



# Race to the Top - District

## Technical Review Form

Application #0143OK-1 for Stilwell Public Schools

### A. Vision (40 total points)

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

**(A)(1) Reviewer Comments:**

The applicant provided a comprehensive and coherent vision that builds its work in the four core assurance areas. The applicant provided clear and comprehensive descriptions of the assurances including: Common Core Assessments, Oklahoma Core Curriculum Tests, and End-of-Instruction Exams; iSIS/Wen-GAGE Student Information System to measure student growth and inform instruction; Marzano's Teacher Evaluation to reward and retain highly effective teachers; and turning around performance at all their schools and including STEM in the system. All of the strategies and initiatives in the plan seek to add technology into all schools and make personalized learning environments for all students.

The applicant clearly articulates their goal of creating Personalized Learning Environments (PLE) PreK-12, supporting students as they develop their creative thinking and career-ready skills essential for learning. The PLEs will include integration of technologies, advanced data systems, continuous feedback, personalized instruction, and STEM career coursework. Integration of technology will occur not only in the classroom, but in every home with FREE internet into the homes of all residents. The advanced data systems will monitor and enhance teacher and administrator effectiveness by providing educators the tools necessary to personalize instruction and the real-time data set need to inform personalization for each student. Continuous feedback systems will quickly and effectively identify weaknesses in tech enabled-instruction strategies among educators, driving trainings, coaching and professional learning community topics. Personalized instruction will target all students, particularly those of high need or with disabilities and those that need advancing to accelerate student achievement. Through implementation of PLCs will be realized through staffing resources, technology resources, apps for hand held devices, and ongoing teacher, student and parent training, together will create new and ongoing opportunities for students to become authentically engaged in deep learning experiences in areas of academic interest. STEM career course work will be another pathway to make students college- and career-ready.

Again, the vision set out by the district is based upon 21<sup>st</sup> Century technology and learning tools along with personalized learning environments to help all students succeed. Because it combines technology and the professional development for all teachers to use it well, the applicant assures that all students will have access to highly effective teacher with access to all student data and records. The technology also provides access to students, teachers and parents to learning, data, and records 24/7. The Action Plans, unique to each student, will be updated regularly by using the real-time data where teachers will be able to judge if students need remediation or advanced instructional opportunities.

The applicant has done a good job of articulating the vision to implement reform.

<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
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**(A)(2) Reviewer Comments:**

The applicant has presented a convincing approach to the project's implementation:

- a. The applicant's approach to implementation was influenced by the uniqueness of the targeted populations of students and community (Most Cherokee Community in the USA). The Stilwell School District invited to "feeder" districts into the throng because their students after leaving grade eight will enter Stilwell High. All students in the outlying areas exceed the minimal poverty thresholds for eligibility under the guidelines. Including all schools that will "feed" into Stilwell High is a good plan to help increase student learning and close achievement gaps.
- b. All students in the three district consortium will participate in the proposal. A list of the schools was included.
- c. The total number of students participating is 2,004 and 162 educators. There are a total of 1,818 high need students and 1,651 low income students. The total percent of low-income students participating in the proposal is 83.

The applicant clearly describe the approach and provided a list of the participating schools, which collectively meet the application's eligibility requirements; and provides the total number of participating students and educator.

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

**10**

**10**

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

The applicant has developed an outstanding high quality plan describing how the proposal will be replicable for other districts and translated into meaningful reform to all schools in the districts participating in the proposal and helping them to reach their goals. The applicant includes a logic model and a high quality plan describing how the proposal translates into meaningful reform to support district-wide change including:

- a. Inputs/ Resources;
- b. Strategies
- c. Activities;
- d. Component Goals; and
- e. Performance Measures.

The Theory of Change is clear and provides a plan for personalized learning environments, delivered by highly effective teachers during the school day, and supported by evidence-based online learning tools accessible 24/7 to increase student achievement and reduce achievements gaps for ELL students and students with disabilities, while preparing high poverty youth to master 21<sup>st</sup> century learning skills necessary for college and workforce readiness.

The evidence is the plan describing the implementation strategy of Targeting Technology that includes a table delineating the major activities to be undertaken by the consortium to be fully implemented in all the schools in the consortium. The high quality plan includes the following:

- a. Clearly defined goal;
- b. Activities and rationale for activities;
- c. Timeline for the activities;
- d. Deliverables for the activities; and
- e. Persons responsible for the activities

Scaling up of the proposal includes a plan for making a "Blueprint" of their project that is comprehensive enough to disseminate the project after completion to similar districts.

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

**10**

**7**

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

The applicant's vision has a strong possibility of results in improved student learning and performance and increased equity because of the alignment of the goals and objectives of the project to the overall vision. The goals are ambitious, but achievable.

The applicant clearly presents details on data by the consortium using the following methodologies which are clearly defined and allows the project goals to be understood:

- a. Methodology for determining status: Percent Proficient and Above
- b. Methodology for determining growth: Change in Achievement Levels
- c. Methodology for determining achievement gap: Sub-group Performance
- d. Methodology for determining growth: Change in Achievement Gap (All Students 52% Baseline growing to 62%, ELL and SWD performance gap Shrinks 5 points)

However there is a weakness in that the applicant failed to give college enrollment rates for subgroups. There was no explanation for the lack of data. Also one of the goals had a bigger jump than others without and explanation. Stillwell Middle Math grade 7 students with disabilities jumped from 0% being proficient or above to 10% the next year. No other subgroup had such a big jump. The following years the percentage decreases. An explanation is necessary for understanding of the significant jump.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>15</b>
<p><b>(B)(1) Reviewer Comments:</b></p> <p>The applicant has a very clear track record of success over the past four years even though funding to the schools has steadily decreased. Prior to four years ago, the Stilwell campuses were considered “persistently lowest-achieving.” The dropout rate has decreased by 23.2% in the last four years. The dropout rate was 25.4% and is now 2.2% which are astonishing numbers. Scores on all the End-of-Instruction Tests have raised, particularly Algebra II which has risen 31percentage points. College enrollment rates have risen by 10% without this past year’s data. An ELL instructor to provide services provided through the Native American Children in Schools Program has helped tremendously. GEAR UP funds have provided ACT tests for 11<sup>th</sup> grade students. In cooperation with Northeast State University, courses for dual enrollment are being provided.</p> <p>The middle school students in both math and reading increased by an average of more than 25% in all grade levels. Three new mental health counselors, delivering needed social and emotional services, have aided in this process. At the elementary level all indicators are maintaining steady student achievement levels while the percentage of students with disabilities has risen dramatically. Ever-increasing opportunities for reading remediation have been instrumental in this success of students with disabilities.</p> <p>The district strives for real-time data. Some of the consortium schools have real-time data which is a powerful tool for educators to drive individualized instructional decisions and allow students the time and support needed to master skills and content before moving forward to tougher material. With the implementation of this project, the focus will move toward educators, students and parents having access to school report cards, grades, action plans, summative and formative testing, attendance, etc., 24/7.</p> <p>Overall, the achievements are remarkable and deserve recognition.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>3</b>
<p><b>(B)(2) Reviewer Comments:</b></p> <p>The applicant does a good job with describing how each school in Oklahoma releases a School Report Card that includes student academic progress, school-wide improvements, student demographics, staff demographics, and actual operating expenditure information. This report card is available in hardcopy at each school and is available online.</p> <p>The report card has the information of actual staff salaries, school level salaries (teachers only), and non-personnel expenditures included in its contents. The applicant has and will continue to provide the actual personnel salaries for all personnel (instructional and support staff) and non-personnel expenditures by school as evidenced by the sample School Report Card in the Appendix. The report card includes many other items of interest to the stakeholders.</p> <p>Lacking is a description of how the applicant plans to share the information with stakeholders. The information is made available, but how will it get into their hands.</p>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(B)(3) Reviewer Comments:</b></p> <p>The State context for implementation appears to be supportive for school reform and change. Legal statute assures the consortium schools are eligible to pursue funding opportunities with the approval of the Board of Education. The Empowered Schools and School Districts Act, filed under Oklahoma Statutes Citation Title 70 Schools Chapter 1 – School Code of 1971 that states, “There is hereby established the School District Empowerment Program which shall be administered by the State Board of Education. The purpose of the program is to empower locally elected school board members to govern school districts and make decisions based on the needs of their students and circumstances.”</p> <p>Stilwell Public Schools have successfully secured and implement an Elementary and Secondary School Counseling grant, a GEARUP grant, and a Native American Children in Schools Program grant, as well as regularly administering funds through Title I – demonstrating the autonomy necessary under Oklahoma legal, statutory, and regulatory requirements.</p> <p>The applicant continues to demonstrate a prior record of success and has sufficient authority to continue to do so and to</p>		

implement a new project. The committed teacher buy-in to region-wide reforms and dedication to the full utilization of newly offered instructional tools, supports, trainings, and technologies is overwhelming.

