student may actually earn credit based on mastery.

(d) (e) The applicant provided numerous scenarios where students will have the opportunity to demonstrate mastery of standards at multiple times and in multiple comparable ways. Some of the proposed methods of mastery include, performance on end of course exams, common and benchmark assessments, using AIMS to determine mastery, the web -based Writing System, and through an actual performance or product. Of positive note is the applicant's focus on "First best instruction" where "exemplary instruction is purposeful development of deep knowledge". This is a powerful concept that has teacher's best instruct at the core of learning.

Additionally, the applicant will provide technology, Individual RtI plans, effective instruction for ELL, and improved special education practices (Special education director walk throughs and expanded professional development on rigorous instruction. These are all noteworthy personalized learning strategies that speak to learning resources and instructional practices that are adaptable and fully accessible to all students, including students with disabilities and English learners.

The applicant has ably responded to these criteria with goals, activities, timelines, deliverable, rationale and persons responsible for the activities and has scored in the high range.

(D)(2) LEA and school infrastructure (10 points)	**10**	**8**

(D)(2) Reviewer Comments:

The District and school infrastructure have been supporting personalized learning and will continue to support personalized learning as demonstrated by the following.

(a) Continuing to ensure that all students parents,and educators regardless of income, have access to the necessary content, tools, and other learning resources both in and out of school to support the implementation of the applicant's proposal.

- The district website - has up-to-date information and district communication. There will be computers in the office and in the Parent Welcome Center for parent access.
- The proposed new data Warehouse will provide student, parent and educator access to grades, achievement data and individual learning plans. Parents will have a PARENT VIEW.
- Truenorthlogic will provide educators with their personal professional development credit and teacher evaluation information
- Each school will have two additional computer labs
- Extended learning time
- Parent Welcome Center
- Parent liaisons who work with parents:1 or in small groups

(b) The applicant proposes that students, parents, educators have the necessary and appropriate levels of technical support. There are plans for a Parent View in the data system and parents will receive training and technical support through the Parent Welcome Center through the Director, social worker and parent liaison. As other examples, all students are licensed to access SuccessMaker's digital curriculum, and technology will be available before and after school programs and during the summer.

(c)(d) As described, these various systems will allow for students, teachers and parents to access and use district technology systems to access their personal information. The applicant has earlier noted that the new system will be interoperable, though it remains unclear if the data will also be in an open data format and of use with other electronic learning systems or software that securely stores personal records, as the applicant did not specifically address the interoperability capabilities of the systems.

While the applicant did not address a specific plan for this criteria, the goals, activities and deliverables in the Logic Plan and in the Management Plan did address the criteria. As such, the applicant has sufficiently responded to this criteria and scored in the high range.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

The applicant has provided a high-quality plan for implementing a rigorous continuous improvement process that provides timely and regular feedback on progress toward project goals and opportunities for ongoing corrections and improvements during the term of the grant. This is evidenced by both the Outcome and Process Evaluation Plans in Appendix E, the Logic Model and Management Plan in Appendix D. Both the Outcome and Process evaluation plans are very explicitly linked to the Logic Plan. Additionally, the performance measures closely align to each of the three goals in the Logic Plan.

It is noteworthy that the applicant has consistently tied all activities and deliverable to the goals and activities and deliverables in the Logic Plan. This is evidence of a clear and comprehensive overall proposal that links all activities and their evaluation and has a strong likelihood of success.

The evaluation plan demonstrates how the applicant will gather information on its progress (i.e. reports, surveys, logs, observations, etc.) and share with staff within the district. As well, there is a Parent Advisory Committee and Welcome Center for sharing information with parents. The Cradle to Career consortium will allow for sharing with the district community partners and the district Community Relations Department will also disseminate RTTT-D information on a regular basis. Lastly, the Governing Board will be reporting to the School Board and the community on the impact of the RTTT-D grant efforts.

Both evaluation plans address how the applicant will monitor and measure the quality of **every** activity funded by Race to the Top – District. As such, the applicant has scored in the high range.

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

(E)(2) Reviewer Comments:

The applicant has proposed the following as strategies for ongoing communication and engagement with external and internal partners.

- Establish a RTT-D Advisory Committee to maintain "open dialogue" with stakeholders (Though, the applicant did not provide selection criteria, frequency of meetings or purpose.)
- Community Relations Department, though the applicant did not describe what or how the information will be disseminated
- Family Resource Center -for parents communication and engagement
- Governing Board- though no description of what communication and engagement look like

- District executive Leadership team for reporting and problem -solving
- Directors will meet regularly to monitor implementation
- Inform classified staff

Additionally, the applicant will communicate and engage with external partners such as its community partners, and the community at large through the Cradle to Career Partnership. The Parent Welcome Center will have parent liaisons to communicate and engage with parents regarding, the grant efforts as well as their student's progress. As well, the Parent Advisory Committee is another vehicle for ongoing communication. The Cradle to Career Partnership defines the accountability structure, the member roles and responsibilities, and frequency of the various meetings for input and dialogue.

The Logic Model, Management Plan and Implementation Schedule represent the applicant's high-quality plan (as defined in this notice) for ongoing communication and engagement with internal and external stakeholders. These items detail the rationale, activities, deliverables and persons responsible for the noted activities. For this reason and the comments noted above, the applicant has scored in the low-high range.

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

(E)(3) Reviewer Comments:

The applicant had provided 11 performance measures that are inclusive of the required performance measures. As noted earlier, the district is only a K-8 district and does not have any high schools, so the following grades 9-12 measures are not applicable.

- The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form;
- One measure of career-readiness
- One grade-appropriate academic leading indicator
- One grade-appropriate health or social-emotional leading indicator

The applicant *did* provide the number and percentage of participating students by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator, which is Galileo. With Galileo the district will assess students when they enter in the Fall, each quarter and at the end of the year. In this case, consistent with state graduation requirements - to "be on track" a student must pass both the Reading and Math Galileo assessments

(a) The applicant has described the rationale, the measure, the content area, and the overall and subgroup measures by grade level, for each performance measure.

(b) For each measure, the applicant has indicated how it will provide rigorous, timely, and formative information closely aligned to its proposed Logic Model and Outcome Evaluation Plan. As one example, Galileo is a leading indicator of student progress and will be used for initial screening (pretest), as a quarterly benchmark and at the end of the year.

(c) The applicant has comprehensively addressed each measure and how it will review and improve the measure over time. As an example, the applicant realizes that with the new PARRC assessment and RTTT activities, it may need to reassess Galileo's consistently predictive track record on the state AIMS. For this year they will still be utilized.

Each of the performance measures yearly increases appear to be differentiated to each of the subgroups. As such, the achievement gap is somewhat mitigated. As one example, for grades 4-8, the yearly increases for Math and reading are substantially higher (10-11%) for the African American subgroup and 5-6% for the White subgroup. This would need to be the case to mitigate the gap.

Overall, the applicant has comprehensively provided achievable and ambitious performances measures, overall and by subgroup. Based on the above comments, the applicant has scored in the high range.

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

(E)(4) Reviewer Comments:

The applicant has provided a high-quality plan that very specifically and rigorously evaluates the effectiveness of both the outcomes *and* the processes of all its Race to the Top – District funded activities. This is demonstrated in the Outcome and Process Evaluation Plans in Appendix E. These plans tightly align to the three goals in the Logic model (Learning, Teaching and Leading) and to the specific activities. The outcomes evaluation plan, evaluates progress on the performance measures, while the process plan evaluates each element of the proposed project. That the applicant has provided ***both*** process and impact evaluation efforts is noteworthy.

Additionally, the implementation monitoring will use Innovation Configuration maps to evaluate systemic change. While the applicant noted an example of the IC maps was on page 318, said example was not in the hard copy or disc copy of the application.

The applicant proposes to hire an external evaluator, and the current plan is explicit in the activities, process measures, evaluation methods, who is responsible and when activities will take place (timeline).

Of positive note, in the development of the RTTT Evaluation Plan, the district "wrapped around the existing Continuous Improvement Plan". Linking the two plans ensures coordination and integration and mitigates duplicative efforts.

The applicant has very completely and comprehensively responded to these criteria with a detailed evaluation plan and has scored in the high range.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant has provided a very complete overall budget (Table 1-1) and 13 detailed Project budgets (Tables 4-1).

(a) The applicant has very specifically identified ALL funds that will support the project by RTT-D, other federal and district fund sources. This is evidenced in every project budget as Title I or district Maintenance and Operations funds. Additionally, the applicant explicitly describes the initial RTT-D funds and how expenditures transition to district funds by year four. This is a strong demonstration of commitment that by year 4 the district has plans to sustain the work and has budgeted for it.

(b) The applicant has thoughtfully and comprehensively described a reasonable and sufficient budget that will support the development and implementation of the applicant's proposal. Of positive note is the strong balance between personnel, professional development, and technology costs. The coaching and CCR Advisors will all enhance the ability of the district to provide personalized learning for students and to truly build teacher capacity. In table 2-1, the applicant very comprehensively listed the primary criterion and associated criterion for each of the 13 project budgets. Again, the districts commitment to maintain these positions after the grant is testament to its commitment to the project.

(c)(i) The applicant has provided a thoughtful rationale for **each** project and **each** budget item. Additionally, total revenues for the overall budget and project budgets were provided as well as all of the fund sources that it will use to support the implementation of the proposal. Lastly, the applicant provided funds sources to *sustain* certain personnel and activities after the grant. The noted funds sources include the following.

- Race to the Top District grant
- Federal Title I and Title III funds
- IDEA funds

- District maintenance and Operation
- State funding (MOWR Specialists)
- AZ State Teacher Evaluation legislation funding (for stipends)
- AZ State Move on When Reading program funds

The variety and balance of all available fund sources demonstrate the thoughtful and creative budgeting to cost effectively implement and sustain the grant efforts.

(ii) The applicant very explicitly and completely identified for every project budget item as described in the proposed budget and budget narrative which funds will be used for one-time investments versus those that will be used for ongoing operational costs that will be incurred during and after the grant period. Additionally, the applicant provided detailed line items descriptions that clearly and explicitly account for all funds.

