

**RACE TO THE TOP – DISTRICT
PEER REVIEWER ON-SITE
ORIENTATION**



November 2012

2

Welcome

ED Staff Introductions

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- ❑ Ann Whalen, *Director, Implementation and Support Unit (ISU)*
- ❑ Marisa Bold, *Race to the Top – District Competition Advisor, ISU*
- ❑ Jim Butler, *Race to the Top – District Competition Advisor, ISU*
- ❑ Meredith Farace, *Race to the Top – District Competition Advisor, ISU*
- ❑ Karen Dorsey, *Race to the Top – District Competition Manager, ISU*
- ❑ Melissa Siry, *Race to the Top – District Competition Manager, ISU*
- ❑ Patrick Carr, *Race to the Top – District Program Officer*
- ❑ Jane Hess, *Program Attorney, Office of the General Counsel (OGC)*
- ❑ Rachel Peternith, *Program Attorney, OGC*
- ❑ Panel Monitors, *ED*
- ❑ Competition Support Team, *ED*

Agenda

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- ❑ Purpose
- ❑ Selection Criteria and Key Terms
- ❑ Scoring and Comments Revisited
- ❑ Panel Discussions
- ❑ On-site Technical Review Form (TRF) Process
- ❑ Schedule
- ❑ Logistics
- ❑ Questions

Purpose

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- ❑ Applications that meet or exceed the minimum cut-off score will continue to the on-site review and undergo an on-site facilitated peer review panel discussion.
- ❑ During each scheduled panel discussion, panelists will:
 - ❑ Discuss their preliminary comments and scores,
 - ❑ Discuss criteria and priorities with greater variation in scores among panelists, and
 - ❑ Ask clarifying questions of one another.

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Selection Criteria and Competitive Preference Priority

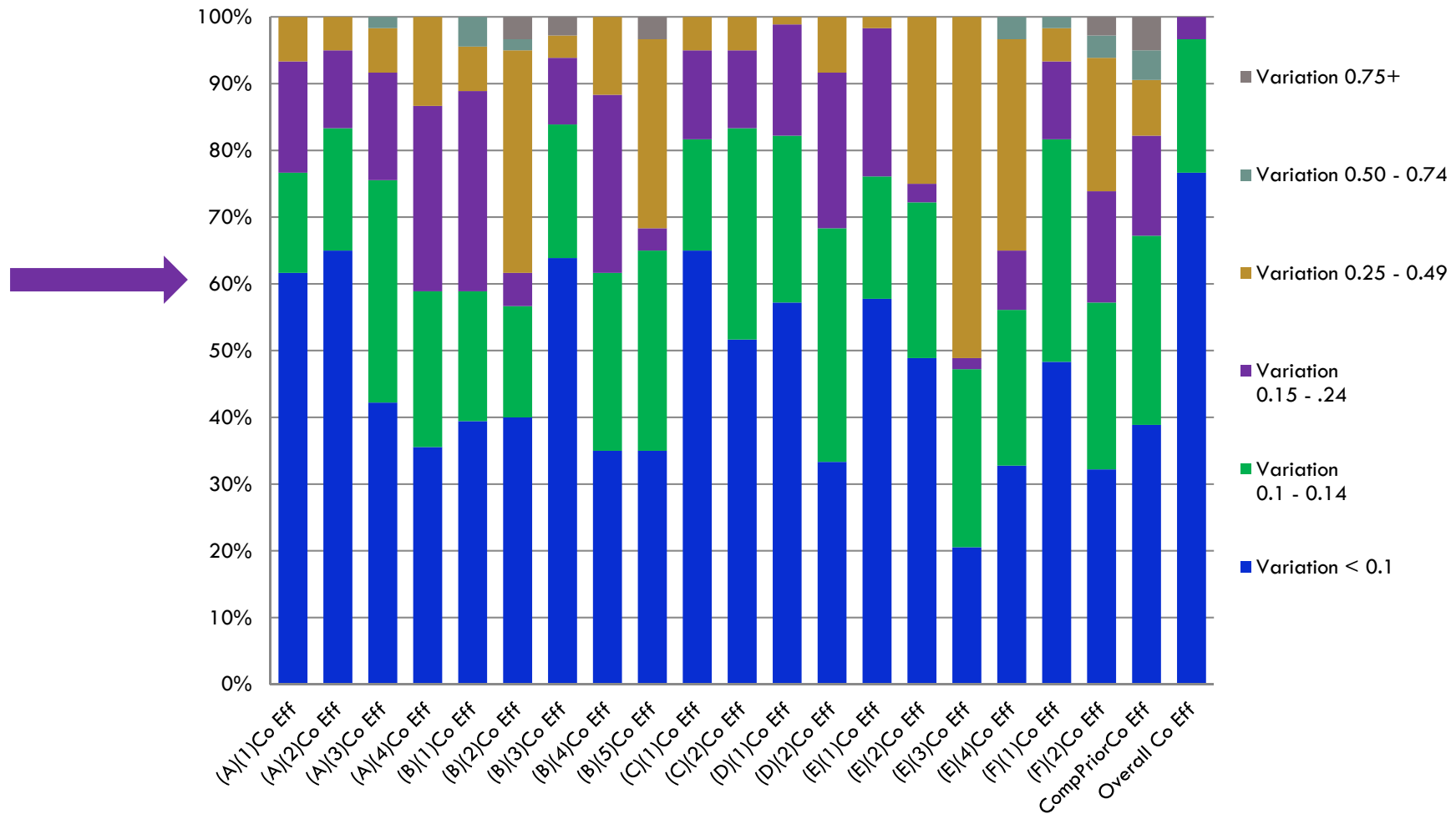
Selection Criteria and Competitive Preference Priority

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- A. Vision (40 points)
- B. Prior Record of Success and Conditions for Reform (45 points)
- C. Preparing Students for College and Careers (40 points)
- D. LEA Policy and Infrastructure (25 points)
- E. Continuous Improvement (30 points)
- F. Budget and Sustainability (20 points)
 - Competitive Preference Priority (10 points)
 - Optional Budget Supplement (scored separately, 15 points)