The consortium has shown that it has successfully secured many grants and ran them successfully. Its autonomy and successful conditions will promote success for the project.

<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>10</b>
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**(B)(4) Reviewer Comments:**

The application was written after a number of stakeholders were involved in the development. The Project Design Team included representatives from all consortium LEAs (administrators and teachers), volunteer parents, volunteer students, and business leaders from both the political and business-focused spheres. The team met for four months. The mayor of Stilwell provided feedback also.

The applicant provided documentation of all three district signatures of teachers on the grant application. Nearly 100% signed the document in full support of the grant.

Letters of support were widespread. There was support from the Mayor, House of Representatives, State Senate, higher education, Indian Capital Technology Center, The Stilwell Boys & Girls Clubs, former students, Stilwell Utilities and a few parents.

A weakness in the proposal was that there was no indication that any revisions made were based on input or feedback from stakeholders before the proposal was finalized. A sentence stating that the Mayor provided feedback which was utilized to drive final modifications before submission but what the modification was is not indicated in the proposal.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>17</b>

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

The applicant has provided the components to a high quality plan (Goals, activities, supporting activities, timelines, and persons responsible) for improving learning by personalizing the learning environment or providing action plans in order to provide all students the support to graduate college- and career-ready. The applicant's plan is based on a vision where all student learning and educator effectiveness is supported by cutting-edge technologies, ultimately enabling students to meet newly mandated Common Core standards and compete successfully in college and the workforce.

- a. The applicant's plan is to provide every student with a unique, digital portfolio that measures all progress. There will be Action Plan created by the student, teacher, and parent which will create a personalized learning map with immediate, intermediate and long range goals to make all students college- and career-ready. Students and parents will have access to the plans 24/7 so that they will understand that classroom learning and future success are linked. Real-time data will enable all stakeholders to keep abreast of progress. One-to-one technology will ensure that students can continue beyond the traditional school day to access research-based learning supports and enrichments programs at home. Special needs students will have adaptive technology uniquely suited to their learning needs. Access to the technology will also enable students to have more learning opportunities for higher level courses and new opportunities to pursue deeper learning in STEM areas and delve into programs that bring different cultures and countries through videoconferences and real-time interactive capabilities. The staff will be trained to better implement the Positive Behavioral Supports program to encourage students to develop more skills in social behaviors.
- b. The applicant has a high quality plan is to use the Action Plan which will be available 24/7 as a formal pathway for families and teachers to support their students in their educational and long-term career goals. The plans are updated at any time, but formally three times a year. Professional Learning Communities (PLC) will be created for teachers to share dynamic, effective lesson plans that promote student mastery of the Common Core. One-to-one technology will also facilitate hands on learning as students are able to explore content at their own pace. Educators will also regularly implement small group instruction, student-led learning investigations, large group instruction and technology led instruction. Needs assessments conducted in Year One will highlight any and all curricular deficiencies that may still exist. Monthly student assessment of student progress will occur as well as formal updates of Action Plans three times a year. Monthly documentation of student progress toward benchmarks will occur.

Quarterly report cards, teacher comments, and state assessments will be available to be viewed at any time. Professional development for the consortium teachers at all levels will prepare them to assess and monitor students and to use the data to inform instruction. Selected software programs will be made for high needs students as well as students with disabilities.

- c. All students will have daily access to the personal learning devices. All students will take part in a classroom-based formal training session when each new technology or resource becomes available. Online support is available as well as support from teachers who will be trained in the use of all devices and programs.

Lacking in the plan were assurances of students being trained in or developing skills and traits in teamwork, perseverance, critical thinking, communication, creativity, and problem solving. These are critical skills needed to make the plan work.

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

The applicant has a high quality plan for teaching and leading by personalizing the learning environment that is grounded in collaboration among professionals and investing intensive professional development for all educators in the consortium.

- a. Teachers in the consortium will meet in Professional Learning communities formally once a month and one hour each month communicating and collaborating on the online PLC portal throughout the life of the grant and beyond. PLC will link teachers at the various campuses, providing a new formalized pathway for overcoming professional isolation. All PLC sessions will link the use of technologies to support best practices in PLEs to meet student academic needs to ensure all learners graduate on-time and prepared for college and careers. Workshops will prepare teachers to implement multiple, concurrent strategies to meet the needs of all students and prepare the teachers for integrating small group instruction, student-led learning investigations, large group instruction and one-on-one instruction into weekly lessons. Training will be held on: integrating regular student assessment into regulation instructional routing; efficient access of resulting data stands at the grade, class and student level; utilizing performance data to create instructional practices aligned to individual student needs; maximizing the use of Action Plans to track student progress; and strategies to regularly update student action plans. Consortium schools will have full access to a variety of subject-specific monitoring programs selected to meet the specific needs of targeted high poverty, high need young learners. The Marzano Teacher Evaluation will be used to measure teacher effectiveness which includes 15% student achievement. Teachers with high performance will only be evaluated once a year.
- b. Teachers in the consortium will have access and know how to use all tools, data, and resources to accelerate student progress to meet their goals. The iSIS/WenGAGE student data management system will give educators the data on all students. Student activity on each intervention, remediation or enrichment programs is monitored, recorded, and analyzed through the system and displayed in each student's Action Plan. All teachers have access to the data management system 24/7 and will receive 52 hours of professional development annually. All resources can be shared through the PLC portal. The iSIS/WenGAGE system monitors all student data (academic, behavioral, social, emotional, and home-school connection) so that early warning signs are in place to notify teachers of irregularities. The Project Manager and Data Collection Manager will help with these tasks and will be invaluable, along with administrators, in establishing foundational processes and tools that match students' needs with specific resources and approaches.
- c. The applicant found through the teacher evaluation system that a pervasive weakness in the full utilization of educational technologies exists. The applicant will continue to use the evaluation system to uncover weaknesses and help inform and drive project activities. PLC will be one of the major vehicles of professional development used toward increasing student performance and closing the achievement gap.
- d. The applicant included a high quality plan to increase the number of students who receive instruction effective and highly effective teachers and principal, including hard-to-staff-schools, subjects, and specialty areas by following the continuous feedback loop process described in the plan- creating project fluidity that will allow schools to continue meeting the unique and evolving needs of educators in all subjects and grade bands.

Weaknesses in the plan include discussion about the principal evaluation system and using data to accelerate student progress.

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

	<b>Available</b>	<b>Score</b>
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<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>13</b>
<p><b>(D)(1) Reviewer Comments:</b></p> <p>As stated earlier in the proposal, the applicant’s LEAs have the authority to make local decisions based on a statute that gives power to locally elected school board member to govern school districts and make decisions based on the needs of their students and circumstances. The consortium has a well-established partnership that can provide services equally to all participating schools. The lead LEA will hire a Project Director to handle all grant management activities, oversee all project related activities, and facilitate communication with the administrators of partnering districts.</p> <p>To ensure high level leadership is available, the consortium has an Advisory Team already in place. School Based members of the Advisory Team which includes administrators, teacher and staff representatives, will meet weekly as School Leadership Teams (SLT). The SLT will report to the building principal who will in turn meet with the lead LEA superintendent which will take place at least once each month. SLTs already have the flexibility and autonomy over school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets.</p> <p>Together with the iSIS/WenGAGE system and Action Plans, the vehicle is in place for existing policies that allow students to “test out” of coursework in order to pursue an accelerated pace of study. Varying assessment strategies will provide new opportunities for students to demonstrate their actual abilities in various ways (i.e., student portfolios, projects, etc.)</p> <p>The proposal assures that ongoing training, coaching, and PLCs will strengthen the collective ability of the targeted educators to meet the specific needs of students with special learning considerations. The students, through technology will receive instruction in a variety of formats, and will be accessible through adaptive equipment when needed. Isolated educators through PLCs and technology will be able to be linked with peers throughout the region and the state which supports these teachers in isolation.</p> <p>The needs of all learners have been carefully considered in the proposal. The LEAs have authority to provide support to schools without dictating policy, enabling SLTs to make decisions that are best for their schools. The students have the tools and opportunities to learn new material and demonstrate mastery to accelerate their learning. Resources and instruction are being made available to students with disabilities or other special needs.</p> <p>The only weakness is in the high quality plan where no timelines were set for this section, but the overall plan includes these items with timelines.</p>		