Lastly, the applicant described specific strategies and funds to sustain every ongoing item. As one example for ongoing efforts in some cases the district will sustain positions or efforts with district or other funds. In other cases the personnel will no longer be needed as in the case of the data warehouse programmers and will be phased out. Grant professional development efforts are intended to build staff capacity and as such activities such as PLCs will sustain themselves via staff knowledge, skills and grant efforts.

Overall, the applicant has provided a clear, complete and detailed budget that is aligned to the proposed activities and has a very high likelihood of facilitating completion of all grant activities within budget. Per the above comments, the applicant has scored in the high range.

(F)(2) Sustainability of project goals (10 points)	**10**	**9**

(F)(2) Reviewer Comments:

The applicant has provided a high-quality plan for sustainability of its project goals after the term of the grant. The applicant has proposed to start transitioning RTT-D funded personnel and activities in year 4 of the grant. For each project budget, the applicant has detail line item descriptions for every ongoing budget item, the specific fund source and a timeline for when RTT-D funds will no longer be used. Once the district funds an activity with another fund source that will be the sustaining fund source after the grant period. The following are the various fund sources that will sustain personnel and activities after the grant.

- Race to the Top District grant
- Federal Title I and Title III funds
- IDEA funds
- District maintenance and Operation
- State funding (MOWR Specialists)
- AZ State Teacher Evaluation legislative funding (for stipends)
- AZ State Move on When Reading program funds

As noted earlier, the variety of funds demonstrate the applicant's commitment and creative funding to sustain the grant efforts after the grant period. Given the fund sources (federal and state dollars) and the fact that the district is transitioning to these funds over the course of the grant, there is a strong likelihood of sustainability after the grant period.

The applicant provided a timeline for when the transition will occur and strategies for how that will happen. As one example, the district starts to cover RTT-D grant funded personnel as early as the second and third years of the grant so that by year four it is not all one huge transition.

The applicant has provided rationale for every budgeted activity and/or personnel hiring, and each is aligned to every

criteria in the proposal. Additionally, the deliverables and persons responsible for the activities are noted in Appendix D.

The applicant has as part of its management plan, to develop a sustainability plan for phasing from RTTT-D to other fund sources. This full plan is scheduled to be completed by July 2015 (year 2 of the grant).

While the applicant clearly described its post-grant budget with budget assumptions, budget sources, and uses of funds, the applicant did not indicate how it will evaluate the effectiveness of past investments and use the data to inform future investments.

Overall, the applicant has comprehensively and completely described both overall and project budgets in great detail. As such, the applicant has scored in the high range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**6**

Competitive Preference Priority Reviewer Comments:

(1)The applicant clearly demonstrated several longstanding (5- 7 years in many cases) community partnerships as evidenced by letters of support from each of the partners); the Cradle to Career collaborative partnership facilitated by Strive appears to be a rather new endeavor. This is noted by the August 26, 2013 Design Institute and several September meetings. As such, the description is more descriptive of current and past services provided to the district by community partners. It is not explicit about how it will maintain a collaborative partnership among all its members to support the plan described in Absolute Priority 1.

It is noteworthy that the following public and private organizations, have committed to support Cartwright Elementary District over the years.

- Abrazo health School Based Clinic
- Terros
- St Mary's Food Bank Alliance
- ASU/Hispanic Mother daughter Program
- Target Corporation
- Maryvale Revitalization Corporation
- Arizona State University Family Literacy program

It is unclear *how* these organizations will work together and with the Cradle to Career partnership, or if they do at all. As it is currently written is appears that the partners provide many supportive and needed health, nutrition and medical services to Cartwright students and families. Though, their actual roles in the partnership remain unclear.

(2) (2) The applicant has identified 5 population-level desired results for students in the district which do align with and support the applicant's broader Race to the Top – District proposal. The results are inclusive of both (a) educational results and other education outcomes. The results are achievable, though, they are not necessarily ambitious as evidenced by student self -reports that they agree or strongly agree in response to the annual student survey related to social -emotional well being. It is unclear what they agree or strongly agree to.

(a) While the applicant proposes that all students are participants, not all students will or can access all services. As an example the ASU Mother Daughter program is only for 7th grade Hispanic girls.

As another example the applicant proposes to track indicators that demonstrate increases in the quality and quantity of the partners services. As an example, an increase in funding and or food offered. Additionally, they will track student

indicators that result from the partner services. This is evidenced in the table as Kindergarten reading fluency, 4th grade Galileo quarterly Reading results, 8th grade Math quarter benchmark tests, and student survey responses on social - emotional well being and 7th graders expectation of attending college.

As indicated by the results - not all students are participating in all services.

(b) While the partners do supply needed food, and health services to students who are affected by poverty, family instability, and other child welfare issues, the applicant has not described ***how*** it would use the data to target its resources in order to improve results for participating students with special emphasis on students facing significant challenges, such as students with disabilities and those noted earlier.

Other than stating that its founding membership status will position it "to contribute to scaling the model..." the applicant has not adequately responded to *how* it would c) develop a strategy to scale the model beyond the participating students to at least other high-need students and communities over time.

The applicant has noted that the partnership will***:***

- Build cross sector partnersships to improve educational outcomes
- Create and sustain an infrastructure around shared goals, measures and results
- Advocate for a system of accountability
- Align partner goals, strategies, activities and resources and interventions,

The applicant has not adequately responded to the following:

(5) Describe how the partnership and LEA or consortium would build the capacity of staff in participating schools by providing them with tools and supports.

(a) Assess the needs and assets of participating students that are aligned with the partnership's goals for improving the education and family and community supports identified by the partnership

(b) Identify and inventory the needs and assets of the school and community that are aligned with those goals for improving the education

(d) Engage parents and families of participating students in both decision-making about solutions to improve results over time and in addressing student, family, and school needs;

Overall, the applicant has adequately responded to the competitive preference priority criteria. While there are partnerships with the applicant, the connection between the partners and the Cradle and Career collaboration remains unclear. Some criteria were left un-addressed. As such, the applicant has scored in the medium range.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

Absolute Priority 1: Personalized Learning Environments.

The applicant has very coherently and comprehensively addressed how it will build on the four core educational assurance areas to create personalized learning learning environments that are designed to significantly improve learning and teaching and accelerate student achievement. The applicant has consistently demonstrated this throughout the application, per the following.

- The applicant's relentless use of data, PLCS and teams of educators to personalized learning

- A focus on "First best instruction in the core classroom"
- The depth and breadth of the applicant's responses to all the selection criteria with regards to continuous progress monitoring and personalized learning environments
- The applicant's specific and explicit attention to personalized learning for ALL students, including gifted and high needs students

The applicant has implemented a number of initiatives over the last five years and has a phenomenal track record of improved student growth. This applicant has a high likelihood of meeting its proposed goals and continuing to significantly improve student growth and achievement.

Total	**210**	**187**

Race to the Top - District

Technical Review Form

Application #0127AZ-2 for Cartwright Elementary School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

- The applicant provides thorough description in the narrative of building its work on the four core educational assurance areas such as STEM and Discovery Learning, RTI, collaboration sites and Google to support the adoption of CCSS; customized data systems that will interface with the state; Arizona Professional Teaching Standards/InTASC Model Core Teaching Standards as well as a list of strategies for rewarding, recruiting and retaining educators; and a comparison of increases in the one low performing school. Furthermore the applicant provides evidence within the appendix to support a comprehensive and coherent vision. The Logic Model provided as well as the Management Plan details specific goals, activities, timelines and responsible persons. The listed items are differentiated by on-going and grant funded. The information is convincing and provides a clear vision of the plan.
- The applicant describes goals for accelerating student achievement such as using Robert Marzano strategies, pacing guides, College and Career Readiness Advisors, Math Coaches, and research-based intervention materials such as Design for Reading and SRA. Additionally, the applicant describes additional programs such as Boys Town, and workshops titled "Well Managed School", "Specialized Classroom Management", "Common Sense Parent". These programs appear to tailor to individual student interests and promote social and emotional well-being.
- The applicant describes a decision in providing a full day of kindergarten as the state currently does not fund a full day rather a half day. The applicant describes using Learning Dynamics in kindergarten which places books into the homes of each child.
- The applicant describes Cartwright iTECS which are teacher leader groups within each school to support technology integration. The applicant describes use of Discovery Learning and STEM Humanities programs to personalize student learning. The applicant describes Steps and Stars where students set goals and track their progress individually. Students will also experience Kagan Engagement Strategies within the classroom environment which appear to also support personalized learning,
- The applicant has provided sufficient information within the narrative and has provided additional strong support

within the appendix to fulfill the criteria for vision. The applicant was consistent throughout.
- The applicant describes the classroom experiences as including: an increase in technology; Stars and Steps goal setting tools; Differentiated Instruction both for intervention and enrichment in small flexible groups; Interventionists; and Kagan Engagement strategies.

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

(A)(2) Reviewer Comments:

- The applicant has elected to select all schools therefore the applicant did not describe a process of selecting the participating schools; the number of low-income families meets the criteria of the competition therefore all schools will be participating. The applicant describes 94% of students are eligible for free/reduced meals. This percentage meets the minimum 40% eligibility requirement.
- The applicant lists all 20 of the participating schools within table A2 as well as the total numbers of students as required by this section of the application.
- The applicant provides Community Demographics research in the appendix to further support meeting all criteria required for this section of the application. The evidence provided is convincing and supports the information provided with the narrative and can correlate with the figures listed in table A2.
- The applicants plan to involve all schools and all students gives convincing evidence that they will be able to support a high-quality LEA implementation for the success of their students.