Finalist Variation – All Selection Criteria & Competitive Preference Priority

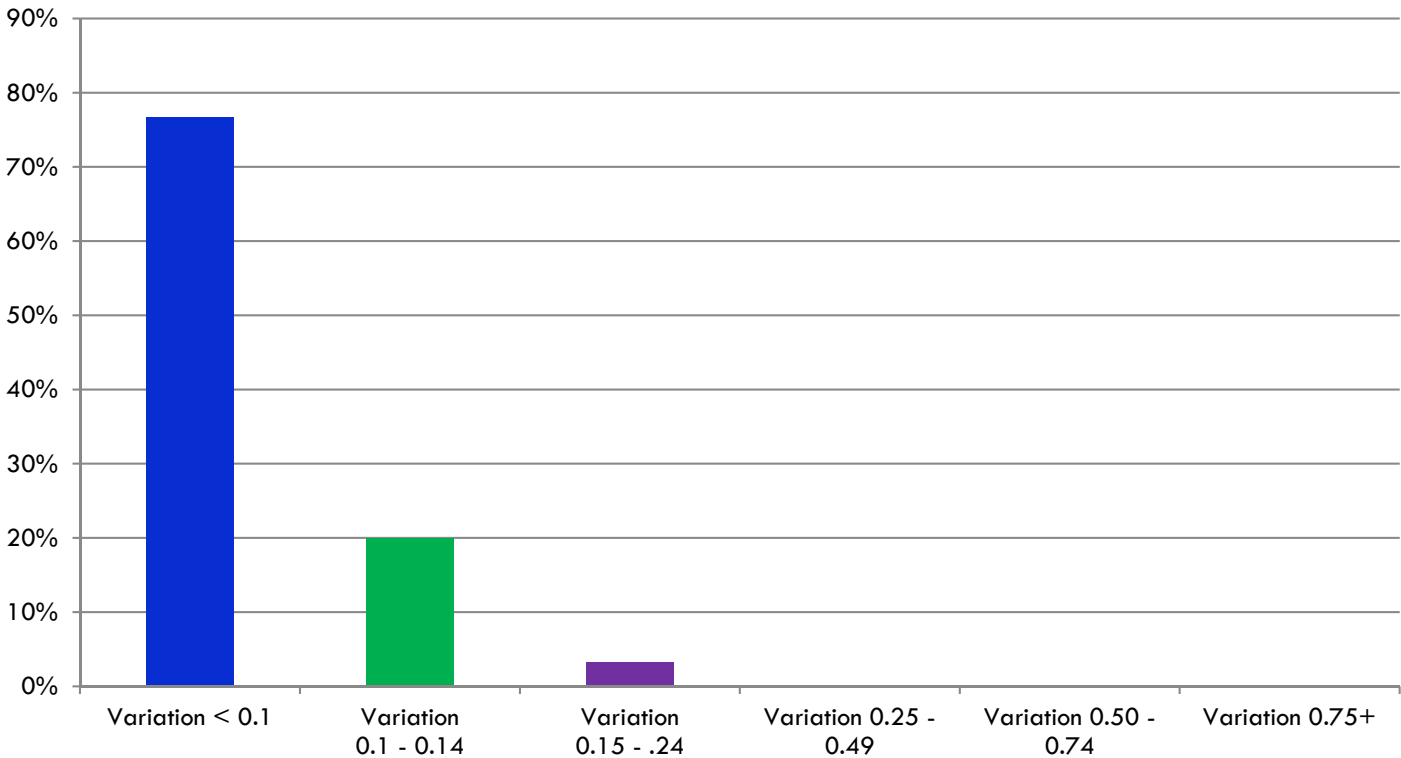
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Finalist Variation – All Selection Criteria & Competitive Preference Priority



Overall Co Eff



High-Quality Plan

- ❑ *Application Instructions (page 41): To provide a high-quality plan, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsible parties (for further detail, see Scoring Instructions in Part XV or Appendix A in the NIA). The narrative and attachments may also include any additional information the applicant believes will be helpful to peer reviewers.*

High-Quality Plan

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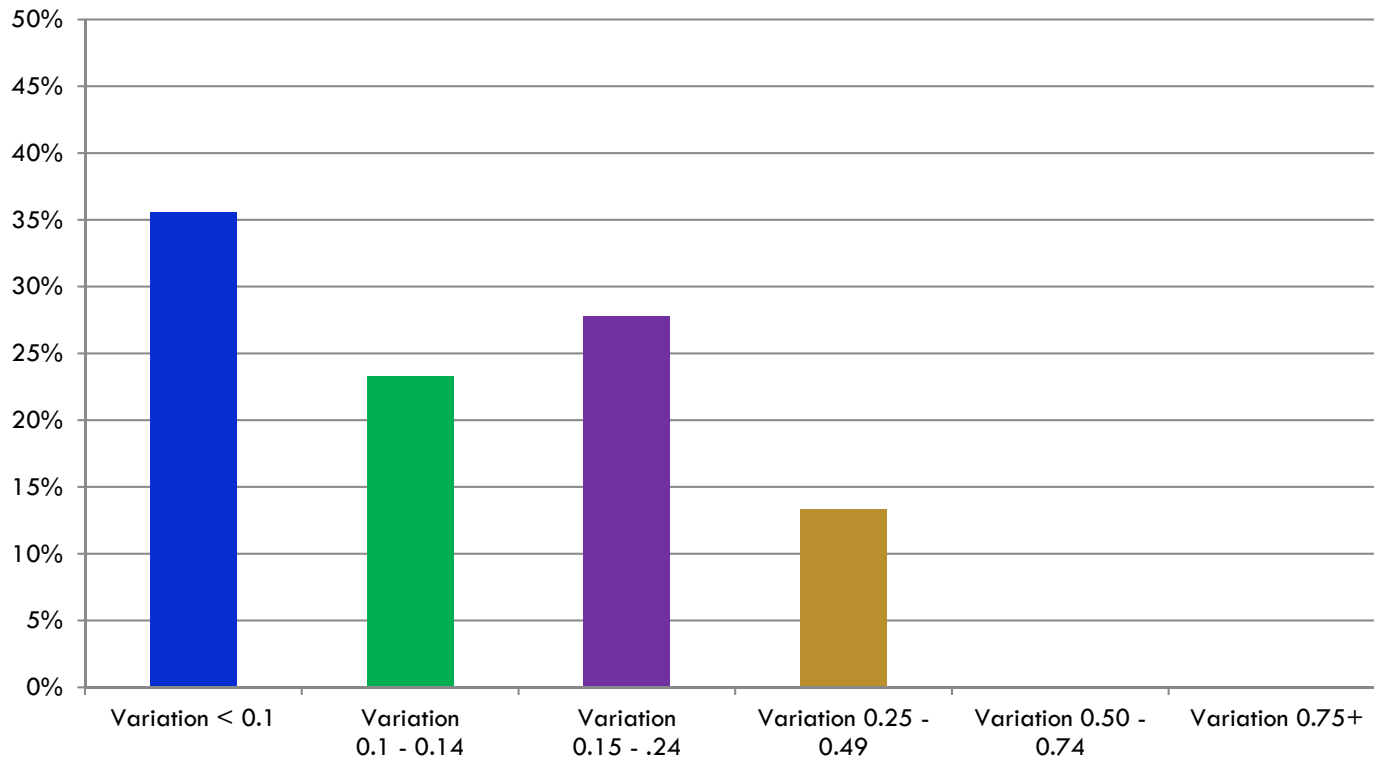
- ❑ In determining the quality of an applicant's plan, Peer Reviewers will evaluate:
 - ❑ Key goals;
 - ❑ Activities to be undertaken and rationale for the activities;
 - ❑ Timeline;
 - ❑ Deliverables;
 - ❑ Parties responsible for implementing the activities; and
 - ❑ Overall credibility of the plan (as judged, in part, by the information submitted as supporting evidence).
- ❑ Applicants should submit this information for each criterion that the applicant addresses that includes a plan.
- ❑ Applicants may also submit additional information that they believe will be helpful to Peer Reviewers.
- ❑ Remember: Peer Reviewers cannot use any outside information to determine if a plan is high-quality.