<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(D)(2) Reviewer Comments:</b></p> <p>Throughout the proposal the LEAs and schools infrastructure supports personalized learning. All students, parents, educators, and other stakeholders will have full access to relevant activities regardless of income. The proposal plans to put personalized learning devices in the hands of every student at each school. Parents will have access to all supports within 6 months providing free internet services to all family homes through the secure Stilwell Public School’s network providing 24/7 access to the online student portfolio and other software. Parents, students, and educators will be receiving training in the use of the technology and software..</p> <p>A Tech Coordinator will be hired and will be responsible for troubleshooting, maintaining, and supporting the district’s wide area network. Four new STEM Educators will support all stakeholders and ensure they have the knowledge and expertise necessary to utilize all tools. PLCs will also help to ensure educators are proficient in all new technologies.</p> <p>The new online supports are web based and non-proprietary in format. Access to all student information will be accessible through a unique password for students and parents. The iSIS/WenGAGE Student Information System integrates all student data (grades, attendance, assignments, Action Plan, etc.) for real-time access anytime anywhere.</p> <p>The proposal assures the reader that the district utilizes an interoperable, robust data system that meets the requirements of the proposal including individual teacher identifier with teacher-student match; capability to provide timely data feedback on student growth; and the capability to receive or match student level preschool through 12<sup>th</sup> grade and higher education data. The applicant has systems in place to ensure FERPA is followed.</p> <p>A complete timeline is not included in the overall plan in this section, but is in the plan from Section A.</p>		

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



	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>12</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <p>The applicant has a well-thought-out plan to ensure that the project is meeting its stated objectives through working with an external evaluator and data collection specialist to collect ongoing analysis of data to provide timely and regular feedback on progress toward benchmarks, performance measures, and project goals. They will work with the Project Director to measure, monitor and publicly share information on the quality of the investments to the stakeholders. Qualitative and quantitative data will be collected monthly. Quarterly Evaluation Reports to the Advisory Team, who will utilize results to modify the program to the goals, objectives, and performance measures. Minutes will be shared with all stakeholders from the team meeting along with the evaluation report and any modifications made. Data will include all academic indicators, school environment indicators, instructional effectiveness indicators and professional development indicators.</p> <p>All data will be analyzed to uncover trends, strengths, gaps, and weakness. The Quarterly reports will be shared with the Advisory Team including volunteer parents and students serving on the Evaluation Committee. The Evaluation Committee, led by the Project Director and including all members of the Advisory Team will have the authority to modify project activities to better meet the needs of the students and educators.</p> <p>Summaries of project progress will be included in district newsletters and mailings, and will be discussed at school events such as Open House. Links will be provided through the websites of all participating Schools, to the full Quarterly Evaluation Report and meeting minutes. Individual stakeholders will be able to request full paper copies of the documents at their local school administrative office.</p> <p>Little evidence is show how ongoing corrections and improvements will be made toward the projects after the term of the grant period.</p> <p>The applicant provides details about feedback, timelines, methods and data collection along with methods for analysis and dissemination.</p>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>4</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <p>The plan provides for constant ongoing communication and engagement with internal and external stakeholders and were comprehensively described in the plan. The districts are small so the Project Director will be in direct contact with each campus principal, communicating on a daily basis. Principals communicate directly with staff. PLCs will have monthly communication. Principals will have bimonthly meetings with the Project Director.</p> <p>External Stakeholders including community, parents, residents and other stakeholders will have direct links to the district websites. Project-specific mailings to all district residents and summaries of regular district communications will take place to maintain in communication with stakeholders. Specific timelines for communication with the external stakeholders is not evident.</p>		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>2</b>
<p><b>(E)(3) Reviewer Comments:</b></p> <p>The applicant does a complete, clear, and reasonable job of identifying most performance measures that are both ambitious and achievable. Rationale for selecting the measure; rigorous timely, and formative leading information about the measure; and the review and improvement of the measures over time were given for the performance measures was given and aligned with the common core and national standards. For example, the applicant's review and improve measure includes that data will be provided annually about the state assessments, but project leadership will utilize a variety of other benchmark measures, from other sources, to gain insight into progress throughout the year. There are the required numbers of measures given to help keep student's Action Plans and PLEs up-to-date and will help educators and parents modify instruction to make all students college-and career-ready.</p> <p>Weakness include the performance measure for Stillwell Middle Math grade 7 students with disabilities jumped from 0% being proficient or above to 10% the next year without an explanation for the huge increase. No other subgroup had such a big jump. The following years the percentage decreases. An explanation is necessary to comprehend a significant jump in percentage in one year. Additionally the applicant has indicated that in five years 91% of the 12<sup>th</sup> graders will be completing a Regents college bound curriculum, however only 60% will be completing a FASFA. The likelihood of the students all to be college-and career-ready does not appear to be achievable if the applicant deems necessary for only a</p>		

portion of those high need students should complete a FASFA. The two goals do not align. There are also a few performance measures that do not include all of the subgroups. For example, % of students scoring "Proficient" on the Algebra I exam only the total population is disaggregated. There are no percentages for students with disabilities or ELL students as there are in other goals.

The goals are overall ambitious yet achievable for annual targets.

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

The applicant provided a clearly described plan to evaluate the effectiveness of the funded activities. In order to accomplish this, the applicant plans to hire a project director in the first two months, an external evaluator and data collection specialist by month three to coordinate the projects and assist stakeholders in evaluating the effectiveness of the data. To accomplish this, the project director will reach out to administrators and educators to help collect the necessary data. Having an external evaluator will provide an alternate, non-biased lens into the projects and how it is assessed.

The applicant will collect quantitative and qualitative data on each project activities and compare outcomes to the baseline data sets. Data sets will also be collected to assess the impact of partnerships on the project, including student participation levels, student success levels in advanced coursework and longitudinal data.

Overall, there is a fairly comprehensive plan for evaluating with clearly described reporting timelines (See A2), a detailed evaluation framework, and multiple methods for collecting the necessary data to evaluate the effectiveness of the funding activities.

A table of the activities, rationale, timeline, deliverables and persons responsible would have made the plan more inclusive and easier to gain quick insight into the plan itself in one place in the proposal.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>6</b>

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

The applicant provides a comprehensive and detailed budget that clearly identifies all funds that will support the projects and is reasonable and sufficient to support the development and implementation of the applicant's proposal and commitment by the applicant and other stakeholders. The commitment of the Stilwell utilities which will provide their services and equipment to install a city-wide pipeline for FREE internet to all families in the district are well documented throughout the project. The applicant identified funds that are one-time investment versus those that will be ongoing operational costs that will be incurred during and after the grant period.

The applicant is very descriptive when identifying and describing the funds to be used. For example, STEM Instructor for high school to teach Graphic Arts, Website Creation, and Video Applications will have a salary of \$22.50 per hour for 40 hours a week for 40 weeks a year.

A weakness in the plan is in the budget narrative. No narrative was provided, however the section refers the reader to the narrative description for the major line. For example, the narrative for personnel has the following, "The Project Director will oversee project and work directly with educators to promote implementation with fidelity. The Tech Director will be responsible for all devices and software training, and will lead PLC activities. STEM personnel will work directly with students. All project-related staffing will promote the attainment of all goals and objectives."

<b>(F)(2) Sustainability of project goals (10 points)</b>	<b>10</b>	<b>4</b>
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**(F)(2) Reviewer Comments:**

The applicant did not develop a complete high quality plan for sustainability of the projects goals after the term of the grant. However, the applicant did outline the steps the district will take to ensure achievement of project sustainability. For example, the applicant ensured the reader of the following:

- Consortium districts will continue to contribute resources (maintaining technologies, supplies, etc.)
- Advisory Team will finalize a sustainability plan within six months of the start of the project period and will review and update the plan every six months

- An external evaluator and data collection specialist will document all accomplishment throughout the project for the purpose of demonstrating the efficacy of the project and its impact on the lives of the students. The information will be disseminated throughout the area.
- Advisory Team will utilize the evaluation framework to measure the degree to which the five key elements in Alexander's Conceptual Model of Sustainability in Community Health (outcomes-based advocacy, vision-focus balance, systems orientation, infrastructure development and community linkages) are being addressed.

A budget and descriptions of the potential sources with use of the funds was attached, however there were no actual budget figures (cost) to deduce if the budget items were feasible. The only budget item includes as an explanation of source was the increase enrollment which will fund the items that are not one time.

Although the applicant's proposed steps to come up with a plan are sound, a clearly articulated plan with timelines, persons responsible, etc..... would strengthen this application.

### Competitive Preference Priority (10 total points)

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

#### Competitive Preference Priority Reviewer Comments:

The applicant is not seeking additional funding through RTTD for this area. Instead, they chose to describe the successful partnerships in existence. These partnerships are expected to last through the grant period and beyond. The applicant has three key partners; City of Stilwell, Boys and Girls Club of Adair County, and Stilwell Utilities. The appendix has letters of support from these organizations.