(A)(3) LEA-wide reform & change (10 points)	10	9

(A)(3) Reviewer Comments:

- The applicant has been implementing a reform plan with great success. The applicant's goal includes continuing this work and enhancing the plan through continued Professional Development with Solution Tree and Kagan, collaboration and job-embedded coaching at the school level.
- The applicant does not provide narrative to describe this section of the application that would complement the Logic Model provided in the appendix. The Logic Model provided as well as the Management Plan details specific goals, activities, timelines and responsible persons. The listed items are differentiated by on-going and grant funded. The information however is convincing and provides all elements of a high quality plan that describes how they intend to create a plan that will be scaled up and translated into meaningful reform district-wide. In order to do so, the applicant will implement its reform proposal in all 20 schools. The goals and activities listed support the vision and personalized student learning and the timelines appear achievable.
- The applicant describes adding positions to the already existing positions with plans to maintain post grant.
- The reform plan is aligned with the vision as the applicant will be able to roll out the infrastructures needed to support what has already been laid out. The applicant provides support evidence in Appendix D, Logic Model.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9

(A)(4) Reviewer Comments:

- The applicant's state has applied and been granted ESEA Flexibility Waiver. This waiver has allowed for the applicant to set goals that have been ambitious yet achievable as evidenced by the figures listed in the tables provided.
- The applicant does not provide a narrative to complement the figures listed in Table A4 that thoroughly describes decreasing achievement gaps. The applicant mentions briefly that goals are based on AMO's established by the state which is also reflected in the table. It appears that the applicant's vision will result in decreasing achievement gaps based on the figures provided.
- The applicant does not have current high school graduation and college enrollment rates as the applicant services K-8 students. The applicant does not provide a table or chart with any current or projected measures to meet this sub-criteria. However, the applicant plans to be able to track students through high school and into college if funded as the applicant has described a data system in other sections of the application that will be customized and will interface with the state. The applicant currently collaborates with Phoenix Union High School District and plans to expand this collaboration if funded. The applicant however describes participating in "Cradle-to-Career" which is described as a major initiative that is further described in the Competitive Priority section. It appears that this initiative will allow the applicant to track students beyond the grade levels they service towards meeting ESEA targets.

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

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

(B)(1) Reviewer Comments:

- The applicant describes its clear record of success in several ways. One is via the figures provided in Table A4 which show success over the past 4 years. The applicant also describes success by demonstrating an improved letter grade as designated by the state grading model. The applicant has also demonstrated success by increasing the individual school labels to "performing plus" and "highly performing". The applicant has also received or been recognized under several awards such as All Things PLC, Annual Summer Leading Change Institute, etc. These represent clear track record of success. The applicant has provided a screenshot of the district website which highlight the schools by name along with pertinent information such as met AMO's and school letter grade. This information is ranked.
- The applicant provides a detailed description in section A as well as this section of the reforms in one low achieving school. The applicant describes the various levels of support such as math coaches and supports in reading, teaching, leadership, etc. that has been provided for reform. The applicant has provided figures within the tables that demonstrate increases and success. The applicant states that the one low achieving school has steadily increased its school label over the past few years.
- The applicant does not presently appear to have a comprehensive avenue for making all student data available. The applicant mentions using several platforms that collect data such as AIMSWeb and Galileo however there is no clear description of how the data is available to students, educators and parents. The applicant if funded describes plan for an inter operable system to make this data available.
- The applicant can not fully meet (B)(1)(a) sub-criteria (does not address high school graduation rates and college enrollment rates) as the applicant is a K-8 district. However, the applicant currently collaborates with Phoenix Union High School and to facilitate transition into high school and plans to expand this collaboration to track students in regards to graduation rates and college enrollments. Overall, the applicant proposes a good plan with sufficient supports even though not all data is provided.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	**5**	**1**

(B)(2) Reviewer Comments:

- The applicant does not address the LEA processes and practices.
- The applicant does not show evidence of high level of transparency within the narrative. There is no evidence in the appendix that would support the mention of having the required information available on a website. There are no screenshots or printouts of this information. High level transparency therefore cannot be determined with the brief narrative and limited information provided.
- The applicant does mention most personnel salaries within the tables in the budget section however this is not sufficient to demonstrate a high level.

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

(B)(3) Reviewer Comments:

- The applicant has demonstrated successful conditions and sufficient autonomy over the past 5 years as described in their track record of success. Throughout the application, the applicant consistently describes all the programs, strategies and other curriculum they have been utilizing and will continue to utilize. The applicant has demonstrated the ability to determine what works best for the personalization of learning for their students and has shown success over the past five years. The applicants plan consistently describes how they plan to scale up the existing reform which has proven successful thus demonstrating their ability to exercise autonomy as it pertains to personalizing learning for the participating students if warranted as per student needs.
- The applicant describes conditions and sufficient autonomy under State legal, statutory, and regulatory requirements as references in the description of the initiatives of the State of Arizona including the adoption of Common Core State Standards and PARCC assessment. and their participation with the initiatives, Arizona A-F Grade Model, and Arizona Framework for Measuring Educator Effectiveness according to HB 2823. the applicant demonstrates this by describing the programs, strategies and other curriculum they have been utilizing and will continue to utilize to scale up the existing reform that support and enhance the adoption of Common Core State Standards and PARCC

assessments currently adopted by the state as well as the applicant.
- The applicant describes further evidence in this section where the applicant exercises autonomy was in regards to recruiting, developing, rewarding and retaining effective teachers and educators with specific strategies such as sign-on stipends, placement strategies and winter recruitment.

(B)(4) Stakeholder engagement and support (15 points)	15	9

(B)(4) Reviewer Comments:

- The applicant has provided evidence of compliance of 10 day review from Arizona Department of Education specifically the Superintendent of Public Instruction as well as the Mayor; printed emails provided as well as letters on official letterhead. Additionally, the applicant provides multiple letters of support from School District members which also include the author of the letter commitment to specific responsibilities. This demonstrates involvement in the formation of this plan with ample opportunities for feedback that resulted in changes being made.
- The district has gained an enormous amount of community partners such as Target, United Way, etc. who have pledged their support and assistance towards the plan for reform.
- The applicant mentions feedback obtained from group meetings. A bulleted list of feedback items is provided in the appendix however it is unclear if the document was posted as part of official minutes; the document appears to be in a rough draft or informal format. There are no sign-in sheets to support the meetings took place. There is no mention of how the communication of feedback/input was two-way.
- The applicant has support from the local teachers union as demonstrated by the signature page included in the application.
- Evidence nor mention of how students/student organizations, parents/parent organizations are not provided. It is unclear if these stakeholders were involved in the planning of this application.
- The extent of involvement by all stakeholders cannot be determined as evidence is not provided to support involvement by all.

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

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

(C)(1) Reviewer Comments:

The applicant provided evidence and a description of their comprehensive high-quality plan to improve student learning. The applicant is proposing to empower students and provide support to students by the following resources, strategies and/or tools:

- differentiated instruction
- math and/or reading intervention with an individual learning plan
- Steps and Stars (a goal setting system)
- Zero Hour courses
- Kagan Cooperative Learning Structures
- Singapore Math
- Thinking Maps
- Learning Dynamics in Kindergarten
- Kids at Hope program which provides Passport to the Future (a planning tool for home/family, education/career, community/service and hobbies/recreation
- Education and Career Action Plans (ECAPs)
- STEM activities
- Hispanic Mother Daughters/ASU partnerships
- American Dream Academy
- Enhanced Response to Intervention (RTI) to provide interventions as needed for all students including SPED and ELL
- Eighth Grade Task Force
- Technology equipped classrooms and labs to enable use of Achieve 3000, SuccessMaker, Jamestown Reading Navigator, Fast Forward Literacy, Web-based Writing Programs and Discovery Learning
- Structured English Immersion Models (SEI) for ELL Students

- Self-contained and co-teaching models for Gifted students and/or access to gifted resource teachers
- Enrichment programs outside of the classroom for Gifted students such as academic clubs and additional STEM activities
- Speech goals linked to common core for SPED students

PLC's play an integral role in the on-going and regular feedback provided to students and their parents. PLC's meet regularly to discuss and monitor student progress towards their goals. Teacher teams within a PLC review the students' goals and progress towards the goal and meet with students to determine new targets, discuss mastered goals and select the work they need next. Furthermore, the applicant describes the steps involved in creating and maintaining each students' Personalized Learning Plans. The applicant has provided research information on several of these programs in the appendix and has also provided sample of Steps to Stars goal setting forms. The Steps to Stars tool demonstrates high-quality plan to ensure students has access to ongoing and regular feedback.

The description and evidence provided are convincing and appear to not only provide rigorous coursework to prepare students to experience success to and through college but also opportunities for remediation and acceleration if needed.

The applicant will empower parents and educators by:

- PLC
- District Pacing Guides
- Professional Development Kagan Cooperative Learning Structures, Thinking Maps, STEM, Singapore Math
- Math Coaches, Instructional Coaches, Curriculum Support Specialist, iTECS
- "Well Managed School" workshop
- "Specialized Classroom Management" workshop
- "Common Sense Parent" workshop
- Parent View on the data warehouse

Parents will have access to the Advisors at each school, access to the data warehouse via computers in the school office, community partnership programs and Family Welcome Center. Parents may also participate in the Citizens Advisory Council which meets monthly with the superintendent.

The applicant has described extensive support to classroom teachers in utilizing the resources, programs and strategies through instructional coaches, math coaches, curriculum support specialists, ITECS and train-the-trainer models. This demonstrates sufficient support for teachers to empower the students learning.

The applicant has overwhelming support from community partners to implement their plan and provide sufficient support to students, parents and educators. The applicant has provided a comprehensive narrative to accompany the RTT Logic Model and Implementation Management Plan included in the appendix. These documents list activities consistent with the narrative in regards to empowering learners, with access, support and the mechanisms they will need as they prepare for college and career. Overall, the applicant has demonstrated a high quality plan covering all components of the criteria.