A word on “Ambitious yet Achievable”

- ❑ Ambitious yet Achievable Goals, Performance Measures, and Annual Targets
 - ❑ In determining whether an applicant has ambitious yet achievable goals, performance measures, and annual targets, reviewers will examine the applicant’s goals, measures, and annual targets in the context of the applicant’s proposal and the evidence submitted (if any) in support of the proposal.
 - ❑ There are no specific goals, performance measures, or annual targets that reviewers will be looking for here; nor will higher ones necessarily be rewarded above lower ones. Rather, reviewers will reward applicants for developing “ambitious yet achievable” goals, performance measures, and annual targets that are meaningful for the applicant’s proposal and for assessing implementation progress, successes, and challenges.

Variation – Selection Criterion (A)(4)

(A)(4) Co Eff



Selection Criteria A – Vision (40 points)

14

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

(A)(4) The extent to which the applicant's vision is likely to result in **improved student learning and performance** and **increased equity** as demonstrated by **ambitions yet achievable annual goals** that are equal to or exceed the State ESEA targets for the LEA(s), overall and by student subgroup, for each participating LEA (as defined).

- (a) Performance on summative assessments (proficiency status and growth).
- (b) Decreasing achievement gaps (as defined).
- (c) Graduation rates (as defined).
- (d) College enrollment (as defined) rates.

Optional: The extent to which the applicant's vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals for each participating LEA in the following area:

- (e) Postsecondary degree attainment.

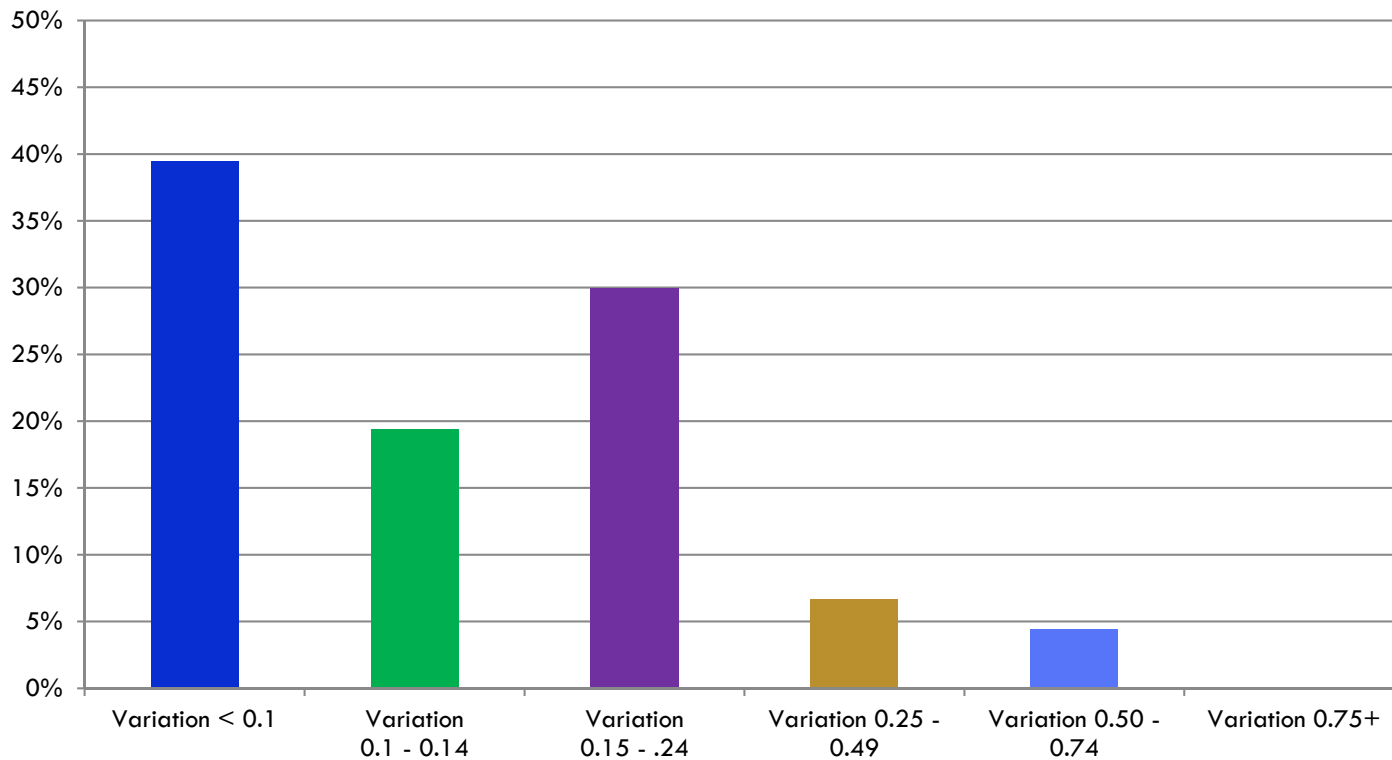
Selection Criteria A – Vision (40 points)

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

(A)(4)(a) Performance on summative assessments (proficiency status and growth)								
Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):								
Methodology for determining status (e.g., percent proficient and above):								
Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):								
Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
[e.g., subject, grade, proficiency status or growth]	OVERALL							
	[Subgroup 1]							
	[Subgroup 2]							
	[Subgroup 3]							
	[Subgroup 4]							
	[Subgroup 5]							
	[Subgroup 6]							
	[Subgroup 7]							
	[Subgroup 8]							

Variation – Selection Criterion (B)(1)