Seven population-level results have been identified, including increased proficiency on the Oklahoma State Assessment in ELA and math for elementary, middle and high schools students. Increasing participation in student-level Action Plan creation and monitoring was also a population-level result.

The district currently uses iSIS/WenGAGE to track and update student-level Action Plans which contain aggregated and disaggregated data on all students in the proposal. Students will complete remediation and enrichment programs on the handheld devices during after school club programming, and at home through community-wide FREE internet service provision. All performance data can be updated in real-time to be reviewed by teachers and administrators. Parent data will be collected by the number "hits" as well as length of time spent on the portal site.

Project activities have been designed to specifically "level the playing field" for students facing significant challenges, including students impacted by poverty (who will receive FREE Internet services and a handheld device that can travel between home and school), and students with language or learning barriers (who will receive 24/7 access to high-quality learning tools that support Personalized Learning Environments). Further, the strong partnerships with the Club and the City will improve outcomes for these high-risk youth, as they are supported through after-school wrap-around services available through the Boys & Girls Club of Adair County and community-based wrap-around services available by referral through the City of Stilwell.

Stilwell Elementary and Middle School have piloted the free internet service. Scaling up is what the project is all about. The project will scale up this idea thought the community. However, this does not determine how it will be scaled up for the benefit of others not in the proposal. Finding funding sources is ongoing to support additional staff.

The integration of education and other services are demonstrated through the Boys & Girls Club of Adair County. They will work together with schools to improve social, behavioral, emotional, and academic outcomes of youth.

Building the capacity of the staff in participating schools is evident by:

- Community—wide Free internet service to open up 24/7 access to the PLE enabling real-time progress monitoring of students to drive instruction
- Boys & Girls Clubs of Adair County communicating with teachers through the secure portal within the online PLC forum to report successes as well as challenges for students

The applicant's needs and assets are determined by the Evaluation Committee and Advisory Team who meet with stakeholders regularly to evaluate the ongoing needs of families and students to increase the opportunities to families and students to be linked to appropriate wrap-around services.

Parents of students will be engaged in decision making by access to the parent portal which gives information to families of student's success and weaknesses. Parents are also involved on the Evaluation Committee who work together to assist the Superintendent in project-related decision-making process.

The applicant assures the reader that all aspects of the grant will be evaluated quarterly with members of all stakeholder groups involved.

All goals for the performance measure are ambitious and achievable.

### Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>
<b>Absolute Priority 1 Reviewer Comments:</b>		
<p>The applicant clearly and comprehensively addressed their plan to build upon the four core assurance areas to create personalized learning environments. The PLEs are designed to improve teaching and learning through strategies, tools, and supports for students and educators that are aligned to the common core (college- and career- ready standards). The PLEs will include integration of technology, advanced data systems, continuous feedback, personalized instruction and STEM career coursework all to improve student achievement, decrease achievement gaps, and increase the rate at which students graduate college- and career ready. The applicant has a high quality plan to increase the number of students who receive instruction from highly qualified teachers, including hard to staff schools, subjects, and specialty areas.</p>		

<b>Total</b>	<b>210</b>	<b>168</b>
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## Race to the Top - District

### Technical Review Form

Application #0143OK-2 for Stilwell Public Schools

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

	Available	Score
<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>10</b>
<b>(A)(1) Reviewer Comments:</b>		
<p>A.1. The applicant is a small school district located in the State of Oklahoma which is partnered with two other small elementary school districts and serves a substantial Native American student group. The applicant seeks to develop a personalized education environment for students by targeting technology and incorporating it into core curriculum</p>		

instruction. The applicant seeks to create a personalized learning environment that focuses on new technology, advanced data systems, a continuous feedback system, and instruction that focuses on individual needs of the students. Included also will be advanced STEM course work at the middle school level. These activities focus on the four core educational assurances by making all students "tech-enabled," prepared to take rigorous coursework and enter college. Using a student information system, the applicant will identify at risk students, track them, and intervene as appropriate. The applicant will also apply appropriate approaches to improve teacher collaboration, reduce professional isolation, and improve morale through professional development activities using technology. The applicant seeks to turn around low achieving schools through full immersion in a personalized learning environment, assisting students in developing a strong educational foundation and supporting teachers with new opportunities for collaboration and benefiting students in the classroom. As a result of the project, students will have continuous access to educational opportunities by having a hand-held device that will enable them to have free access to Internet communitywide programs and services. This access will eliminate the need for transportation and will eliminate other barriers that low income students experience in the consortium districts. The process will also be supported by Action Plans developed for each student providing staff with information and the opportunity to provide remedial and advanced instructional assistance. The applicant provides a very strong vision, comprehensively focused around technology for its activities and services being proposed.

<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
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**(A)(2) Reviewer Comments:**  
 A.2. The applicant indicates that its three schools as well as two feeder schools from other districts will serve as the target schools. As a result, the participating schools include three elementary schools, a middle school, and a high school. All students in the three districts attend the same high school that is included in the target schools. The total number of students is 2004 of which 83% live in poverty. In terms of explaining what schools will be involved, the applicant notes that three communities are very similar and reflect common foundations. All participating schools exceed poverty levels required with one school reaching the 96% rate. This selection process will support a high level of implementation and development of the project.

<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>10</b>
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**(A)(3) Reviewer Comments:**  
 A.3. The applicant is proposing a comprehensive approach to personalized learning environments for all students. Included are professional development activities which include embedded coaching and professional learning communities as well as specific training for developing teacher competencies in software and digital devices. For students, the applicant will bring unique programs at the elementary, middle and high school level that will enable it to customize learning for each student, giving them access to both current and new programs. Included in the process will be the use of SMART boards and Chrome Books. Because many of the families live in isolated areas, the applicant will develop an "Internet Pipeline" which will bring free internet access to students in their home. Through this technology and the addition of STEM-related courses and teacher training, the applicant expects to impact on student achievement and personalized learning. These activities are supported through a well developed and high quality plan that focuses on change theory, inputs and resources, specific strategies, activities to reach the strategies, and timelines. The plan includes goals that provide direction and focus for implementation, and the strategies include specific personnel who will conduct the activities. The overall plan and the level of detail provided by the applicant increases the likelihood that the district will achieve the goals of the project centered on student learning.

<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>5</b>
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**(A)(4) Reviewer Comments:**  
 A.4. The applicant provides the appropriate data information on proposed performance based on summative assessments or end of course tests. Using the Oklahoma School Testing Program, the applicant includes projections for each of the schools and several specific student subgroups. For example, in reading it projects that all students at Stilwell elementary will achieve a 60% proficiency rate in 2016-17 as compared to a current rate of 52% for 2012-13. For English Language Learners, the applicant projects an increase to 37% from a current 25%. In special education, the district anticipates a growth to 29% from the current 17%. In terms of achievement gaps, the applicant points to decreases in the gap for most English Language Learners in all schools. The applicant also reports that the current student graduation rate is 96.6% which it projects will grow to 97.9%. For poverty students, the current graduation rate is 76% which it projects will grow to 92% by 2017. The overall college enrollment rate is 36.8% for 2011-12 which is expected to grow to 44.8% by 2017. While the applicant reports appropriate data for its subgroups, it is unclear how it has developed its subgroups and

identified the various student categories. For example, it simply labels one student subgroup as "poverty" and the other group as "non-poverty." It also uses the term "non-economically disadvantaged students." The applicant does not identify students who are Hispanic, African American, or Native American. While the annual goals are generally ambitious and achievable, it is unclear if the applicant has considered the subgroups in their projections.