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

(C)(2) Reviewer Comments:

- The applicant describes a variety of technology based resources for teachers to be able to differentiate instruction such as Successmaker, Discovery Education, Jamestown Reading Navigator, and Fast Forward Literacy. The applicant describes plans to providing training and support using these programs within the narrative and also in the implementation plan provided in the appendix. The applicant describes a train the trainer approach not only to provide support but also to build capacity.
- The applicant describes providing curriculum specialists, Advisors, math coaches and instructional coaches to further support teachers in using the assessments, data collecting, instructional practices/strategies and to guide students in the goal setting and goal attainment utilizing Steps to Stars, Kagan, NGLP, Singapore Math and Thinking Maps programs. The applicant describes a train the trainer approach to these programs as well.
- The applicant describes a walk-through observation instrument used to collect valuable data for administrators and teachers. The applicant describes the data used towards professional development. The professional development appears to be on-going and the applicant plans for continued professional development over the summer as well as including weekly Thursday PD on the school calendar.
- The applicant describes a differentiated approach to professional development for the teachers/schools. This approach aligns well with the vision and the applicant's plan to personalize learning for students.
- The above mentioned programs, strategies, support, trainings represent the applicants approach towards teaching

and leading. The applicant lists a variety of resources which appear to be aligned with the vision and personalized learning for students. The applicant provided a convincing narrative and support in the appendix that include not only research, samples but a high quality implementation plan complete with goals, timelines, deliverables and persons responsible.
- The applicant describes their recruitment strategies and works in collaboration with the district to hire highly qualified and highly effective teachers and school administrators. The applicant also adheres to the teacher and principal evaluation systems of the State in accordance to HB 2823. The applicant however describes their own approach towards rewarding, and retaining teachers that the State does not currently implement to ensure improving learning and teaching.
- The applicant provides additional evidence in the budget, Logic Model and Implementation Schedule to support the above listed and to warrant a high score in this section.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	**15**	**9**

(D)(1) Reviewer Comments:

- The applicant provides RTT Logic Model in the appendix. The specific detailed information provided demonstrates a high quality plan. The applicant has identified goals, deliverables, timelines and responsible persons that span the duration of the grant period if funded. Furthermore, the applicant has provided a chart that details specific positions and the roles/responsibilities that position will assume as well as who the position reports to. Resumes of the individuals listed have also been provided in the appendix. It is clearly organized.
- The applicant provides a management plan in the appendix which also lists the specifics of a high quality plan. The applicant has identified goals, deliverables, timelines and responsible person that span the duration of the grant period. The applicant has differentiated between activities that will be implemented using LEA funds and new activities funded by this competition if awarded. The clearly outlined plan is very helpful in determining what the policies and infrastructure are at a quick glance.
- The applicant does not give sufficient evidence to support giving all students the opportunity to progress and earn credit based on mastery within the Concurrent Enrollment during a zero period. It is unclear if the zero hour is on a voluntary basis or if it is required for all students. Currently, zero hour targets only Algebra I where the students earns .5 credit. The applicant describes plans for a zero hour to address English Language Arts however the it is unclear if all students will have access to both zero hour classes and what amount of credit will be earned for both.
- The applicant describes giving the opportunity to demonstrate mastery at multiple times and in multiple comparable ways mainly with the use of multiple assessments such as end-of-course, common assessments, Galileo, AIMS. The additional opportunities listed briefly include web-based writing system and performance or product. The exhaustive use of assessments does not demonstrate personalized learning as these assessments have been described by the applicant to mirror CCSS thus not personalized learning.
- The applicant describes Structured English Immersion Models for ELL students as set forth under Arizona statutes. The applicant provides compensatory educational instruction for ELL students as an additional resource. The applicant describes differentiated instruction and assistive technology for SPED. The applicant describes already expected resources and practices and limited additional resources and practices to demonstrate personalized learning. This represents limited resources for special population students as there are many resources the applicant could have described.

(D)(2) LEA and school infrastructure (10 points)	**10**	**7**

(D)(2) Reviewer Comments:

- The applicant does not describe a clear plan for ensuring access to necessary contents, tools, etc. out of school. The applicant mentions providing extended learning opportunities beyond the school hours and summer school but there is no further detail given on what this looks like. It is unclear if this ensures access to all.
- The applicant describes a Parent Welcome Center and two computers at each school's office for use by parents. Parent Liaisons will serve to share school information and solicit parent input. Students receive their support from the Advisors and iTECS at each school. Teachers will have support form coaches and curriculum specialist. This appears to provide sufficient technical support for students, parents and teachers.
- The applicant describes and open data format to be implemented through a parent portal.

- The applicant does not currently have interoperable data systems but plans to enhance their current system. The applicant plans to purchase a data warehouse to connect the districts Synergy system to existing systems. The applicant also mentions plans to create portals for the various stakeholders for access to data and export information as appropriate.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	**15**	**10**

(E)(1) Reviewer Comments:

- The applicant provides: Outcome and Process Plans, Evaluation Logic Model, Management Plan and Configuration Maps in the appendix to support this section of the application. The model provided in the appendix lists the elements of a high quality plan such as learning activities, process measures , evaluation method, responsible parties and timeline. The applicant describes how they will monitor and measure almost all the activities listed however it is unclear how a number of surveys, logs, review reports listed in the Evaluation Logic Model will be specifically monitored, measured and shared publicly; a description was not evident.
- The Evaluation Logic Model included many yearly and twice per year timelines. These timelines may not be sufficiently timely and regular in regards to providing feedback towards continuous improvement. Other aspects of continuous improvement however are addressed with more frequency.
- It is unclear how the feedback will incorporate ongoing corrections and improvements and be publicly shared; a description was not evident.

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

(E)(2) Reviewer Comments:

- The applicant describes plans to form an Advisory Council to meet monthly with the superintendent. These meetings appear to be open to the public.
- The applicant also describes a Community Relations Department for purposes of disseminating information to the public as well as a Family Resource Center geared specifically for parents.
- The above mentioned are viable avenues for ongoing communication, the applicant provides an Evaluation Plan in the appendix complete with all aspects of high quality plan to support the narrative.
- The applicant does not mention how feedback is handled.

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

(E)(3) Reviewer Comments:

- The applicant has provided all required information in the tables. According to the figures provided the applicants goals are achievable and ambitious increasing up to 20 percentage points over the course of the grant period.
- The applicant describes the rationale for selecting each performance measure within the table. The applicant has selected to use data from Galileo as the data collected is comparable to CCSS; the applicant believes this alignment will help in its reform plan. Additionally, the applicant will utilize assessments such as benchmark assessments several times per year to easily show proficiency or lack of in a timely manner. The collection of this data throughout the year rather than once per year outcome allows for on-going continuous improvement as changes can be made sooner rather than later.
- Teachers and administrators use the disaggregated data to attend to the needs of students individually.

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

(E)(4) Reviewer Comments:

- The Logic Model provided in the appendix as well as the Evaluation Plan demonstrate the components of the criteria of a high quality plan as it details specific goals, activities, timelines and responsible persons. The applicant describes an evaluation portfolio for each subproject with various components and periodic recommendations for improvement will be solicited.

- The listed items are differentiated by on-going and grant funded.
- Although the information provided on the model appears convincing, the rigor of evaluation cannot be determined.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

- The applicant does not provide a narrative rather provides the complete budget in section XI. This section provides a description as well as detailed breakdown of budget items for each of the 13 project-levels. The applicant provides thoughtful descriptive rationales and justification for each line item with breakdown per year during the grant period and beyond. The applicant successfully describes newly funded items as well as on-going.
- The applicant describes receiving funds from District, federal title I, ERATE and other sources. It is unclear if the other sources are local funds, grants, donations, etc.
- Overall the applicant provides thorough information for each project-level budget. The budget items are consistent with the applicant's vision and plan for reform. The applicant demonstrates its thinking at this point in time on how to sustain and continue the reform beyond the grant period.

(F)(2) Sustainability of project goals (10 points)	**10**	**9**

(F)(2) Reviewer Comments:

- The applicant describes a high-quality plan for sustainability of project goals as evidenced within Table F2-B and in more detail within the Logic Model found in Appendix D. The applicant has provided detailed description of capacity building as well as indicators of the sustainability as the plan moves forward.
- The applicant has mentioned in various sections of the application their plan to build capacity and train-the-trainer. The applicant describes this same approach in this section as a suitable means for sustainability.
- The applicant has provided letter of support in the appendix where the author of each letter has included the roles/responsibilities they will assume if the grant is funded. The letters of support include the Mayor and State.
- The applicant provides a table to describe the sustainability of the plan. The table describes additional funding post grant provided by the District Maintenance and Operations, COLA, and Bond Drive. Given the figures provided, it appears the applicant will be able to sustain the plan post-grant.
- The applicant does not clearly describe how they evaluated the effectiveness of past investments.
- It is unclear if the applicant intends to have the Advisory Council which meets monthly with the Superintendent or the outside evaluator company that the applicant intends to contract to evaluate the data to inform future investments

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**9**

Competitive Preference Priority Reviewer Comments:

- The applicant identified the following population-level desired results: Kindergarten Readiness in Literacy, 4th Grade Reading, 8th Grade Math, High School Graduation, College Readiness, College Entrance, College Retention, Degree/Certification Completion for students that do align with and support the applicants plan. All the population-level desired results include and education result and family result.
- The applicant intends for the Advisory Council to track the selected indicators and with collaboration from Valley of the Sun Cradle to Career partnerships use the data towards continuous improvement. The applicant describes use of SMART goals as their strategy to scale up the model.
- The applicant describes support from various organizations such as Target, United Way, etc. to implement the Strive Cradle-to-Career program described in this section as well as previous sections of the applications. Target also assists in funding literacy by providing library makeovers, and Raising A Reader and tutoring programs. The

applicant has provided some letters of support to demonstrate the commitment of the organizations. The applicant does not describe how the organizations will either work together or complement each others efforts.

- The applicant describes a medical clinic that provides medical and dental service in collaboration with Abrazo Health. This partnership has been in existence for years with continuous growth based on the community needs.
- The applicant describes St. Mary's Food Bank Alliance. This partnership has been in existence for years and has shown continuous growth based on the community needs.
- Parent Advisory Council and Family Welcome Centers engage families in the decision making to improve results over time. Additionally, each school has a parent liaison dedicated to communicating with parents and providing services to families.
- The applicant has provided substantial information with the performance measure tables. The figures listed appear to be achievable and ambitious with increase of up 20%. The data will reported quarterly to the Advisory Council for dissemination and action.
- It is unclear if all the partnerships will all the organization will be available for all participating students as ASU/Hispanic Daughter Program is specifically for 7th grade female students.
- The applicant provides a table on how they will track the selected indicators to target resources and improve over time. At the present time, the applicant has not yet identified a baseline but has projected to increase up to 20 percentage points over the course of the grant and post-grant.
- The Race to the Top Advisory Council in collaboration with the Valley of the Sun Cradle to Career Operations Teams will serve as a liaison between the participating schools and the community in building capacity not only with teachers but with the parents as well.