(B)(1) Co Eff



Selection Criteria B –

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

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

The extent to which each LEA has demonstrated evidence of--

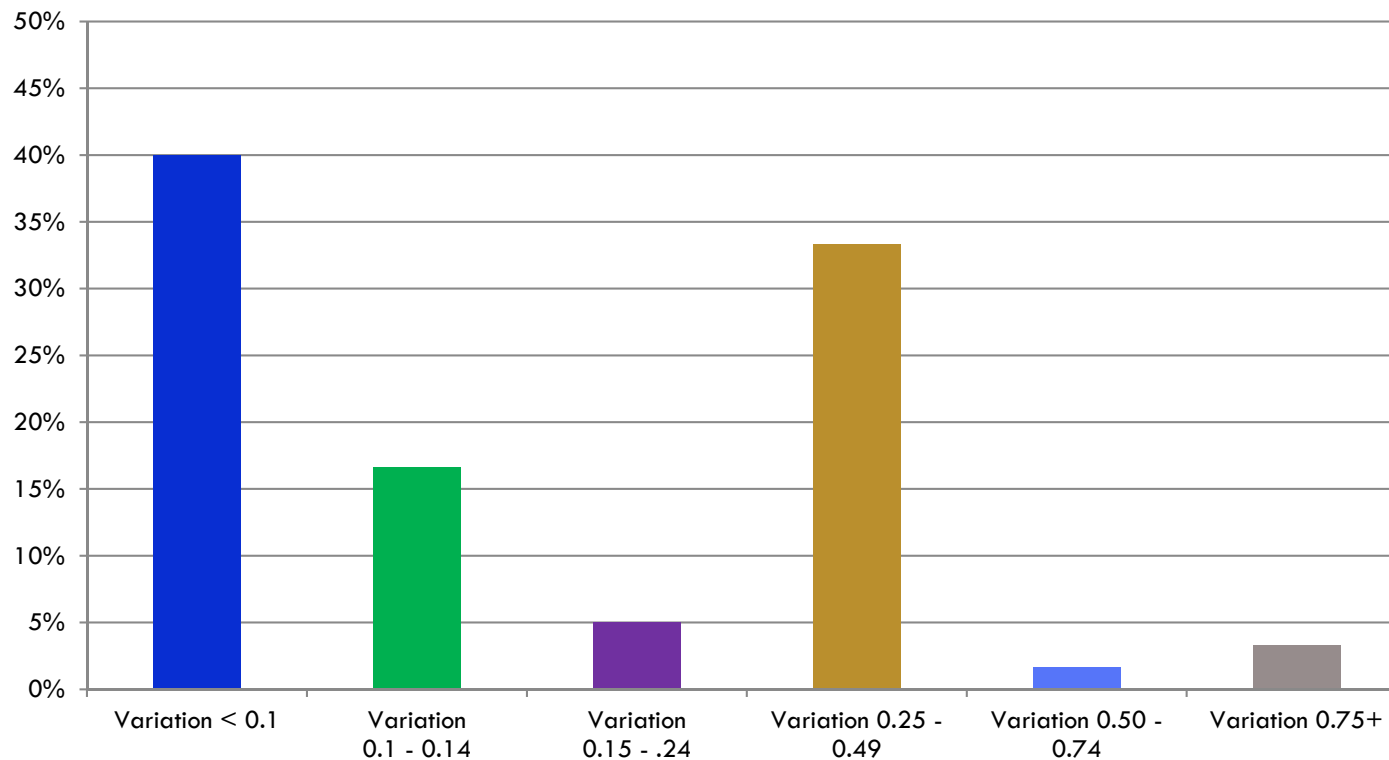
(B)(1) A **clear record of success** in the past four years in advancing student learning and achievement and increasing equity in learning and teaching, including a description, charts or graphs, raw student data, and other evidence that demonstrates the applicant's ability to--

- (a) Improve student learning outcomes and close achievement gaps (as defined), including by raising student achievement, high school graduation rates (as defined), and college enrollment (as defined) rates;
- (b) Achieve ambitious and significant reforms in its persistently lowest-achieving schools (as defined) or in its low-performing schools (as defined); and
- (c) Make student performance data (as defined) available to students, educators (as defined), and parents in ways that inform and improve participation, instruction, and services.

Variation – Selection Criterion (B)(2)

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(B)(2) Co Eff



Selection Criteria B –

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

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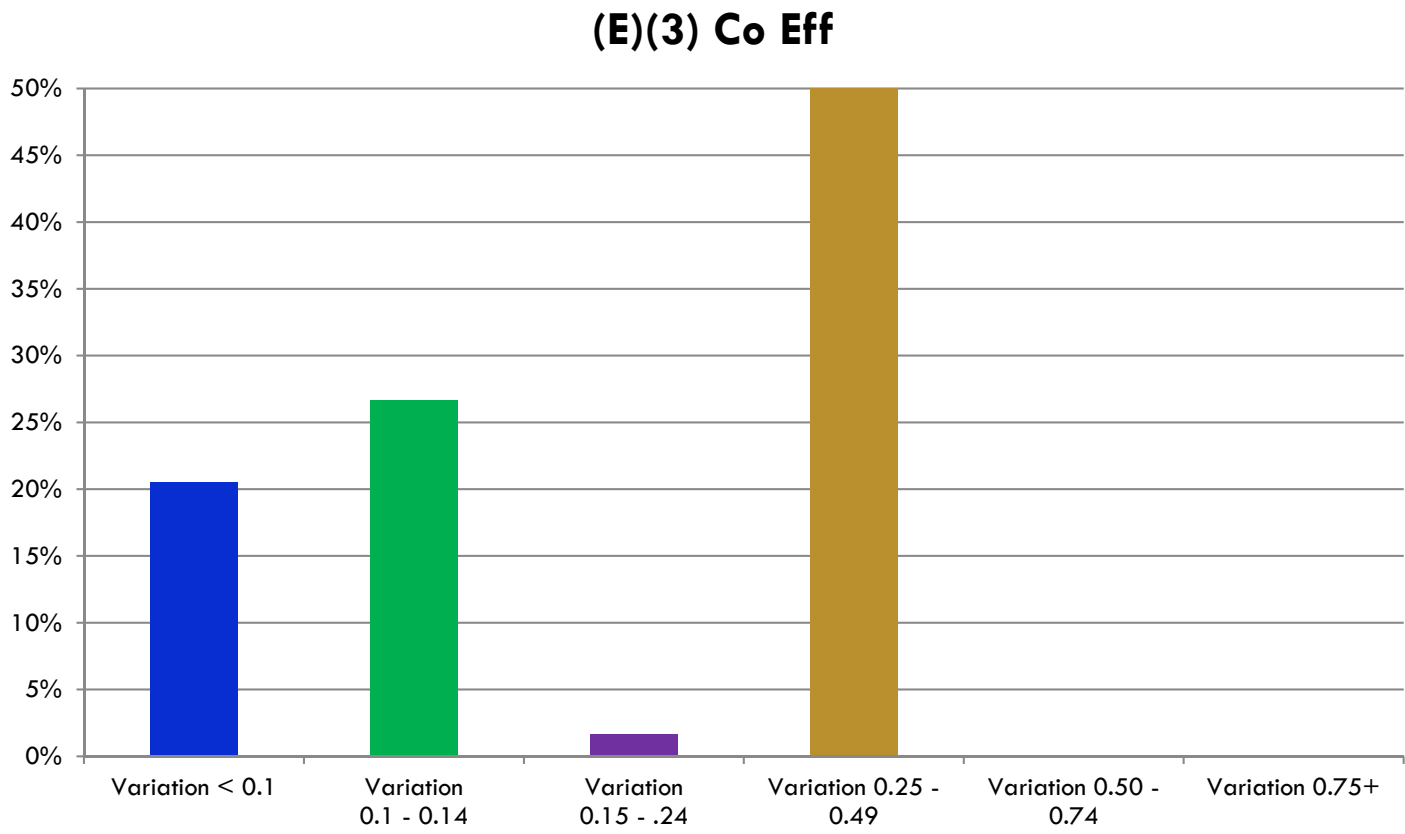
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)

The extent to which each LEA has demonstrated evidence of--

(B)(2) A **high level of transparency** in LEA processes, practices, and investments, including by making public, by school, actual school-level expenditures for regular K-12 instruction, instructional support, pupil support, and school administration. At a minimum, this information must include a description of the extent to which the applicant **already makes available** the following four categories of school-level expenditures from State and local funds:

- (a) Actual personnel salaries at the school level for all school-level instructional and support staff;
- (b) Actual personnel salaries at the school level for instructional staff only;
- (c) Actual personnel salaries at the school level for teachers only; and
- (d) Actual non-personnel expenditures at the school level (if available).