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

	Available	Score
<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>12</b>
<b>(B)(1) Reviewer Comments:</b>		
<p>B.1. The applicant provides a series of test scores and other performance measures which indicate that the district has realized substantial improvement over the last four years. Information provided indicates that Stilwell High School has substantially reduced its dropout rate and has improved scores on the end of instruction tests in math areas and English. These increases have ranged from a low of 4% (English II) to a high of 31% (Algebra II). The applicant describes the high school as a low performing campus. At the middle school, the applicant reports that students achieved more than 25% increases at all grade levels in both reading and math indicators from 2010 through 2012. Using a series of grants, the applicant indicates that additional support services have been provided at the elementary and middle school level. The information provided for the Zion school is somewhat inconsistent, showing in some cases no growth and in other cases growth as high as 36%. Similarly, at the Rocky School, there has been both negative and positive growth based on the indicators provided. The reporting process is somewhat confused by the development of new tests based on the Common Core Standards that was initiated in 2012–2013. The scores will provide a baseline for assessment of future growth, but do not seem to have any relationship to previous scores and indicators. The information provided by the applicant is very uneven. There are obvious indications of very substantial increases in student learning and achievement, but there are also examples of some modest growth and regression. It is also unclear how this information is shared with students, educators, and parents.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>2</b>
<b>(B)(2) Reviewer Comments:</b>		
<p>B.2. The applicant reports that actual personnel salaries for all school level instructional and support personnel are made available through a survey of local government finances that is public. It also reports that personnel salary and non-personnel expenditures are reported to the public and are included in the annual School Report Card, a copy of which is included in the appendix. The applicant states in the proposal that it reports "Actual personnel salaries at the school level for instructional staff only." It also notes "Actual personnel salaries at the school level for teachers only." These statements make it unclear if the applicant is meeting the criteria of reporting salaries "at the school level for all school level instructional and support staff." As a result, it is unclear if salaries for administrators and other personnel are included in the information provided to the public and other stakeholders. While the applicant indicates that the public has access online and in hard copy, it does not explain how the stakeholders are advised of this information and how this information is made accessible in a convenient and open fashion and reaches a high level of transparency.</p>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>10</b>
<b>(B)(3) Reviewer Comments:</b>		
<p>B.3. The applicant cites state legislation which empowers school districts to govern and make decisions based on the needs of their students and circumstances. Using the power of the local Board of Education with support from the State Department of Education, the applicant has sought to build on its reported success and prepare the application which seeks to target technology as a means of improving conditions. In addition to local support, the applicant indicates that the application has the full support of the Oklahoma Department of Education. The proposal is particularly focused on assisting high priority youths living in rural isolation where education has been generally underfunded over a period of time.</p>		
<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>15</b>
<b>(B)(4) Reviewer Comments:</b>		
<p>B.4. Meaningful engagement was achieved by the applicant by using a project design team which included district representatives, volunteer parents, volunteer students, and business leaders. The team met from May to August (2013) to consider strengths and weaknesses in current programs and identify new approaches. In addition feedback was received</p>		

from the Mayor of the community. Additional documentation of teacher and community support is included in the appendix. In addition, the applicant includes documentation of teacher support by providing teacher signatures indicating full support of the Targeting Technology proposal. Included are twelve pages of signatures from all schools. Other support has come from Northeast State University, local Boys and Girls Club, and the Indian Capital Technology Center.

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

	Available	Score
<b>(C)(1) Learning (20 points)</b>	<b>20</b>	<b>18</b>
<p><b>(C)(1) Reviewer Comments:</b></p> <p>C.1. The applicant provides additional information to support its high quality plan introduced in section A3 and included in this section as well. Building on the goals and other activities identified there, the applicant focuses on student learning and educator effectiveness and seeks to develop a personalized learning environment through the application of new technology. It expects that the project will bring together administrators, teachers, students, and parents through a number of programs including the development of Action Plans for each student. Each plan will be aligned with Common Core performance measures and benchmarks and monitored with an automated benchmark program. This is a very effective approach. The project plans to support the overall process with a one student to one device ratio allowing students to access educational opportunities at all times. All five schools will share lesson plans and strategies with peer teaching at the same grade level and subject. The activities will improve student abilities and allow them to explore content and practice skills at their own pace and in great depth. Students will have available high-quality learning support tools that are evidence-based as having an impact on student learning. These learning activities will implement small group instruction, student led learning investigations, large group instruction, one-on-one instruction, and technology facilitated instruction. Action plans will be updated three times annually and will be available for viewing by students and parents through the Internet Pipeline, providing a very positive approach to structuring learning and assessment. As a result of these individualized assessments and instruction, the applicant feels that the activities will address both high need students and high poverty students. While the applicant spends a great deal of time discussing the proposed online opportunities for students, it is at times unclear how the proposed online opportunities blend with what is going on in the classroom at the same time. It would be helpful to know that there is high coordination between what is taught in the actual classroom and what is made available to students and parents online.</p>		
<b>(C)(2) Teaching and Leading (20 points)</b>	<b>20</b>	<b>20</b>
<p><b>(C)(2) Reviewer Comments:</b></p> <p>C.2. The applicant refers to its high quality plan that includes the identification of needs, targeting technology strategies and proposed outcomes. Also included are timelines and the specific personnel responsible for conducting the activities. The plan is detailed and comprehensive. In support of the plan, the applicant effectively describes how professional learning communities will formally meet monthly online to share successful lessons, challenges and questions. The communities will meet more frequently at each site and share technology and enrich lesson plans which are designed to deepen student understanding. In addition to the learning communities, the applicant will provide extensive training and embedded in-class coaching to ensure that teachers understand the data tracking program and can provide access to programs supporting student needs. This is a very effective approach. The professional learning communities will also include training and student assessment, access to data, how to use the data to create instructional programs, use and develop action plans, and updating individual student plans. Included in the training and implementation will be the use of a data management program which tracks student, class, and teacher data to identify trends and assist in developing programs. Also a part of the professional learning process will be topics based on Marzano's Teacher Evaluation model which emphasizes feedback to teachers and principals. The proposed use of technology will add to the student's learning day by allowing ongoing access to educational programs and receive intervention, remediation, and enrichment programs. It will allow students to take handheld devices home each day and access the Internet Pipeline from their homes. The applicant indicates that all five schools are prepared to integrate these handheld devices and other tools and resources into the classroom and after school environments. As a result, the student and teacher have continuous access to each other and can share resources effectively. The project staff, including the project director and data collection specialist, will ensure that there is continuous accessibility to the Internet pipeline for ongoing feedback and annual reporting. The applicant indicates that it has training, policies, tools, data and other resources available to all educators which will enable them to meet the needs as well as developing individual assistance. Part of this process is the use of information from its teacher evaluation program and the work of the professional learning communities. The focus of this work will be developing professional development activities that will enable full implementation of the project and improve student achievement as well as closing achievement gaps. These activities and others are included in a high quality plan focused on student achievement at all five schools. Included</p>		

in the plan are strategies to increase the number of students who receive instruction from a “highly effective” or “effective” teachers and principals in hard to staff schools and in subjects such as math and Science. Overall, the applicant provides a plan that is proposing to implement effective methods to personalized student learning and improve student achievement.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>11</b>
<b>(D)(1) Reviewer Comments:</b>		
<p>D.1. The applicant indicates that the Stilwell Public School District will serve as the lead partner in the process. The two-partnering districts have a history of working with the lead district in other projects such as shared professional development services, purchasing power, and coordinated student data monitoring which have been successful. A project director will be hired who will handle all grant management activities, oversee project related services and programs, and facilitate communications among partnering districts. These activities support the high quality plan provided earlier in the application. As a result, the applicant has effective practices, policies, and structure in place to manage the project effectively. The Stilwell School District will be responsible for all financial matters. These arrangements allow for appropriate decision-making activity and will ensure services are provided. A Project Advisory Team will be developed, representing all levels of the three partnership organization, and will work with the School Leadership teams. The teams will report to building principals and will have autonomy over such areas as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities of staff, and school level budgets. This structure provides appropriate autonomy and focus to make decisions. Students who show progress beyond their peers and core content subjects will be allowed to accelerate and progress to advanced coursework once they demonstrate mastery of the topic through performance and standardized testing. Both assessment and instruction will be tailored to meet the needs and progress of all students. In addition the applicant indicates that it will provide new opportunities for students to deepen their understanding of key concepts and core content, access higher order thinking skills, and new knowledge. The applicant makes the statements without providing any specific information concerning the details and the nature of these "new opportunities." Similarly, the applicant indicates that expanded opportunities to access online learning through evidence-based innovation programs will be provided to students with disabilities, English Language Learners, and traditional students in all schools and at home. From the information provided, there is no clear understanding what these "expanded opportunities" are.</p>		
<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>10</b>
<b>(D)(2) Reviewer Comments:</b>		
<p>D.2. The applicant reports that all participants, students, teachers, and parents, will have access to the project as indicated in its plan for the overall project. The stakeholders will be able to access the Internet at anytime and anywhere. They will be able to use the content, tools, and resources beyond the school day in a number of ways. Key to the process is the distribution of personal learning devices for students to use outside the school day with parental permission. The Internet Pipeline provides Internet access to families and students from their homes. Both students and parents will be able to use the Internet access to review online student activities and work. These are significant programs for high need students and parents, providing both access and information for these important stakeholders. Technical support will be provided by the project through the work of the project director, the tech coordinator, and the four STEM educators working with the students. Parents will be invited to training each year which will enable them to have full use of the student portfolio system. The online services being provided by the project are web-based and are easily accessible for all stakeholders. The student information system allows teachers, administrators, parents to follow student progress and examine past data. It also includes e-mail services thus facilitating communications between home and school. The applicant indicates that all three districts utilize an inter-opera ratable data system that has the ability to track data and support analysis. The system is secure in terms of privacy but open for access to appropriate stakeholders. As a result, the applicant provides a very comprehensive approach to providing a structure to personalized educational services.</p>		

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

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

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

E.1. As part of its high quality plan presented as part of C1 and C2, the applicant presents additional information discussing the evaluation of the project. In addition to the goals, activities, deliverables and personnel provided in that section, the applicant expands on the role of the project director, the Advisory Team, and the Evaluation Committee. The information provided is specific, detailed, and effectively describes how it will monitor the project and make appropriate changes. In addition to collecting information and developing indicators in the areas of academic, school environment, structural effectiveness, and professional development, the applicant will develop quarterly evaluation reports and share that information with stakeholders using district newsletters and mailings, open houses, and links on the website. The information gathered will be used to modify the activities of the project to assure success. The information effectively demonstrates the ability of the staff to implement the project and monitor progress.