Overall the applicant provides a convincing plan. The applicant has sufficient support from the community partners as supported by the evidence provided in the appendix.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

- The applicant has done a thorough job on presenting a personalized learning environment for students through the implementation of programs such as SuccessMaker, Jamestown, Concurrent Enrollment, Discovery Education, Envisions Math, Fast Forward Literacy, Kindergarten Full-day, Galileo, Kagan, and Steps to Stars. Several of these programs are research-based and have proven individual student results. Steps to Stars is an individual program designed for each student to set goals and self-monitor. The applicant's description of the programs, strategies and resources are all aimed towards a differentiated learning environment specific to each individual student.
- The applicant has provided a comprehensive plan for providing the necessary training and professional development to teachers. This includes implementing Professional Development every Thursday, contracting with known programs for further development of PLC's and the new classroom walk-through observations. The applicant has gone further to plan for building capacity within through a train-the-trainer approach which should enable to extend reform within the district beyond the grant period.
- The applicant has sufficient support from the State, Mayor and community partners to implement its plan for reform.

Total	**210**	**177**

Race to the Top - District

Technical Review Form

Application #0127AZ-3 for Cartwright Elementary School District

A. Vision (40 total points)

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

(A)(1) Reviewer Comments:

The applicant has set forth a comprehensive and coherent reform vision. In an attempt to build on its work in the four core educational assurance areas, in 2008, the applicant's governing board adopted a resolution as a means for improving student outcomes. That resolution focused on Professional Learning Communities as the key element in student success. Their stated goal is to increase its capacity to provide the strategies, tools, and supports for students and educators that are aligned with college and career-ready standards.

The applicant has fully adopted the Common Core State Standards, has developed pacing guides, and has created common formative assessments to monitor progress toward the standards. The district will administer the Partnership for Assessment of Readiness for College and Career (PARCC) Consortium assessments as they come online.

They note that all teachers have received training over the past three years in the Common Core standards. Mentors and Instructional Support Specialists in each school provide job-embedded support for effective implementation. They intend to use RTTT-D monies for extended training.

The applicant states that for the past five years, they have provided intensive training for all teachers in all schools through Solution Tree and district trainers for effective use of Professional Learning Communities as an organizational tool for improving teaching and learning for all students.

The applicant notes they are well staffed regarding their implementation of Response to Intervention and that every student receiving intervention has an individual learning plan that is monitored and adjusted to meet emerging needs.

The applicant's teacher and principal evaluation system conforms to the Arizona Framework for Measuring Educator Effectiveness. Similarly, the Principal evaluation system conforms to the Arizona Framework for Measuring Educator Effectiveness and was implemented in 2012-2013 according to the State's requirements. The applicant does not state whether there was an evaluation system in place before last school year.

As a means of integrating technology, through RTT funding, the district will add two additional computer labs per school, train teachers and students to use them, and encourage innovation in teaching and learning. The additional labs will increase the schools' capacities to implement the new PARCC assessments which will be administered electronically. They will also hire four Regional Curriculum/Data Specialists to support the curriculum shift to common core standards. They also plan to use RTT funds to hire a STEM Director to fully develop the program and include introduction of STEM-Humanities programs aligned to the instructional shifts of the common core standards.

The applicant will use RTT funding to support the acquisition of an upgraded data system for housing and accessing data related to students, staff, professional development, programs, professional practices, and family and community. To take full advantage of the data warehouse system, RTT funds will be used to hire a programmer to customize the system for data collection and reporting reflective of district instruments and needs. Assessment data will track student progress, identify persistent achievement gaps, analyze student behavioral indicators, and inform teachers, leaders, and parents. Using RTT funds, the district will hire four Curriculum/Data Specialists to support the curriculum shift to college- and career-ready standards. The specialists will collect, analyze, and report data to support classroom teachers and PLCs and will coach teachers in translating data into instruction.

The applicant states they maintain one of the best local and national teacher recruiting networks in the nation and employs a teacher recruiter; however, they provide no evidence as to how they maintain this status or the quality of their networks. Additionally, as part of their plan, they will use effectiveness and equity in the placement of their teachers and administrators, use teacher evaluation data to support professional development, use principal evaluation data to identify skill areas needing group professional development, and use mentors to support beginning teachers. They plan to provide ongoing training and support for continuous improvement in the effective implementation of the RTTT initiatives.

The applicant has already been successful in steadily improving its schools and intents to use RTTT funds to accelerate school improvement. They provide substantial data to indicate this success.

Regarding the articulation of a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support based on student academic interests, the applicant has already put curriculum in place for all common core college-and career- standards K-8 and states that professional development and new tools provided by RTT will support continuous improvement in the effectiveness of instruction. The district already uses four critical questions asked by PLCs to drive instructional planning, a three tier pyramid model to ensure that all students receive core instruction based on the college-and career-readiness standards in the regular classroom, and has committed district funds to continuing to serve its early learners with a full day of kindergarten.

Under this RTT proposal, the district plans to hire a College- and Career-Readiness Advisor (CCRA) for each school and an Assistant Director of CCR to ensure that all training, monitoring, and support is carried out. The advisors will engage students in developing individual plans for academic achievement and career exploration leading to future college and careers based on their personal interests and goals. The advisors will implement the Boys Town social skills curriculum at each school. They will also use RTT funds to hire a mathematics coach for each school which already has highly qualified mathematics and reading interventionists providing research-based interventions. Given its success, it is unclear why mathematics coaches are necessary.

In describing what the classroom experience will be like for students and teachers participating in personalized learning environments, the applicant mentions they already use Kagan Engagement Strategies to increase student engagement in learning through cooperation and collaboration with peers.

(A)(2) Applicant's approach to implementation (10 points)	**10**	**9**

(A)(2) Reviewer Comments:

The applicant states that all 20 schools in the district will participate and all meet the eligibility requirements. They also provide a table with a list of schools and the percent of low income families. Based on the demographics provided, there is little doubt that participating schools meet the competition's eligibility requirements and that the proper process was used to select schools to participate.

The total number of participating students is 19,630, participating students from low income families number 18,331, there are 19,630 high need participating students, and 974 participating educators.

The district has a Continuous Improvement Plan that promotes ambitious reform and notes that RTT funding will accelerate the pace of reform and expand its reach. In order to ensure that the RTT project will be well and truly implemented, the district has developed a plan with shared and distributed accountability to its district leaders for each component of the RTT project. They describe positions that are being added to support the RTT project in section D. The applicant does not provide a copy of the Continuous Improvement Plan or describe it further.

(A)(3) LEA-wide reform & change (10 points)	**10**	**9**

(A)(3) Reviewer Comments:

In addressing this criterion, the applicant states they have been engaged for several years in a process of change and have kept the focus on improving student learning as a result of improved instruction. Professional development has been provided for long term support of key components supporting change; e.g., training conducted over three years by Solution Tree in the power of professional learning communities and strategies for making them effective; training by Kagan on strategies for student engagement in their own learning is ongoing; and coaches in each school help teachers build capacity.

They note the community, district, and state are informed about, engaged in, and supportive of the reform efforts of the district. Further, taking into consideration the groundwork that has been laid over the last few years and the infrastructure in place across the district, all schools and all students will be served at the inception of the RTT project. The applicant will implement its RTT reform proposal in all 20 schools to continue its momentum and accelerate its district-wide reform in the first year of implementing RTTT. Of note is that the applicant is already engaged in reform and has made significant progress over the last few years without RTTT funds.

The district has developed a high-quality plan for using the additional resources provided by RTT to accelerate the depth and breadth of change. Using RTTT funds, each school will have the staff needed to support implementation. Through their Strategic Support Teams, a district administrator is assigned to each school to support continuous improvement and wide scale change. It is unclear whether the Strategic Support Teams and district administrators currently exist although

they are earmarked in the budget.

(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	9

(A)(4) Reviewer Comments:

The applicant has demonstrated its capacity to achieve school reform as evidenced by its steady improvement in student achievement over the past three years. They provide a table which shows the steady increase in the percent of students who met or exceeded the standards in mathematics and in reading for the last three years. While not every grade level achieved the same amount of growth, there is an overall upward trend in both reading and mathematics.

For the past three years the applicant has earned a B grade on an A-F state evaluation scale which is above average; this is a noteworthy achievement given the challenges the district and its students face. Each year, the district's points increased within the B category until, in 2013, the district gained enough points to be on the verge of an A. By the end of this year, the district intends to attain an A label. The schools showed improvement in the letter grades they earned in 2013; there are no schools in the district below a “C. This is significant given that the grades reflect academic growth as well as academic achievement. With RTTT support, the district intends to move all “C” schools to a minimum of a “B” and to increase its “A” schools to 10 of its 20 schools.

The district's ambitious, yet achievable goals are based on the Annual Measurable Objectives (AMOs) established by the State as part of its accountability system which extend through 2020, by which time it is forecast that all students will meet the standards. The district has substantially eliminated achievement gaps in reading and mathematics among Hispanic, White, and Native American students; small gaps remain between White and Black students which the district is working to eliminate. The greatest gaps exist for ELL and SPED students as compared to White students; these are focus areas for the district. The applicant has already demonstrated decreased achievement gaps with current funding and staffing. RTTT funds will serve to accelerate their achievement.

Although a K-8 district with no control over graduation rates and college enrollment, they collaborate with Phoenix Union High School District to facilitate the transition from eighth grade to high school. An eighth grade task force meets with a task force from the high school district to plan activities for early preparation of 8th graders and their parents for the transition. The goal is to reduce dropout rates and to ensure students are prepared for the high school experience. It appears the data for tracking exists but the systems are incompatible at this time. In the Competitive Priority section, the applicant notes they are participating in the “Cradle-to-Career” initiative with Phoenix Union High School District to increase graduation rate and college enrollment. Using RTTT funds, the district will add an Assistant Director for College- and Career-Readiness programs and a College and Career Ready Advisor (CCRA) to help foster this initiative and track student progress through high school.

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

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

(B)(1) Reviewer Comments:

Although a K-8 district, the applicant states that under the State accountability system, schools in Arizona are labeled as Excelling, Highly Performing, Performing Plus, Performing and Underperforming. In 2008, 11 of the 20 schools were labeled as Underperforming. By 2011, 18 of the schools were labeled Performing Plus with one labeled Highly Performing. The applicant has made provisions to maintain communication with its high school to track student progress. Of note is that the applicant does not provide any evidence to support these statements.