Variation – Selection Criterion (E)(3)



Selection Criteria E –

Continuous Improvement (30 points)

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

(E)(3) **Ambitious yet achievable performance measures**, overall and by subgroup, with **annual targets** for required and applicant-proposed performance measures. For each applicant-proposed measure, the applicant must describe--

- (a) Its **rationale** for selecting that measure;
- (b) How the measure 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; and
- (c) How it will **review and improve the measure over time** if it is insufficient to gauge implementation progress.

The applicant must have a total of approximately 12 to 14 performance measures.

Applicable Population	Performance Measures
All	<ul style="list-style-type: none"> a) The number and percentage of participating students, by subgroup (as defined), whose teacher of record (as defined) and principal are a highly effective teacher (as defined) and a highly effective principal (as defined); and b) The number and percentage of participating students, by subgroup (as defined), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined) and an effective principal (as defined).

FAQ
E-18c

FAQ
E-18d

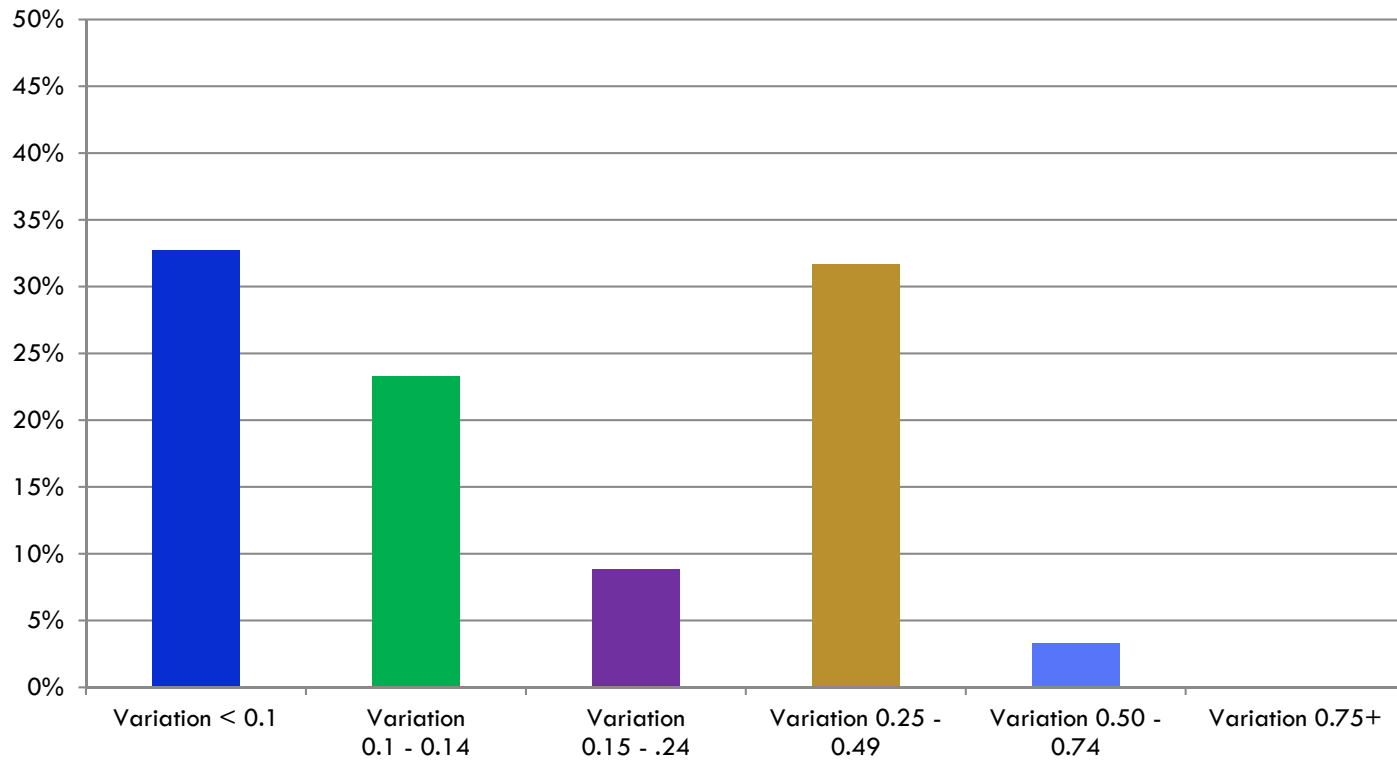
Selection Criteria E –

Continuous Improvement (30 points)

Applicable Population	Performance Measures
PreK-3	<ul style="list-style-type: none"> a) Applicant must propose at least one age-appropriate measure of students’ academic growth (e.g., language and literacy development or cognition and general learning, including early mathematics and early scientific development); and b) Applicant must propose at least one age-appropriate non-cognitive indicator of growth (e.g., physical well-being and motor development, or social-emotional development).
4-8	<ul style="list-style-type: none"> a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined); b) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and c) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.
9-12	<ul style="list-style-type: none"> a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form; b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined); c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready; d) Applicant must propose at least one grade-appropriate academic leading indicator of successful implementation of its plan; and e) Applicant must propose at least one grade-appropriate health or social-emotional leading indicator of successful implementation of its plan.

Variation – Selection Criterion (E)(4)

(E)(4) Co Eff



Selection Criteria E –

Continuous Improvement (30 points)

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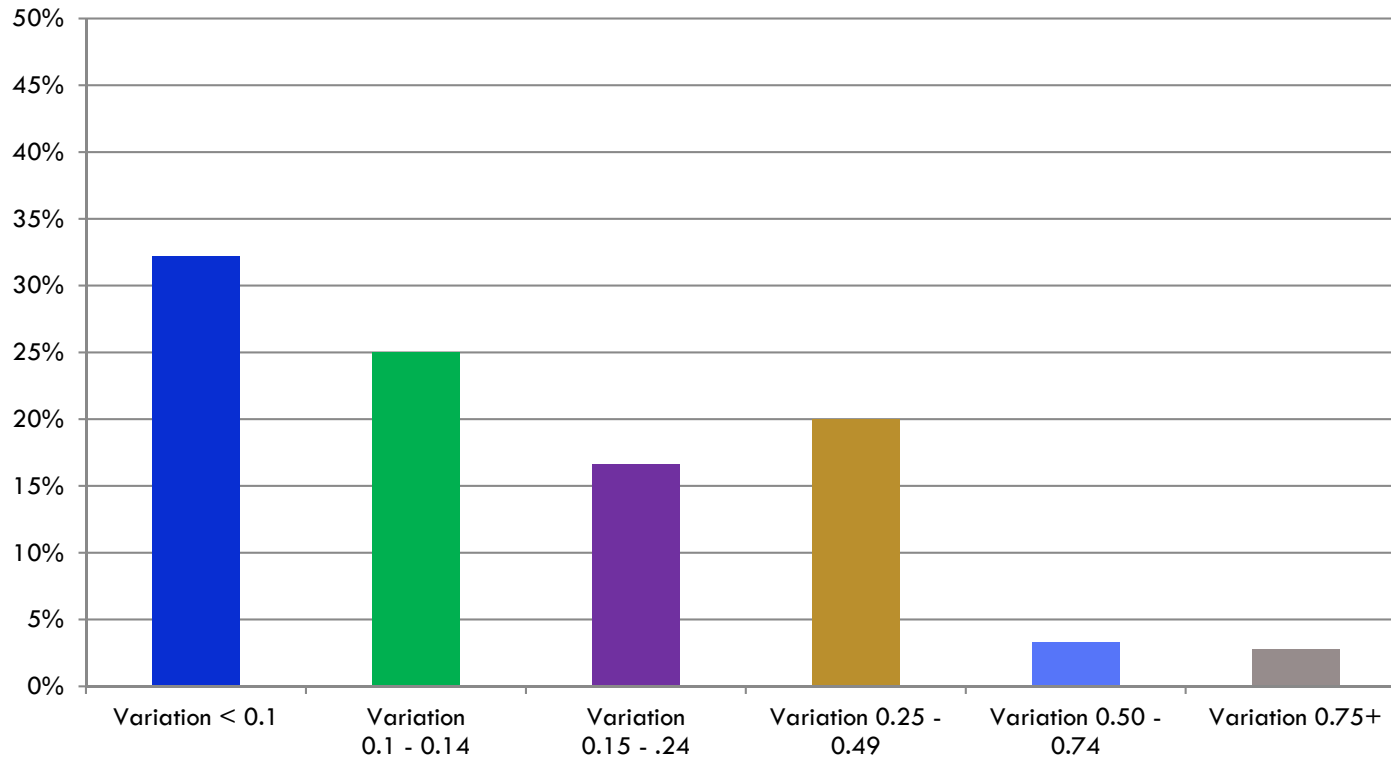
(E)(4) Evaluating effectiveness of investments (5 points)