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

**5**

**3**

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

E.2. The applicant describes ongoing communication strategies for both internal and external stakeholders. In addition to direct communication among staff, communications will also be held through professional learning communities and other processes. External communities will have links on the district website to facilitate communications. Copies of all evaluation and project modification documents will be available from the project and districts. To some degree, the process being described is somewhat limited and tends to simply make information available. The process being described would be enhanced with more proactive efforts to share information on a more regular basis and its easily accessed format; e.g., an e-mail based newsletter. In addition, some efforts should be developed to ensure that community members that are highly isolated geographically will receive information. These activities would make the process highly interactive.

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

**5**

**2**

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

E.3. The applicant provides performance measures which address all applicants, student subgroups and all schools. Based on the data provided in the chart, the applicant expects about a 10% increase in both reading and math as supported by the technology-based personalized learning environments in each building. The projections are based on the completion of the Oklahoma State assessment program which are aligned with Common Core Standards. This decision is reasonable in that test scores are available and can be compared to other districts. The projections will be measured annually using benchmarks supported by other sources. These activities reflect a reasonable approach to monitoring and measuring student improvement and project implementation. In addition to performance measures concerning academic subjects, the applicant also makes projections concerning school safety, completion of the Free Application for Federal Student Aid, and students participating in Career-Tech Occupational -Specific programs. In its projections concerning performance measures and highly effective teachers, the district is beginning with 100% of the teachers as highly effective and ending with all the same percentage. It is unclear in this projection whether principals are included. The table is labeled only "teacher." In addition, the applicant uses student subgroups of different types for each of the projections and estimations. The applicant also repeats its rationale and other information which at times does not seem to be related to the tables.

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

**5**

**5**

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

E.4. The applicant indicates that the project director working in conjunction with other administrators and educators in the districts will develop evaluation documents which will collect relevant data. The external evaluator will examine the impact of the project on all stakeholders. The data collection specialist will work with the external evaluator to create, distribute and collect surveys and produce quarterly and annual evaluation reports using both qualitative and quantitative data. Using the high-quality evaluation plan described earlier, the applicant will identify the effectiveness of the use of technology in reaching high levels of student achievement and closing gaps in those achievement levels. The evaluation plan is very comprehensive and will assist the staff in determining the effectiveness of the activities and services.

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>6</b>
<b>(F)(1) Reviewer Comments:</b>		

F.1. The applicant is requesting an initial first year budget of \$4.8 million, with a total budget for four years of just over \$6.1 million. Other sources in year one include just over \$500,000 from other sources. Subsequent years do not require additional funding. The one-time expenses requested in the project will be to support the Internet Pipeline which includes hardware and software, supplies, and the data collection specialist. The individual allocations for funds for the various components reflect reasonable sums based on the region of the country and the cost of products. The explanation for each allocation is specific and appropriate. The allocations reflect current market prices and generally indicate careful planning. However, one line item that seems inappropriate is the dollar amount for the external evaluator. The budget allocates \$500,000 in year one and just under \$50,000 in each subsequent year, for a total of \$638,500 for the four years. This allocation seems somewhat high in light of the duties of the position as well as in terms of the \$125 per hour rate included in the budget.

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

**10**

**5**

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

F.2. The applicant indicates that it intends to continue to support the project beyond the grant funded timeframe. The Advisory Team will finalize its sustainability program once the project begins. The plan will include potential funding sources as well as a timeline for securing that support. The applicant intends to continue to support the one-time equipment purchases, ongoing professional development activities and seek out sites for sources for long term sustainability. Overall, the activities do not benefit from the presence of a high quality plan, particularly in its lack of specific information concerning projections for funding, identification of potential sources, and methods for soliciting these funds. The plan requires more specific information which focuses on and guides fund raising and grant development.

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

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

**Competitive Preference Priority Reviewer Comments:**

The applicant describes three sustainable partnerships it has developed in its general activities and for this specific project. One partner is the city of Stilwell which has participated in the development of the project and the design of the Internet Pipeline. As a result of this relationship, the city will provide the necessary polls for the Internet service, will ensure that the network is safe and healthy for use, and will work with the school district to coordinate service to maintain the ongoing Pipeline. The second partnership is with the Boys and Girls Club located in the County. The club provides structured youth development programming and academic supports for 180 students each evening. Using the technology related to the project, the club will develop virtual field trips and Internet scavenger hunt challenges. The club will also seek to increase family connections and will maintain regular contact with parents. The third partnership is the Stilwell Utilities Company which will assist with the maintenance of the Internet pipeline. These partnerships are in addition to the partnerships which the Stilwell school district has with its two consortium members in applying for this project.

The applicant identifies seven population level desired results that are both educational and family-based. For its education based results, the district is seeking to increase proficiency in math and reading in grades three (52% to 60%) and seven (64% to 72%), increase proficiency in algebra one for grade 9 (77% to 81%), and increase attainment in English for grade 10 (74% to 82%). In terms of family, the applicant wishes to increase participation in a student level Action Plan creation and monitoring (80% to 95%). These annual indicators represent ambitious projections to be accomplished through technology supported instruction. Based on the plans and descriptions of the programs, they are achievable.

These indicators will be tracked by the student information system and will become part of the individual action plans of the students. Teachers will use the data to assist students and make changes in the program. All data will be reviewed and reported in the quarterly evaluation reports and the annual report as well. The Evaluation Committee and the Advisory Team will review data and make it available to all stakeholders. At present, the applicant indicates that information from the project will assist in determining other uses in the city for the Internet Pipeline, particularly in youth services and support programs. In addition, the use of the various handheld devices will be reviewed and additional services will be added as indicated by the students' performance in the classroom.

Overall, the applicant indicates that students, families, and educators who participate would benefit from the project in terms of discipline, growth, cognitive development and other areas. In working with the Boys and Girls Clubs, the partnership will allow students to participate in leadership building activities, diversity training, Internet safety workshops, fitness activities, and recreational services. Overall, the partnership provides some tools to assess the needs of the

participating students, develop programs to meet those needs and create a process to support student development and community involvement.

While these partnerships in general have great potential, it is unclear how they will integrate into the activities of the proposed project and be part of the infrastructure of the project. These partnerships tend to be very limited in focus and do not have a broad impact on the stakeholders. The weaknesses in the partnership include a lack of clarity on how the partnership will influence decision-making, increase capacity, or include parents and families in addressing student needs in academic areas.

### Absolute Priority 1: Personalized Learning Environments

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

**Absolute Priority 1 Reviewer Comments:**

The applicant seeks to develop a personalized education environment for students by targeting technology and incorporating it into core curriculum instruction. The applicant seeks to create a personalized learning environment that focuses on new technology, advanced data systems, a continuous feedback system, and instruction that focuses on individual needs of the students. Included also will be advanced STEM course work at the middle school level. These activities focus on the four core educational assurances by making all students "tech-enabled," prepared to take rigorous coursework and enter college. Using a student information system, the applicant will identify at risk students, track them, and intervenes as appropriate. The applicant will also apply appropriate approaches to improve teacher collaboration, reduce professional isolation, and improve morale through professional development activities using technology. The applicant seeks to turn around low achieving schools through full immersion in a personalized learning environment, assisting students in developing a strong educational foundation and supporting teachers with new opportunities for collaboration and benefiting students in the classroom.

Building on the goals and other activities identified in the proposal, the applicant focuses on student learning and educator effectiveness and seeks to develop a personalized learning environment through the application of new technology. It expects that the project will bring together administrators, teachers, students, and parents through a number of programs including the development of Action Plans for each student. Each plan will be aligned with Common Core performance measures and benchmarks and monitored with an automated benchmark program. The project plans to support the overall process with a one student to one device ratio allowing students to access educational opportunities at all times. All five schools will share lesson plans and strategies with peer teaching at the same grade level and subject. The activities will improve student abilities and allow them to explore content and practice skills at their own pace and in great depth.