The applicant provides a table of data which shows that student achievement in mathematics, reading, science, and writing have been steadily improving over the past three years, not four years.. Where data show little or no gain, the schools are implementing plans targeting those areas, although no plans are provided for review. With the added support from RTT funding, the district will be able to intensify support and accelerate gains. The district has substantially eliminated achievement gaps among Hispanic, White, and Native American students; small gaps remain between White and Black students and the district is working to eliminate those.

The applicant states there are no schools in the district labeled by the State as “persistently lowest-achieving.” One district school received a “D” grade from the Arizona Department of Education in 2011-2012 due to its failure to show student growth and the District developed a plan for improvement. The applicant presents no evidence of the labels for the schools and does not provide a copy of the improvement plan or its agreement with Arizona State University to support the

improvement plan.

The applicant notes that student performance data is provided to leadership and instructional staff following each formative and benchmark assessment. Teachers in every school are organized into professional learning communities with the purpose of using formative assessment data to plan instruction, make instructional decisions, and group students for additional learning opportunities including both intervention and enrichment.

In 2005 the district adopted Galileo K-12 Online from Assessment Technology Incorporated as a comprehensive, standards-based instructional improvement and effectiveness system providing assessment and instructional tools. Galileo is administered to all students as a pretest/posttest to measure progress for the year and quarterly as a leading indicator of student progress toward meeting the common core state standards and is aligned to the Common Core standards and to the AIMS State test. AIMSWeb, a web-based assessment, data management, and reporting system, provides the framework for Response to Intervention (RTI) and multi-tiered instruction. AIMSWeb data for reading and mathematics is disseminated by grade, by teacher, and by student as progress monitoring data and is used in the development of individualized learning plans. A standards-based report card is used to inform parents of their children's progress on each standard. Results are reported on the progress reports and report cards (eight times yearly) including both Galileo and AIMSWeb.

Parents receive reports of their children's scores on the end of year State AIMS test and on the district benchmark tests. The school district, with the assistance of its schools, provides materials and training to help parents work with their children to improve their children's academic achievement. The applicant made no note of making performance data directly available to parents and it is unclear whether Galileo or AIMSWeb allows parental or student access to data. With RTT funding, the district will purchase an updated Data Warehouse which will make student performance data more readily available to students, educators, and parents and hire a programmer and two data technicians.

Since the applicant is a K-8 district, it provides no evidence as to how it will raise high school graduation rates or college enrollment rates other than to note it will maintain communication with its high school and use RTTTD funds to support this endeavor.

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

(B)(2) Reviewer Comments:

The applicant states that it makes available financial information that includes the annual proposed district expenditure budget, the annual financial report, the audited comprehensive annual financial report, the auditor general dollars in the classroom report, and the auditor general performance audit on its website.

Starting last year, the applicant began posting the school budget reports with the actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. Reports include the four required categories of this criterion; however, no indication is made that reports are based on the U.S. Census Bureau's classification used in the F-33 survey of local government finances and do not address transparency in its processes.

(B)(3) State context for implementation (10 points)	**10**	**6**

(B)(3) Reviewer Comments:

The applicant demonstrates that it is participating in the Arizona RTTT initiative focused on implementation of the common core standards and on using STEM as a vehicle for implementing the CC standards.

It further notes that there are no elements in the proposed program that would require changes to or waivers from State legal, statutory, and regulatory requirements; however, it provides no evidence to support this statement or their participation in the state application.

They also note that their plan is compliant with all State requirements for implementation of common core standards, formative and summative assessment, seat time, highly qualified and effective teachers, and teacher and principal evaluation, but do not provide any documentation to support this such as a letter from their state department of education.

They also do not provide any legal, statutory, or regulatory evidence to support their autonomy although they do have a letter of support for their application from the State Superintendent of Public Instruction who endorses their application and provides tacit indication of sufficient autonomy.

(B)(4) Stakeholder engagement and support (15 points)	**15**	**12**

(B)(4) Reviewer Comments:

Although not funded last year, the applicant began anew the next year and met with key stakeholders to inform them of this opportunity to participate in the Race to the Top, to obtain their commitment to participate, and to elicit input for the design of the project. This input was used to revise this current proposal. The applicant provides documentation of those meetings in an appendix.

Also, as part of its application process, the Director of Federal Programs and the Assistant Superintendent met with varied stakeholder groups to elicit input and feedback including: all district administrators, district leadership (although this group is not defined), the LEA planning group which includes Directors from every department, the District Stakeholders team which includes teachers from each campus and the Cartwright Education Association, the Cartwright Education Association (teachers' union) executive team, Community Educators (one per school who works with parents at the school and in the community), and the Cartwright Board of Education.

The Phoenix mayor and the Arizona Superintendent of Public Instruction reviewed and endorsed the applicant's plan. Letters of support indicating how many stakeholders were involved in designing the RTT Plan and the endorsement from the teachers' union are included in an appendix.

However, there was no description of how students, parents, and families were engaged in the proposal process. There is also no evidence of Parent/Teacher Organization participation or input.

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

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

(C)(1) Reviewer Comments:

The applicant addressed this criterion and all sub criterion by noting its schools are steadily increasing student achievement and overall school effectiveness as shown by changes in the State school improvement labels and letter grades. They state they have designed the RTTT plan so that students understand that what they are learning is key to their success in accomplishing their goals, to enable them to identity and pursue learning and development goals linked to college- and career-ready standards or college- and career-ready graduation requirements as much as they can since they are a K-8 district, master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving, understand how to structure their learning to achieve their goals, and measure progress toward those goals at the K-8 levels, and to focus on improving the achievement of each student so that even higher percentages of students are on track for college and career success annually. The RTTT Logic Model noted in an appendix is the core of their plan.

In order to achieve these goals they are implementing school improvement programs around the fundamental shifts in teaching and learning brought by the Common Core State Standards. Their plan for implementing this grant is proposed to strengthen the district's capacity to develop and implement personalized learning communities. Their logic model identifies the needs/gaps and establishes the goals, activities, timelines, deliverables, and responsible parties to address the needs.

Since its curriculum, core instruction, and intervention are based on the common core state standards, the district has developed pacing guides aligned to the standards and has selected instructional resources to support them. With the shift to common core standards, they propose to empower all students through personalized access to new learning tools and resources and through differentiation in each of the three RtI tiers: universal (core instruction for all students in the regular classroom), strategic intervention, and intensive intervention. RTT funds will hire 20 HQ instructional assistants to support intervention under the supervision of the interventionists, and to track each student's progress and provide "just in time" interventions.

The applicant's students are setting goals and monitoring their progress to their goals. A process called Steps and Stars is used by teacher teams within a Professional Learning Community to deconstruct standards to the smallest skills and learning targets that students will need to know and be able to do to master required standards and reach their established goals.

Under this RTTT proposal, the applicant will hire a College- and Career-Ready Advisor (CCRA) for each school who will use the Steps and Stars process to support students in goal setting related to specific learning targets, learning interests, and goal setting to ensure students are prepared for first middle school, high school, and post high school. The advisors will implement the Boys Town social skills curriculum at each school. The "Well Managed School" workshop - a school-based intervention strategy that emphasizes behavior management practices, relationship-building techniques, and social

skill instruction - will be used to build a true community within the school. Teachers will participate in the “Specialized Classroom Management” workshop to implement a comprehensive motivation system. Parents will have opportunities to attend the “Common Sense Parent” workshop that teaches techniques and logical strategies to address everyday issues of communication, discipline, relationships, and self-control. The Advisors will engage students in developing individual plans for academic achievement and career exploration leading to future college and careers.

The applicant's eighth grade students have an opportunity to accelerate their education through a High School Articulation partnership with the high school district that serves Cartwright students. Eighth grade students attend Zero Hour, which is an Algebra I Class at 7:00 am and do not miss any of their regular classes at the middle schools or K-8 schools.

The applicant uses Kagan engagement strategies to promote cooperation and communication in the classroom, boost students' confidence, and spark interest in classroom interactions.

As part of their application, they plan to implement Thinking Maps, which are tools that are well-aligned with the demands of the CCR Standards and a language of eight visual patterns each based on a fundamental thought process that align with the common core standards, in all schools.

Kindergarten students use the learning dynamics program for learning to read, but no documentation is provided to support this program.

The applicant uses Kids at Hope (KaH) in three district schools, provided by a not for profit organization, which explores the science of hope, optimism, and success. The program provides parents and staff with training on how to create an environment where children experience success.

The applicant is piloting nine ELL 21st Century classrooms to help students acquire English Language skills, with teachers integrating technology, focusing on real-world rigor, and gathering assessment data to monitor the success of the program.

With RTT funding, the applicant will hire four Regional Curriculum/Data Specialists to support the curriculum shift to common core standards. The Data Specialists will coach teachers and PLCs in use of data in Response to Intervention and personalized learning. They will train teachers and students on how to access the Data Warehouse and generate reports. In addition, the project will support the hiring of two Instructional Technology Specialists to provide instruction, training, and resources in order to facilitate the use of technology in the classroom to increase student use and knowledge about technology. They will coordinate and direct the activities of iTECS (regular classroom teachers who receive extra training and a stipend to support technology integration at their schools) and will support the implementation of the RTT high quality plan for teaching and learning. They will share responsibility for sustaining the RTT project initiatives after RTT funding ends.

Under the RTT grant, the applicant will add a Director of STEM in order to scale up STEM into a dynamic component of every child’s education. The STEM Director will work with administrators, principals, teachers, and external partners to assist in the design and implementation of the STEM initiative in alignment with the district-wide STEM initiative. Supported by RTT, the district will fund five STEM consultants to provide practical support, ideas, and strategies through grade level coaching and modeling to implement STEM in all grade levels over the next three years. STEM consultants will provide training to district administrators and support them in creating long range plans to prioritize STEM learning.

In addressing cultural aspects, the district has a high quality plan and is implementing programs such as Kids at Hope Program, the Hispanic Mother Daughter Program (HMDP) which is an outreach program designed to raise the educational and career aspirations of women, and the American Dream Academy (ADA) which plays the role of connecting the parents of marginalized, at-risk students to a major metropolitan research university that is involved in their communities and in close proximity to their homes. Through affiliation with the university, the program helps parent participants visualize and pursue the long-term goal of having their children acquire college degrees.