Because the applicant's high-quality plan represents the best thinking at a point in time, and may require adjustments and revisions during implementation, it is vital that the applicant have a **clear and high-quality approach to continuously improve its plan**. This will be determined by the extent to which the applicant has--

(E)(4) Plans to **evaluate the effectiveness** of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to **more productively use time, staff, money, or other resources in order to improve results**, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams (as defined), and decision-making structures).

Variation – Selection Criterion (F)(2)

(F)(2) Co Eff



Selection Criteria F –

Budget and Sustainability (20 points)

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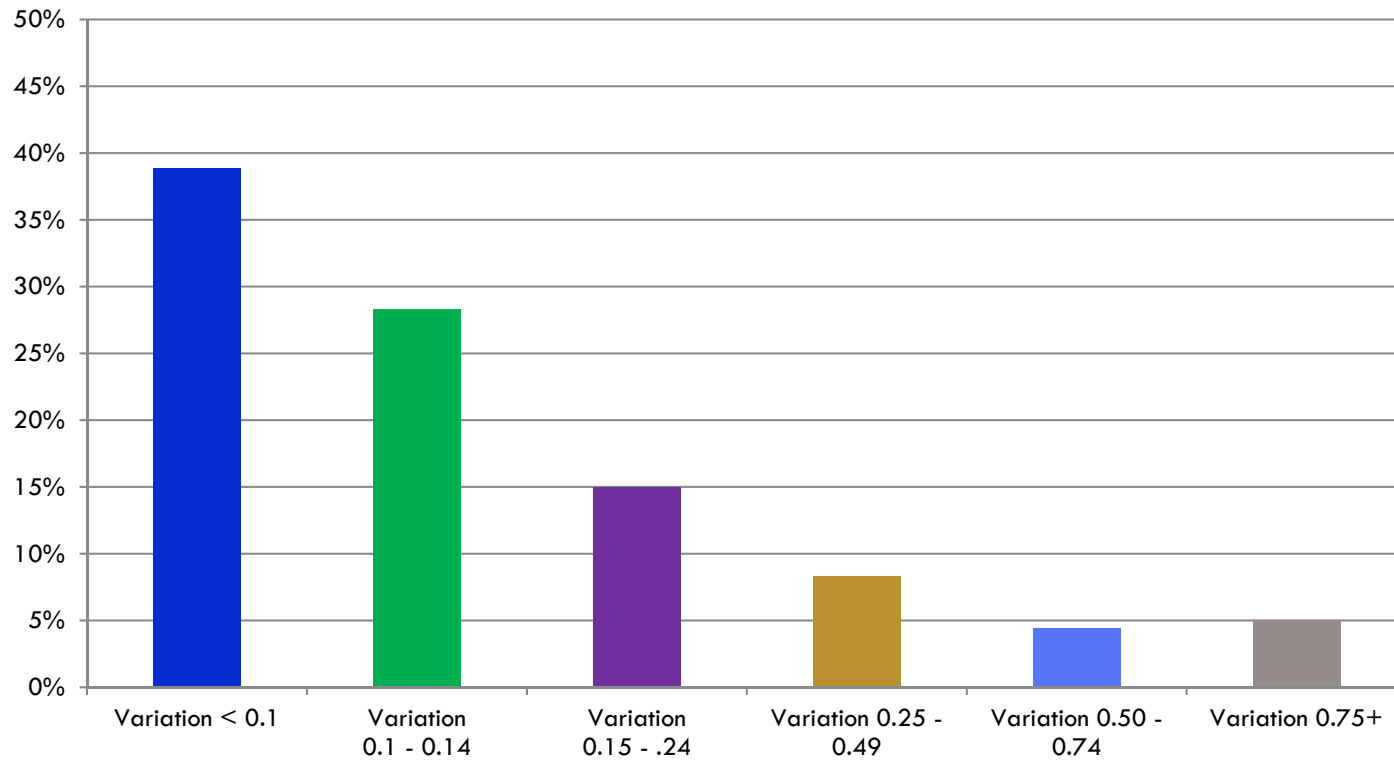
(F)(2) Sustainability of project goals *(10 points)*

(F)(2) The applicant has a high-quality plan for **sustainability of the project's goals** after the term of the grant. The plan should include support from State and local government leaders and financial support. Such a plan may include a budget for the three years after the term of the grant that includes budget assumptions, potential sources, and uses of funds.

Variation – Competitive Preference Priority

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Competitive Priority Co Eff



Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

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The Department will give priority to an applicant based on the extent to which the applicant proposes to integrate public or private resources in a partnership designed to augment the schools' resources by providing additional student and family supports to schools that address the social, emotional, or behavioral needs of the participating students (as defined), giving highest priority to students in participating schools with high-need students (as defined). To meet this priority, an applicant's proposal does not need to be comprehensive and may provide student and family supports that focus on a subset of these needs.

Competitive Preference Priority –

Results, Resource Alignment, and Integrated Services (10 points)

30

To meet this priority, an applicant must--

(1) Provide a description of the coherent and sustainable partnership that it has formed with public or private organizations, such as public health, before-school, after-school, and social service providers; integrated student service providers; businesses, philanthropies, civic groups, and other community-based organizations; early learning programs; and postsecondary institutions to support the plan described in Absolute Priority 1;

(2) Identify not more than 10 population-level desired results for students in the LEA or consortium of LEAs that align with and support the applicant's broader Race to the Top – District proposal. These results must include both educational results and other education outcomes (e.g., children enter kindergarten prepared to succeed in school, children exit third grade reading at grade level, and students graduate from high school college- and career-ready) and family and community supports (as defined) results;

Optional Budget Supplement

(Scored separately – 15 points)

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- ❑ Additional funding (beyond the applicable maximum level provided) up to a **maximum of \$2 million** for each optional budget supplement to address a specific area that is supplemental to the plan for addressing Absolute Priority 1.
- ❑ The request for additional funding must be designed as a separate project that, if not funded, **will not adversely affect the applicant's ability to implement its proposal and meet Absolute Priority 1.**
- ❑ Applications for this funding will be judged on the extent to which the applicant has a **clear, discrete, and innovative solution** that can be replicated in schools across the Nation.
- ❑ An applicant may submit multiple optional budget supplements with its application.