<b>Total</b>	<b>210</b>	<b>176</b>
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## Race to the Top - District

### Technical Review Form

Application #0143OK-3 for Stilwell Public Schools

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

	Available	Score

<b>(A)(1) Articulating a comprehensive and coherent reform vision (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(A)(1) Reviewer Comments:</b></p> <p>a. The applicant has presented a complete plan that indicates a high quality plan to build on its work in the four educational assurance areas through the use of its plan Targeting Technology. The plan will incorporate personalized learning instruction in pre k-12 to enhance learning for all students.</p> <p>b. The applicant provided unclear evidence of how the goals of the plan will accelerate student achievement or increase equity through personalized student support. While the applicant did provide evidence of a plan that will use technology to increase student achievement, it is unclear how merely including technology into student instruction will accelerate student achievement.</p> <p>c. The applicant did not provide evidence of what the class experience will be like for students and teachers participating in the personalized learning environments.</p>		
<b>(A)(2) Applicant's approach to implementation (10 points)</b>	<b>10</b>	<b>10</b>
<p><b>(A)(2) Reviewer Comments:</b></p> <p>a. The applicant provided a clear description of the schools that are selected to participate in the RTTD programming, in that the schools are feeder schools to each other. The process was clear and transparent.</p> <p>b. The applicant provided a comprehensive list of the schools that will participate in the grant activities.</p> <p>c. The applicant provided a comprehensive list of the total number of students and the percent of student from low income families, number of participating educators, and number of high need students.</p>		
<b>(A)(3) LEA-wide reform &amp; change (10 points)</b>	<b>10</b>	<b>7</b>
<p><b>(A)(3) Reviewer Comments:</b></p> <p>The applicant provided a comprehensive plan describing how they will use technology to enhance student learning, track student progress and increase college/career readiness and how teachers will use adaptive instructional tools to address the needs of all students, however, the applicant provided no clear evidence of how the plan will be scaled up and support change beyond the participating schools.</p>		
<b>(A)(4) LEA-wide goals for improved student outcomes (10 points)</b>	<b>10</b>	<b>5</b>
<p><b>(A)(4) Reviewer Comments:</b></p> <p>a. The applicant has presented achievable but not ambitious goals on performance of summative assessments across all subgroup data. The applicant has not presented goals that are not more than a 10% increase between 2012-2018. Therefore, it is unclear how the applicant's plan will result in improved student learning and performance and increased equity.</p> <p>b. The applicant has provided achievable goals for student performance across all subgroups, however, the goals from 2012-2018 still indicate very pernicious achievement gaps among subgroups. Therefore, it is unclear how the applicant's plan will result in decreased achievement gaps.</p> <p>c. The applicant has provided achievable yet unambitious goals to increase graduation rates. The applicant boasts a current 96.6% graduation rate, yet only anticipates a less than 2% increase by 2017-2018.</p> <p>d. The applicant has provided achievable yet unambitious goals to increase the college enrollment rates of its students. The applicant anticipates a mere 10% increase of students attending college between 2011-2018 after the implementation of the plan.</p> <p>e. n/a</p>		

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

	Available	Score

<b>(B)(1) Demonstrating a clear track record of success (15 points)</b>	<b>15</b>	<b>11</b>
<b>(B)(1) Reviewer Comments:</b>		
<p>a. The applicant provided data that shows that they have raised student achievement data and significantly lowered the percentage of high school dropouts, however, and increased college enrollment rates or however, the applicant provided no data as to whether or not achievement gaps were closed.</p> <p>b. The applicant did provide some data that indicated some positive activities introduced in Stillwell High School (the lowest achieving school), however, it does not appear that there were any cohesive reform methods, rather, these activities were disjointed activities that resulted in positive outcomes for some students and not part of an overall reform plan.</p> <p>c. The applicant provided no evidence that performance data is available to students, educators and parents in ways that inform and improve participation, instruction or services.</p>		
<b>(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)</b>	<b>5</b>	<b>5</b>
<b>(B)(2) Reviewer Comments:</b>		
<p>a. The applicant has demonstrated a high level of transparency by making available for public access online and available in hard copy at each school actual personnel salaries at the school level for all school level instructional and support staff.</p> <p>b. The applicant has demonstrated a high level of transparency by making available for public access online and available in hard copy at each school actual personnel salaries at the school level for instructional staff only</p> <p>c. The applicant has demonstrated a high level of transparency by making available for public access online and available in hard copy at each school actual personnel salaries at the school level for teachers only</p> <p>d. The applicant has demonstrated a high level of transparency by making available for public access online and available in hard copy at each school actual non personnel expenditures at the school level.</p>		
<b>(B)(3) State context for implementation (10 points)</b>	<b>10</b>	<b>10</b>
<b>(B)(3) Reviewer Comments:</b>		
<p>The applicant has provided complete evidence that indicates that there exists sufficient autonomy and highly successful conditions from the state through legislation, and the state department of education for the consortium to implement the personalized learning environments described in the plan.</p>		
<b>(B)(4) Stakeholder engagement and support (15 points)</b>	<b>15</b>	<b>11</b>
<b>(B)(4) Reviewer Comments:</b>		
<p>aii. The applicant provided evidence of high quality support from district representation form all consortium administrators and teachers, volunteer parents, volunteer student, and business leaders. The applicant provided documentation indicating that at least 70% of the teachers from each campus are in support of the plan.</p> <p>b.The applicant provided many letter of support from several stakeholders including businesses leaders, government leaders, community based organization and institutions of higher education. However, the applicant did not provide any letters of support from parents and students.</p>		

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

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

- ai. Through the use of individual action plan meetings and creating an annual action plan, the applicant has provided a high quality plan that will ensure that each student will understand that what they are learning is key to accomplishing their goals.
- ii. The applicant has not provided a high quality plan that demonstrates that students will pursue goals linked to college and career ready goals. Although students will be exposed to various professions, it is unclear how they will pursue goals linked to those career aspirations.
- iii. While the applicant has demonstrated that through the internet students will have access to opportunities to learn about various subjects, it is unclear if they will have access to resources that will direct their learning in these areas of interests.
- iv. The applicant demonstrated that students will have access to the internet which will allow them to have access to many different areas, however, it is unclear how the applicant will direct student learning toward learning about different cultures and diverse perspectives.
- v. The applicant has not demonstrated how the increased access to the internet will allow students to master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving.
- bi. The applicant has thoroughly demonstrated that through the personalized action plan, students will have high quality access to personalized plans with learning goals in short, mid and long range timeframes that will enable them to achieve their goals.
- ii. The applicant has demonstrated that students will have access to a variety of high-quality instructional approaches and environments such as small group instruction, student-led learning investigations, large group investigations, one on one instruction, and technology facilitated instruction.
- iii. The applicant has demonstrated that students will have access to a high-quality instructional framework through technology centered learning support tools to enhance reading and math skills.
- iv A. The applicant has provided evidence that students will have access to high quality frequently monitored performance data and portfolios that will be used to determine their progress toward mastery of college and career ready standards.
- iv B. The applicant has provided evidence that students will have access to high quality strategies and recommendations based on the student's current knowledge and skills through the use of professional learning communities and frequently updated action plans.
- v. The applicant has demonstrated a high quality plan of how they will provide specific accommodations for high need students, though the use of adaptive software.
- c. The applicant has provided evidence that all student will take placed in formal training sessions to learn how to use technology, however, the quality of the training students will receive and the support they will receive is unclear.

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

**20**

**15**

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

- ai, The applicant has provided clear evidence that the PLCs will be used to support teachers to support personalized learning environments and create strategies to increase student achievement.
- a.ii. The applicant has provided concrete evidence that through ongoing PLC support, embedded coaching and training workshops, teachers will have access to high quality training that will enable them to become adept at varying instruction to meet the needs of students will all learning styles.
- a.iii. The applicant has not fully described how high quality assessments will be developed and used to measure student progress, however, the applicant has identified that they will integrate regular student assessment into the instructional routine and that data will be collected at least once monthly to add to student portfolios,
- a.iv. The applicant has not identified how feedback on effectiveness will be used to improve teacher and principal effectiveness. While the applicant intends to use the Marzano method of evaluation, they have not identified how this will be used to improve the effectiveness of staff.
- bi. The applicant has identified that teachers will have access to performance data for each student, however, it is unclear whether or not the math and reading online programs that the students will have access to as a result will be sufficient for the needs of every student.