The applicant notes online and software instructional programs for differentiated instruction are provided to individualize instruction according to students’ assessed needs. For students in grades 6-8, a web-based, cross curricular writing program will encourage students to write more and more often, and, using artificial intelligence and linguistic technologies, provide immediate scoring and detailed prescriptive feedback. Students will use emails, collaboration tools, and Google apps as resources for learning and communicating. They also have a group of 20 teacher leaders (one on each campus) who are responsible for supporting the teachers on their site with technology integration across all curricular areas. Two district Technology Integration Specialists lead the iTECS and provide monthly training, coaching and support to ensure that quality and relevant training is planned and delivered at each school site. The PLC/STEM department has two tech specialists who are providing on-going training and support. They also use Discovery Education which is a digital media library that is designed to support multiple learning modalities with content that is easy to integrate, aligned to standards and is always current. Discovery Education covers all academic areas with inquiry-based learning, offers interactive videos, e-book reading passages, a STEM connection, and My Content Folder to create opportunities for teacher teams to share and collaborate. All students access the digital curriculum of SuccessMaker for diagnosis and prescription of

learning tasks designed to address their specific needs. SuccessMaker personalizes instruction through ongoing real-time analysis of each learner's actual performance and provides on-demand intervention (scaffolded feedback, tutorials, prerequisite instruction). Envisions Math, Jamestown Reading, and Fast Forward Literacy are other examples of electronic resources available for students. As a feature of the new data warehouse that is part of this plan, students will have access to their learning plans and their academic and career action plans (ECAPS). With electronic access, parents will have access to their children's achievement data, their report cards, individual learning plans, and recommendations for additional resources and programs.

The applicant already has a substantial plan in place to address student learning and will use most of the RTTT monies for new positions and data management to speed up progress on meeting goals.

(C)(2) Teaching and Leading (20 points)	20	19

(C)(2) Reviewer Comments:

The applicant presents a high quality plan to address this criterion. The applicant's second goal of their RTTT plan is related to improving the effectiveness of teachers. They state the district has made great strides in its reform efforts and its schools are steadily increasing student achievement and overall school effectiveness as shown by changes in the State school improvement labels and letter grades, albeit without any evidence to support this. They plan to focus on improving the effectiveness of every teacher so that their impact on student learning accelerates learning. The RTT Logic Model is their high quality plan for improving learning and teaching.

The district has already established the infrastructure and are building the capacity within each school that will support change. Professional Learning Communities are in each school following intensive training and support over five years. A consultant from Solution Tree worked with principals for five years on effective meetings and PLCs. Staff attended training and national PLC conferences. Central office directors and assistant directors go to each school to support effective functioning of PLCs. Content specialists, data specialists, interventionists participate with PLCs for professional growth. All staff members have time to develop professionally and to work in professional learning communities by designating every Thursday as an early release day.

Their emphasis has been on improving instruction in order to ensure that students leave 8th grade ready to move on to high school, college, and career. Their RTT plan expands capacity for implementation of strategies that meet each student's academic needs.

Their RTT grant has designated money for yearly summer training and planning time for Math Coaches, Instructional Support Specialists, Mentors, Interventionists, and College and Career Ready Advisors; the content of that training is not clearly established for other than Math Coaches although the budget provides for summer training. Beginning teachers receive a week long orientation to the district, although it is unclear what information is presented during this orientation.

The applicant's RTT plan differentiates professional development for teachers to increase their ability to engage students according to student needs and interests. The applicant goes on to restate much of what has already been presented in previous criteria.

They implement a comprehensive assessment plan to provide formative and summative data for teachers to use at the point of lesson planning. Teachers working in PLCs access student data from common district developed assessments of common core state standards as well as from benchmark assessments. Data from the assessments are used to monitor progress of students as individuals, classes, and grade levels.

The applicant's teacher evaluation system conforms to the Arizona Framework for Measuring Educator Effectiveness and was implemented in 2012-2013 according to the State's requirements and the instrument aligned with the Arizona Professional Teaching Standards and the InTASC Model Core Teaching Standards; it is unclear if an evaluation system existed previously in the district. The Principal Evaluation Instruments, which conforms to the same standards, were also implemented last school year and is aligned to the ISLLC Standards; it is also unclear if principals were previously evaluated. The applicant does not specify whether it agrees with this evaluation system or is only implementing it because of state requirements and does not present any evidence of the results of these evaluations. Principals have been trained in developing a common walk-through protocol and do classroom walk-throughs 3-5 days per week. In addition, specialists do walk-throughs one to two hours per week for their assigned classrooms. Principals share the percent of classrooms at each level of the rubric with the whole staff at the next staff professional development to provide a focus for continuous improvement - the actual rubric is not presented.

The applicant restates that their RTT project includes a structured professional development plan to support implementation for the purpose of accelerating student progress toward CCR graduation requirements. Professional development is provided for administrators, support staff, teachers, interventionists, and instructional assistants sufficient to implement the program with fidelity. Professional development includes embedded day-to-day support through coaches and

specialists and through PLC team support. The central office provides differentiated training and support for the schools; the schools provide differentiated training and support for its teachers and support personnel. Student achievement data, teacher evaluation data, walk-through data, student behavior and attendance data all provide actionable information to guide decisions about professional development. With RTT funding, the district will hire four Regional Curriculum/Data Specialists to support the curriculum shift to common core standards. The Data Specialists will coach teachers and PLCs in use of data in Response to Intervention and personalized learning. They will train teachers and students on how to access the Data Warehouse and generate reports.

The district has invested in the creation of curriculum maps and pacing guides aligned with the common core/college- and career-ready standards. The district will continue implementation of classrooms that focus on the use of 21st century skills and tools to improve instruction while preparing students for the 21st Century. A web-based, cross curricular writing tool will provide students in grades 6-8 opportunities to write and, using artificial intelligence and linguistic technologies, will provide immediate scoring and detailed prescriptive feedback to students and teachers. In 2013-2014, they will use student emails, collaboration tools, and Google apps to increase student engagement and will train teachers to use web 2.0 tools. Updating their data warehouse will allow the district to collect and store more data and to manipulate that data to give actionable information.

The applicant mentions the Truenorthlogic Performance Management Solution system for the first time and outlines some of its components, but it is unclear how this will be incorporated and little further information about the system is provided as evidence of its utility.

The applicant notes that through its Strategic Support Teams (SST), each central office director serves as liaison to one or two schools to ensure each school has the central office support needed for continuous improvement. They start the summer with a data showcase where they prepare all the AIMS data for individual schools and present awards to the schools the first half of the day; during the second half they examine the data to determine what professional development is needed district wide and what is needed by individual schools. Additionally, the Assistant Superintendent walks through classrooms quarterly with the Strategic Support Team director and principals using the walk through rubric, based on the Essential Elements of Instruction, to differentiate the professional development and support needed. School leaders participate in extensive professional development including work with consultants; although it is unclear who comprises the school leaders group. Principals and other school leaders participate in the training provided at their schools by central office staff and by coaches and specialists assigned to their schools. The superintendent has regional meetings with the principals each quarter. Based on an annual needs assessment conducted using the Arizona Department of Education Standards for Effective LEAs, the School Continuous Improvement Plan (CIP) addresses each school's needs, establishes goals, and develops action plans.

The applicant is refining its recruitment and hiring practices in order to be more competitive in attracting and hiring effective teachers and principals. They maintain one of the best local and national teacher recruiting networks in the nation - although how this determined is not presented - and employs a teacher recruiter. The district has an Induction Program that provides training and support for beginning teachers to help them mature to full effectiveness as quickly as possible. RTT funding will allow its continuation through 2016.

The applicant already has an effective system in place and it appears RTTT funds will only accelerate their achievement beyond an already acceptable pace.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, and rules (15 points)	**15**	**14**

(D)(1) Reviewer Comments:

The applicant has developed a high quality plan for supporting project implementation through collaborative structures and activities that support all components of the plan for every student, every educator, and every level of the education system in all schools. Examination of the RTT Logic Model and the Implementation Management Plan demonstrates that the proposed project strengthens the district's capacity to develop and implement personalized learning communities. The Logic Model lists both intermediate and long-term outcomes and discusses the role of school leadership teams.

The applicant intends to integrate RTTT initiatives with district initiatives and will establish a Race to the Top Advisory Committee comprised of representatives of stakeholders and district partners to maintain the focus on the community at large and to maintain widespread support for the project.

The applicant states it is organized to provide ongoing support to all schools to ensure continuous improvement in teaching

and learning and provides resumes for all personnel involved. In order to ensure leadership and accountability for meeting the RTT project goals and to ensure the development of capacity for sustainability, the applicant propose to add some positions: An RTT Program Manager and two assistant/data clerks to manage implementation of RTT; an Assistant Director of College and Career Ready Programs; and a Director of Safe Schools to support a successful learning environment.

Professional development and coaching are provided district wide by four technology, two mathematics, seven special education, three data, four gifted, and two ELL specialists. An Instructional Support Specialist is assigned to each school to provide embedded professional development in the context of real teaching and learning.

The principal has authority over the site level budgets including federal and state budgets and over the schedules and calendars, personnel and staffing models, and budgets and programs through the implementation of the Continuous Improvement process. Principals also make hiring decisions in conjunction with Human Resources.

Eighth grade students are given the opportunity to progress and earn credit based on demonstrated mastery and may take an algebra class for high school credit or test out for advanced placement/credit at HS. Plans are being made to add English Language Arts. Students may demonstrate mastery of a standard or course by performance on an end-of-course exam, on common assessments developed by a school or district team, or on a benchmark assessment such as Galileo. The applicant mentions a Zero Hour as an opportunity to earn extra credit but does not clearly define what a zero hour is.

The applicant states it already provides learning resources and instructional practices that equitably address the needs of all students, including students with disabilities, through Enhanced First Best Instruction**,** mobile computing carts and Interactive White boards, students identified through RtI have individual learning plans, English Language Learners (ELL) are educated through Structured English Immersion Models (SEI), special education teachers provide differentiated instruction using effective grouping, and RTTT funding will provide students access to the Data Warehouse.

The applicant already has practices, policies, and rules that facilitate personalized learning and a plan to ensure sustainability with RTTT monies.