FAQ
E-21

FAQ
E-25

Optional Budget Supplement

(Scored separately – 15 points)

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- ❑ In determining the extent to which the request for an optional budget supplement meets this standard, the Department will consider--
 - ❑ The **rationale** for the specific area or population that the applicant will address;
 - ❑ A high-quality plan for how the applicant would carry out activities that would be **co-developed and implemented across two or more** LEAs (either participating in the full Race to the Top – District application, or not participating in the full Race to the Top – District application); and
 - ❑ The **proposed budget** (up to \$2 million) for each budget supplement, and the extent to which the proposed budget will be adequate to support the development and implementation of activities that meet the requirements of this notice, including the reasonableness of the costs in relation to the objectives, design, and significance of the proposed project activities and the number of students to be served.
- ❑ **Optional budget supplement points are not included in an applicant's total score, and do not affect whether an applicant is awarded a Race to the Top – District grant.**

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Panel Discussions

Panel Discussions

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- ❑ The purpose of the discussion is to gather information that will help you inform your scores for all selection criteria and the competitive preference priority.
 - ❑ The purpose is not to come to a consensus.
- ❑ The discussion will be facilitated by a panel monitor.

Panel Discussion

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- ❑ Come prepared with questions or issues for discussion.
- ❑ Panel monitors will provide information on areas in which reviewers had high variation in off-site scoring.
- ❑ Discussions may vary in length between applications.
 - ❑ Some sections may be discussed in greater detail than others.
- ❑ Peer reviewers will have the opportunity to revise scores and comments immediately following the discussion.

Panel Discussion Documents

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Panel monitors will provide:

- ❑ A copy of your most recent scores and comments for the applicant being discussed.
- ❑ Chart showing scores awarded by reviewers for each applicant.

Peer reviewers should bring:

- ❑ Application and application notes for the applicant that is being discussed. (Note: do not bring other applications to the discussion room.)
- ❑ Reviewer Handbook provided at the October 22-23 training.

Panel Discussion: Score Charts

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Race to the Top - District

Panel Review by Applicant

For [REDACTED]

Selection Criteria	Available	Reviewer 1	Reviewer 2	Reviewer 3			
Status		Submitted	Submitted	Submitted	SD	Mean	CoV
A. Vision (40 total points)	40	11	15	9	3.06	11.67	0.26
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	4	5	3	1	4	0.25
Comments		Applicant was scored in the middle range for this criteria. The narrative is not tightly focused on a comprehensive and coherent reform vision, although the proposal does make a case for linking mobile technology with Project-Based Learning in order	[REDACTED] proposes to use funding from RTT-D in its middle schools to replicate project K-Nect, a project that it has implemented in its high schools. The proposal is quite specific: it would involve 264 educators in seven middle	Vision lacks overarching goals with an implementation of such goals Lacks deepening student learning data No mention of increasing equity			

Panel Discussion: Resources

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- ❑ Background Materials
 - ❑ Training Handbook
 - ❑ Executive Summary
 - ❑ Frequently Asked Questions
 - ❑ Notice Inviting Applications (NIA)
 - ❑ Application
- ❑ Scoring Tool

A Few Reminders



- ❑ A panel monitor or other Department of Education staff must be present during discussions.
- ❑ Do not discuss other applications.
- ❑ Evaluate each application individually against the criteria and priorities; you should not compare applications.

Finalizing Scores and Comments

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- ❑ After discussion, peer reviewers will work independently to revise scores and comments.
- ❑ Make revisions to scores and comments only where you feel it is appropriate.
- ❑ Computers and printers available in your discussion room.
- ❑ Panel monitors will also be available to provide assistance.

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Scoring and Comments: Revisited

Scoring: Absolute Priority 1

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- ❑ Applicants are expected to address Absolute Priority 1 across their entire application and should not address it separately.
- ❑ It should be assessed by reviewers after they have fully reviewed and evaluated the entire application.
- ❑ If an application has not met Absolute Priority 1, it will be not be eligible for a grant.
 - ❑ In those cases where there is a disparity in the reviewers' determinations on the priority, the Department will consider Absolute Priority 1 met only if a majority of the reviewers on a panel determine that an application meets the priority.

Review: Absolute Priority 1

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To meet this priority, an applicant must coherently and comprehensively address how it will build on the core educational assurance areas (as defined) to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and supports for students and educators that are aligned with college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined); accelerate student achievement and deepen student learning by meeting the academic needs of each student; increase the effectiveness of educators; expand student access to the most effective educators; decrease achievement gaps across student groups; and increase the rates at which students graduate from high school prepared for college and careers.

Suggested Approach for Scoring

- ❑ Re-read your comments for indications about the extent to which the applicant has addressed the selection criterion or priority fully and with high quality.
- ❑ Refer frequently to the scoring chart to assign points.
- ❑ Look for and use information in all sections of the application, including budgets and referenced appendices.
- ❑ Strive for consistency within and across applications in how you apply the selection criteria.
- ❑ Be sure your scores match your comments.
- ❑ Remember to consider only the content of the application when assigning points.
- ❑ Use the full range of points for each selection criterion. You can assign all of the possible points for a selection criterion, or assign 0 points, so long as you support the scores with your written comments.

Scoring and Comments: Do's and Don'ts

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- ❑ DO evaluate the quality of the applicant's response.
 - ❑ DO NOT simply summarize the response.
 - ❑ DO NOT focus on your thoughts about what a better plan might have been.
- ❑ DO explain why you reached the conclusions you did.
- ❑ DO use the evidence tables, performance measures, appendices, and budget to *support and verify* the application narrative.
- ❑ DO point to specific information in the application that helped you reach your conclusion.
- ❑ DO NOT do independent research or use as evidence information that is not in the application.