- bii. The applicant has demonstrated that students will have access to high quality digital learning resources that have research backed software that are aligned with college and career ready skills.
- biii. The applicant has not provided any data that demonstrates whether or not the processes and tools will match the student needs with specific resources and approaches to provide continuous improving feedback about the effectiveness of the resources in meeting student needs. While the applicant has indicated that the Data Collection Specialist will monitor all online activities, it is unclear how the approaches will meet the individual student needs.
- ci. The applicant has demonstrated that they will use the Marzano Teacher Evaluation tool, however, it is unclear how the evaluation tool will be used to improve the individual and collective educator effectiveness of the school. The applicant did point to examples of technology not being used effectively in all schools, however, there was no link between the teacher evaluation tool and how it will be used to improve educator effectiveness.
- cii. The applicant has provided evidence that high quality systems are put in place through PLCs, coaching opportunities and training to continuously improve school progress toward the goal of increasing student performance.
- d. The applicant has described a "continuous feedback loop process" which is a high quality plan that will likely result in increasing the number of students who will receive instruction from effective teachers and principals.

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

	Available	Score
<b>(D)(1) LEA practices, policies, and rules (15 points)</b>	<b>15</b>	<b>5</b>
<b>(D)(1) Reviewer Comments:</b>		
<p>a. The applicant has explained that the consortium schools have a well established partnership to pool resources and are able to bring new services to share with all their students. However, the applicants have not described in detail how the partnerships will be delineated to ensure parity between all schools and districts.</p> <p>b. The applicant has described that there exist School Leadership Teams currently and that they have flexibility and autonomy over various school level factors such as school schedules and personnel decisions. However, the applicant has not described if there are any regulations or policies in place in the districts to grant such autonomy over the school leadership teams.</p> <p>c. The applicant has indicated that students will be able to test out of coursework depending on progress as identified through a variety of assessments, however, the applicant has not indicated the process that will be used to for this system, or how they will structure classes to accommodate this system.</p> <p>d. The applicant has indicated that students will take varied assessments including homework and projects and quizzes, however the applicant has not evidenced a well thought out plan to administer such assessments.</p> <p>e. The applicant has not evidenced a coherent high quality plan to provide learning resources that are adaptable to all students including students with disabilities and ELL students.</p>		
<b>(D)(2) LEA and school infrastructure (10 points)</b>	<b>10</b>	<b>7</b>
<b>(D)(2) Reviewer Comments:</b>		
<p>a. The applicant has provided evidence of a high quality plan that will ensure that all students, parents and educators have access to the necessary tools, both in and out of school, because the plan includes providing all families with internet access in their homes, and with portable devices that they can take home as well.</p> <p>b. The applicant has provided evidence of a plan that includes technical support for students and families and educators in school, however, it is unclear how technical support will be provided for families who have internet access at home.</p> <p>c. The applicant has provided evidence of a high quality plan that will allow parents and students to export their data to monitor formative and summative assessment of student coursework.</p> <p>d. The applicant has provided evidence of a high quality interoperable data system that is in use by the consortium of schools.</p>		

## E. Continuous Improvement (30 total points)

	Available	Score
<b>(E)(1) Continuous improvement process (15 points)</b>	<b>15</b>	<b>15</b>
<p><b>(E)(1) Reviewer Comments:</b></p> <p>The applicant has presented evidence of a comprehensive high quality plan where they will work with an external evaluator and data collection specialist to implement a rigorous, ongoing process that will be designed to deliver timely, regular feedback on progress toward benchmarks, performance measures, and project goals, with embedded opportunities for ongoing corrections and improvements during and after the term of the grant.</p>		
<b>(E)(2) Ongoing communication and engagement (5 points)</b>	<b>5</b>	<b>2</b>
<p><b>(E)(2) Reviewer Comments:</b></p> <p>The applicant has presented a plan whereby they will maintain a district website whereby the consortia can communicate with relevant stakeholders, however, the applicant has not presented a plan or process that will enable ongoing dialog between stakeholders and the consortia. While the applicant indicates that they will maintain communication with stakeholders, it is unclear how that process will take place and if stakeholders will have an opportunity to share with the consortia their concerns.</p>		
<b>(E)(3) Performance measures (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(3) Reviewer Comments:</b></p> <p>a. The applicant has submitted a high quality plan that includes a well thought out rationale for its performance measures.</p> <p>b. The applicant has submitted a high quality plan that includes a well thought plan for how the measures will provide rigorous, timely, and formative leading information tailored to its proposed plan and theory of action regarding the applicant's implementation success or areas of concern.</p> <p>c. The applicant has submitted a high quality plan that includes well thought measures for how the consortia will review and revise their performance measures over time.</p>		
<b>(E)(4) Evaluating effectiveness of investments (5 points)</b>	<b>5</b>	<b>5</b>
<p><b>(E)(4) Reviewer Comments:</b></p> <p>The applicant has provided evidence of a high quality plan through the use of an external evaluator and data collection specialist to review and evaluate the effectiveness of RTTD activities. Part of this plan includes the evaluator examining the impact of the project activities on all groups of stakeholders and comparing those outcomes to baseline data sets compiled at the start of the project.</p>		

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

	Available	Score
<b>(F)(1) Budget for the project (10 points)</b>	<b>10</b>	<b>9</b>
<p><b>(F)(1) Reviewer Comments:</b></p> <p>a. The applicant provided comprehensive evidence of a budget that identifies all funds that will support the project including RTTD funds and funds that come from specific districts within the consortia.</p> <p>b. The applicant has provided a budget that reflects many reasonable and sufficient funds that are allocated to support the development and implementation of the applicant's proposal; however, the budget reflects costs that are unreasonably high for the data collector and external evaluator.</p> <p>c. i. The applicant has provided a reasonable budget that includes a description of all the funds that will be used to support the implementation of the project including the total revenue from those sources.</p>		

ii. The applicant has provided evidence of a reasonable budget that indicates the identification of funds that 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.

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

**10**

**5**

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

The applicant has not provided a high quality plan for the financial sustainability of the project's goals after the term of the grant. While the applicant has indicated that the consortia is committed to maintaining the goals of the project, however, it is unclear how the project will fiscally be maintained at the end of the grant cycle.

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

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

**Competitive Preference Priority Reviewer Comments:**

1. The applicant has provided evidence of a high quality plan that includes partnerships with 3 key stakeholders, the city of Stilwell, the Boys and Girls Club and the Stilwell utilities company. These stakeholders will work with the consortia to support the internet initiative and the Boys and Girls club will help students with homework after school through use of the hand held devices.

2. The applicant has identified 7 high quality population level for students that are aligned with the broader RTTD proposal, that include increased reading proficiency for students.

3a. The applicant provided a plan whereby the selected indicators will be tracked using the student action plans developed at school, however, it is unclear how the applicant will determine which students participate in any of the remediation strategies offered in order to properly track the indicators.

b. The applicant has provided a high quality plan to use the data collected through the remediation programs to then implement modifications based on student needs.

c. The applicant has not provided a high quality strategy to scale the model beyond the participating schools.

d. The applicant has not provided a plan to improve results over time. The applicant has merely indicated that they intend to increase internet access outside of school for students.

4. The applicant has not provided evidence of a comprehensive plan whereby the partnership would integrate education and other services for participating students. Although the applicant indicates that through the Boys and Girls Club, students will receive homework help, a comprehensive plan has not been demonstrated that will target students who specifically need help, nor are other services offered to students (mental health, college application assistance) are offered as part of a comprehensive plan.

5a. The applicant has indicated that students will have access to use the internet through hand held devices at the Boys and Girls Club, however, the applicant has not indicated how the partnership will assess the needs and assets of participating students.

b. The applicant has provided an unclear plan of how the partnership will identify and inventory the needs and assets of the school and community that are aligned with the goals of improving education. While they indicate that they will provide families with wrap around services, it is unclear what services will be provided and how those families will be identified.

c. The applicant has provided an unclear plan of how they will create a decision making process and infrastructure to select, implement and evaluate supports that address the individual needs of participating students and support improved results. Although they indicate that quarterly meetings will be held, it is unclear of what the plan is to create a decision making process.

d. While the applicant has indicated that parents will have internet access at home to access student data, and they will ask for parent to participate in the creation of the student action plans, it is unclear how the applicant will engage the parents to participate in these activities.

e. The applicant has provided a high quality plan to routinely assess progress at least once per quarter to determine necessary modifications as necessary as soon as possible.

6. The applicant has not provided a plan or mechanism whereby they will identify annual ambitious and achievable performance measures for the proposed population level.

### Absolute Priority 1: Personalized Learning Environments

	Available	Score
<b>Absolute Priority 1</b>		<b>Met</b>
<p><b>Absolute Priority 1 Reviewer Comments:</b></p> <p>The applicant has provided a high quality and comprehensive plan on how they will increase learning environments that are deigned specifically to improve teaching and learning. The applicant has submitted a meaningful plan that will increase the access to technology of consortia members. Through the programs identified to use professional learning communities the applicant identified a proposal that will likely increase supports for college and career ready standards and accelerate student achievement or increase the effectiveness of educators, or decrease the achievement gaps across the student groups.</p>		
<b>Total</b>	<b>210</b>	<b>156</b>