(D)(2) LEA and school infrastructure (10 points)	**10**	**9**

(D)(2) Reviewer Comments:

The applicant provides a high quality plan that states that it ensures 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 RTT implementation through the use of a district website which provides the community with information on calendars, schedules, meetings, contact information, curriculum, financial information, district news, and announcements.

Students, parents, and educators will have access via their portal to relevant information on the Data Warehouse such as: grades, achievement data, and individual learning plans; RTT funding will provide two computers at each school's office for use by parents who do not have access to technology at home.

The Truenorthlogic Performance Management Solution system will provide educators with privately accessible information on their personal professional development credits and teacher and principal evaluation data - although it is still unclear what this system comprises.

The applicant plans on expanding its technology resources to create 21st century classrooms aligned with the expectations of the common core standards. Through RTT every school will add two additional computer labs as a means of increasing student access to the digital curricula and to provide the computers needed for the online administration of the PARCC assessments as they come online.

The applicant will provide extended learning opportunities for all students beyond school hours through state approved providers and summer school will provide additional opportunities for learning. The applicant does not further describe the approved providers, to whom it will be offered, or the structure of summer school.

Using the applicant's proposed data warehouse, students will have access to data to track and update their Education and Career Action Plans and their personal goals. Next year the district will open PARENT VIEW so that parents will be able to see grades, assignments, and communicate with teachers about their children.

The district currently employs seven technicians who support the technology needs at the schools and RTT will provide two technicians for the ED Services department to support the technology needs of the grant.

For supporting effective parental involvement, the family welcome center employs a director, social worker, parent liaison and classified staff to coordinate parent education and comprehensive services. Each site employs a parent liaison who

holds monthly meetings to share school information and involve parents in decision making and school goals and initiatives.

The applicant states it maintains an up-to-date website communicating information about the District and schools. The Governing Board Meetings are broadcast over the Internet. The district is beginning to use Twitter for communication. The district website provides for download of information in a PDF format. Students, parents, and educators will have access via their own portal to relevant information. Information will be provided in an open data format so that stakeholders can download their information for recordkeeping and personal portfolios.

The district uses the Synergy Student Information System (formerly GENESIS) to collect, manage, and report student information, teacher information, and class information. Through RTT, the district will purchase a data warehouse that is interoperable with existing information systems.

The applicant already has a strong structure in place and the RTTT funds will augment and already successful initiative.

E. Continuous Improvement (30 total points)

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

(E)(1) Reviewer Comments:

In meeting this criterion, the applicant provides a high quality plan to establish improved systems for tracking and reporting data related to student achievement in mathematics and language arts using measures to include weekly and biweekly progress monitoring as well as quarterly benchmark data.

The district and each school develops/updates comprehensive Continuous Improvement Plans (CIPs) on an annual basis. Their Evaluation Plans incorporate monitoring and continuous improvement feedback techniques to accomplish the program activities, objectives, and outcomes. The external evaluator and Project Director will monitor whether activities are completed on schedule and will assess progress toward outcomes and performance objectives, although the identity of the external evaluator is not specified. Implementation monitoring will also include the use of Innovation Configuration maps.

The method by which the applicant will publicly share information on the quality of its investments funded by Race to the Top – District is not specified in this criterion although they do state in another section that they will use their Community Relations Department to disseminate grant information as well as other means of communication.

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

(E)(2) Reviewer Comments:

The applicant has a high quality plan in place through its Superintendent who will establish a Race to the Top Advisory Council to maintain open dialogue with stakeholders around the Race to the Top initiative. To facilitate communication, the district maintains a Community Relations Department that will disseminate information about Race to the Top initiatives. The Superintendent meets monthly with the Parent Advisory Committee and with the district Executive Leadership Team. He also meets regularly with the school administrators.

Each Director is assigned specific schools to mentor which provides a relationship for supporting the RTT program and its many components.

Ongoing communication through the Community Relations Department will provide information about RTT programs and activities and the impact they are having on students, schools, and the community. The Family Resource Center will be a dissemination point for reaching parents and engaging them in supporting their children in reaching RTT goals. It is unclear about how feedback from stakeholders will be handled.

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

(E)(3) Reviewer Comments:

The applicant has selected several ambitious, yet achievable performance measures to meet this criterion. Their Logic Model and Implementation Management Plan provides the rationale for their performance measures.

Arizona Instrument to Measure Standards (AIMS) will be used to assess the effectiveness of instruction as indicated by the percentage of students (all students and subgroups) who meet or exceed the grade level and subject standards each year.

AIMS is used by the State to grade schools and to measure improvement in student achievement. Student growth scores on AIMS are a key indicator used in the teacher and principal evaluation frameworks. This is a state mandated system, so it appears the district has no choice but to use it.

Galileo will be used as its initial screening (pretest), its quarterly benchmark tests, and its end of year posttest. The assessments are aligned to the Arizona Common Core State Standards and measure progress over the year.

AIMSweb will be utilized as a measure of reading fluency since it is an indicator of progress in reading.

A survey will be administered to students annually to assess perceptions of safety, the educational programs, and the school climate. A sample of the survey is not provided. The applicant notes that since the surveys are anonymous, they do not have subgroup identifiers.

Teacher and principal evaluations will continue to be used.

In the event that any of these chosen measures becomes of dubious value in providing the data needed to guide implementation, the applicant states they will explore other more valid measures.

The applicant does not provide a narrative about its performance measures; however, it provides the required tables with some explanatory information information.

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

(E)(4) Reviewer Comments:

The applicant presents a high quality plan and notes each Race to the Top component/subproject will be evaluated as to its effectiveness in attaining desired outcomes and will be monitored as to its implementation progress. The comprehensive Evaluation Plans are derived from the Evaluation Logic Model which are provided for review. An evaluation portfolio for each subproject will include a mini project design, forms for data to be collected, measures for progress, and timelines, and reporting expectations. The Evaluation Plan establishes the timelines for all monitoring and evaluation activities. The timelines will be disseminated to all project leaders for scheduling. Reports on progress will be submitted to the Superintendent for dissemination to the Executive Leadership Team and to the Governing Board as appropriate. All reports required by the USDOE will be submitted on time.

F. Budget and Sustainability (20 total points)

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

(F)(1) Reviewer Comments:

The applicant does not provide a narrative here but rather in section XI of the proposal wherein they note for the first time that their RTT Budget is composed of 13 project budgets. They proceed to provide a summary and then a breakout of each of the projects: Preparing Students Early for College and Careers; Improving Math Teacher Effectiveness; Instructional Software for Personalized Learning; Improving Math Interventions for Struggling Students; Improving Reading Interventions for Struggling Students; Technology for Personalized Learning; Data Warehouse Support for Personalized Learning; New Teacher Induction and Retention; RTTD Program Management; STEM Initiative; Staffing and Retaining Effective and Highly Effective Teachers and Principals; LEA Central Office Support and Services; and RTT Program Evaluation for LEA Continuous Improvement.

They identify all funds that will support the project, provide reasonable and sufficient information to justify the amount of funds for which they are applying, all the funds that will be used, and denote which positions and project will continue with district money at the end of the grant. Of interest is the amount of local contributions since many of these projects are already in place or are in the planning stages devoid of RTTT funds.

(F)(2) Sustainability of project goals (10 points)	**10**	**9**

(F)(2) Reviewer Comments:

The applicant's proposed program is designed to build capacity by increasing access to evidence-based strategies and services that address the identified needs and gaps in the existing teaching and learning reality. As demonstrated by the

involvement of all stakeholders at the district, there is a commitment to collaborate to leverage existing high quality reform efforts in place at the district and to strengthen these reform efforts with the proposed RTT project, thus resulting in a high quality plan.

The applicant then provides a table that shows the sustainability budget for the three years following the end of RTT funding for each of the 13 projects. Not all personnel will be retained but they provide a plan for evaluation of each of the projects and sufficient justification for their decisions. The applicant intends to implement a continuous improvement process but they did not indicate how it will evaluate the effectiveness of past investments and inform future investments.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	**10**	**8**

Competitive Preference Priority Reviewer Comments:

The applicant has formed various partnerships with organizations in the community to provide additional student and family supports that address the social, emotional, or behavioral needs of the participating students. They provide a description of six different partnerships that will help support their plan, but only provides documentation to support one of those programs - Strive.

Since the applicant is a K-8 district, it identifies population-level desired results for students that align with and support the applicant's broader Race to the Top – District proposal for each of the six different partnerships.

The applicant and its partners will track the indicators that show increases in the quality and quantity of services offered by our partners. In addition, they will track the indicators that result from their partners' services.

The applicant states that the majority of their students face significant challenges and so integrated education and services are addressed in each of the projects.

Starting with establishing community level outcomes, the partnership will engage in data collection and sharing, build the capacity of members to analyze the data, and then take collaborative action for continuous improvement.

Through the partners described in this section, the applicant claims it is strengthening families in order to ensure the health and well-being of students and providing early literacy services that will prepare students to enter school ready to learn.

The applicant notes that parents and families of Cartwright students are strongly encouraged to be involved in decision-making about the programs of the district. The Superintendent meets monthly with the Parent Advisory Council for two-way communication. The Family Welcome Center reaches out to parents and invites their participation in district and school decision-making. Each school has a parent liaison dedicated to communicating with parents and providing services such as the ASU Family Literacy Program. Parents serve on school site councils.

Data related to the progress of the partnership activities will be reported quarterly for discussion at the monthly Race to the Top Advisory Council meeting and for dissemination to appropriate administrators and staff. The Director of Data Management will develop systems for collecting, analyzing, and reporting data from all partnership activities and will support evaluation activities to determine the impact of the program.

The applicant reiterates its ambitious yet achievable performance measures for its stakeholders through these partnerships. However, the applicant presents little evidence of these partnerships with the exception of a few letters of support. Further, not all students are eligible to participate in all the partner organizations.

Absolute Priority 1: Personalized Learning Environments

	Available	Score
Absolute Priority 1		**Met**

Absolute Priority 1 Reviewer Comments:

The applicant has provided a comprehensive plan on how it will meet the criteria of Absolute Priority 1. It addresses in depth and repeatedly its learning environments, logic plan, timelines, and deliverables

In evaluating this criterion, it is important to note that the applicant has already made significant strides and gains in all performance areas. The awarding of RTTT funds will serve to accelerate and sustain student achievement.

Total	**210**	**188**