Scoring and Comments: Do's and Don'ts

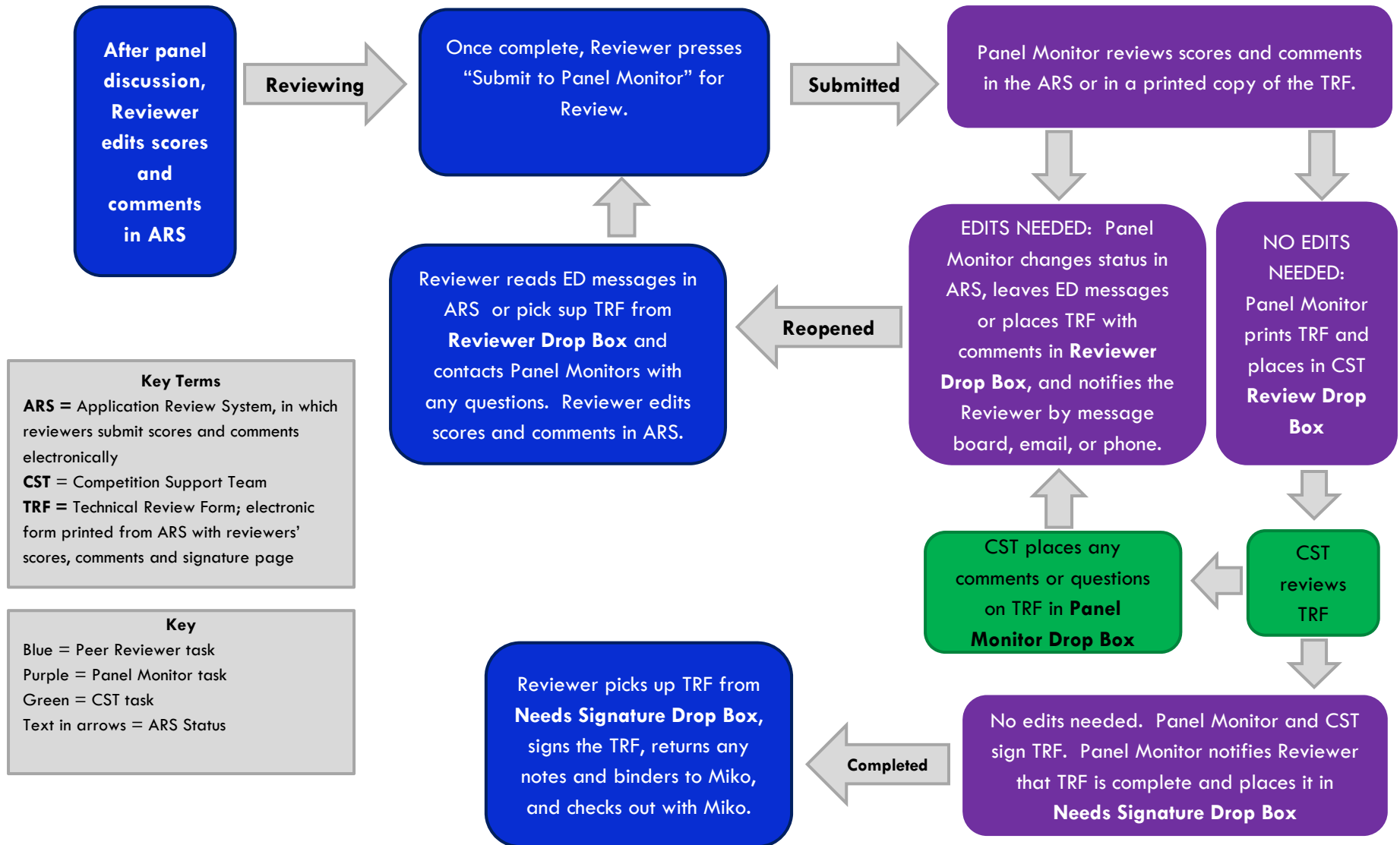
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- ❑ DO make sure your scores and comments match one another.
- ❑ DO make sure your scores and comments are consistent with what the selection criterion or priority asks and what ED's reviewer guidance says.
- ❑ DO be professional, tactful, and constructive.
- ❑ DO NOT write in the first person – “I feel,” “I think,” etc.
- ❑ DO make sure to address all aspects of the selection criterion.

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Technical Review Form (TRF) Process

On-site TRF Process



On-site TRF Process

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- ❑ The review process on-site will look similar to the process off-site.
- ❑ After each panel discussion, peer reviewers will have dedicated time to revise scores and comments for that application.
- ❑ When you are finished revising scores and comments, peer reviewers must “Submit for ED Review” in the ARS.

On-site TRF Process

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- ❑ Panel monitors will provide feedback through the ARS or through a printed copy of the TRF with written feedback.
- ❑ When the TRF is ready for your review, they will notify you via email, phone, or message board.
 - ❑ If your panel monitor has left you written feedback, please pick up the TRF in the blue Reviewer box on the 3rd floor.

TRF Process - Competition Support Team

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- ❑ The Competition Support Team will also review all TRFs before they are finalized.
- ❑ After your panel monitor has no additional feedback, he or she will submit the TRF to the Competition Support Team.
- ❑ If the Competition Support Team has comments, they will notify the panel monitor, who will then notify the peer reviewer.
- ❑ Peer reviewers should edit the TRFs using feedback from the Competition Support Team.

Reviewer Check-Out

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- ❑ Once your TRFs have been finalized by your panel monitor and the Competition Support Team, your panel monitor and Miko will contact you.
- ❑ At check out, peer reviewers must sign their final TRF.
- ❑ Peer reviewers may not depart until all TRFs have been signed by the peer reviewer, panel monitor, and Competition Support Team.

Schedule

Tuesday	Wednesday	Thursday	Friday
8:30-10:00: Orientation 10:30-2:30: Group A Panel Discussion 2:30-5:30: Reviewers Finalize Group A Scores and Comments	9:00-1:00: Group B Panel Discussion 1:00-4:00: Reviewers Finalize Group B Scores and Comments	9:00-1:00: Group C Panel Discussion 1:00-4:00: Reviewers Finalize Group C Scores and Comments	9:00: Finalize Scores and Comments for All Applications

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Roles and Responsibilities

Roles and Responsibilities

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Peer Reviewers:

- ❑ Be on time.
- ❑ Participate in all scheduled discussions, and keep an open mind in listening to your fellow panelists.
- ❑ Make revisions to scores and comments by the end of each working day.
- ❑ Carefully consider feedback from ED staff.
- ❑ Have all TRFs signed (by peer reviewer and panel monitor) and submitted to the “Final Review” Box by 5:00 p.m. on Friday, November 30.

Roles and Responsibilities

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Panel Monitors:

- ❑ Facilitate panel discussions, including:
 - ❑ Monitor timing of discussion,
 - ❑ Ensure that all reviewers have the opportunity to discuss areas throughout the application, and

Note: Panel monitors will not provide input on the content of an application.

- ❑ Review scores and comments, including:
 - ❑ Review and bring to reviewers' attention inconsistencies between scoring and comments.
- ❑ Review and sign TRF
- ❑ Contact reviewers when TRFs are ready to be picked up

Roles and Responsibilities

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Competition Support Team

- ❑ Provide oversight for the timing and structure of competition.
- ❑ Respond to questions from peer reviewers and panel monitors.
- ❑ Assist panel monitors with panel discussions and review of TRFs, when needed.
- ❑ Provide final check and signature of TRFs

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Confidentiality

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Logistics

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Questions

Special Guest

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- ❑ We ask that all peer reviewers meet in the Sky View Terrace on the 1st floor tomorrow morning at 9:00 AM.
- ❑ If you are scheduled to have a panel discussion tomorrow, please report to the Sky View Terrace first.

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Thank you!

Thank you all for your commitment and dedication to the Race to the Top – District program. We appreciate your willingness to serve as a Peer Reviewer and look forward to working with you!