

RACE TO THE TOP – DISTRICT PEER REVIEWER TRAINING



October 2012

2

Welcome

3

Goals and Introductions

Goals for the Training

4

- ❑ Ensure that Peer Reviewers understand:
 - ❑ Your roles and responsibilities – and those of the ED staff who will be supporting you
 - ❑ The Race to the Top – District program – its requirements, priorities, and selection criteria
 - ❑ How to score applications
 - ❑ How to write high-quality comments
 - ❑ Conflict of interest, ethics, and confidentiality issues

Agenda: Day One

5

- ❑ Overview of Race to the Top – District
- ❑ Conflict of Interest and Ethics & Confidentiality Agreements
- ❑ Overview of the Peer Review Process and Notice Inviting Applications
- ❑ Selection Criteria A
- ❑ Selection Criteria B
- ❑ Workshop #1: Introduction to Scoring
- ❑ Lunch Panel: Organizing your Review
- ❑ Application Review System (ARS)
- ❑ Selection Criteria C and Workshop #2: High-quality Plans
- ❑ Selection Criteria D
- ❑ Selection Criteria E and Workshop #3: Performance Measures
- ❑ Understanding the Application
- ❑ Q&A and Logistics

Agenda: Day Two

6

- ❑ Workshop #4: Introduction to Comments
- ❑ Selection Criteria F
- ❑ Competitive Preference Priority
- ❑ Optional Budget Supplement
- ❑ Scoring and Comments Revisited
- ❑ Workshop #5: Scoring and Writing Comments
- ❑ Review Process
- ❑ Logistics, Wrap Up, and Next Steps

Peer Reviewer Handbook

7

- ❑ Agenda
- ❑ Important Contact Information
- ❑ Presentations for Day One and Day Two
- ❑ Workshops #1-5
- ❑ ARS Presentation
- ❑ Scoring Tool
- ❑ Scoring Overview and Chart
- ❑ Background and Executive Summary
- ❑ Frequently Asked Questions (FAQs)
- ❑ Application Template
- ❑ Notice Inviting Application (NIA)
- ❑ Maps of Hotel and Local Area

ED Staff Introductions

8

- ❑ 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*
- ❑ Shaw Vanze, *Program Attorney, OGC*
- ❑ Panel Monitors, *ED*

Questions

9

- ❑ In addition to time for Q&A during the presentations, there are a set of notecards on each table.
- ❑ Throughout the day, whenever you have a question, please write the question on a notecard and hand it to the Panel Monitor seated at your table or any ED or Miko staff.
- ❑ We will collect the cards throughout the day.

10

Race to the Top – District Program

Overview of Race to the Top

11

- ❑ Race to the Top, Phases 1-3: ~\$4.2B competitive grant awards to 18 States and the District of Columbia
- ❑ Race to the Top, Early Learning Challenge (ELC): ~\$900M competitive grant awards to up to 14 States
- ❑ Race to the Top – District: ~\$380M competitive grant competition for local educational agencies (LEAs)

Race to the Top Program – Phases 1-3

12

- ❑ Race to the Top, Phases 1, 2, and 3 provided ~\$4.2B in competitive grant awards to support education reform and innovation.
- ❑ 45 States and the District of Columbia submitted applications for funding.
- ❑ 12 applicants received awards under Phases 1 and 2 of the competition, including Delaware, District of Columbia, Florida, Georgia, Hawaii, Maryland, Massachusetts, New York, North Carolina, Ohio, and Tennessee.
- ❑ Seven additional States received awards under Phase 3 including Arizona, Colorado, Illinois, Kentucky, Louisiana, New Jersey, and Pennsylvania.

Race to the Top Program

13

Core Educational Assurance Areas:

- ❑ Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy;
- ❑ Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction;
- ❑ Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most; and
- ❑ Turning around lowest-achieving schools.

Race to the Top – ELC

14

- ❑ Race to the Top – Early Learning Challenge (ELC) awarded \$700M in competitive grants that encouraged States to create plans that increase access to high-quality programs for children from low-income families, and provide more children from birth to age 5 with a strong foundation needed to succeed in school and beyond.
- ❑ In 2011, 35 States, D.C. and Puerto Rico applied to Race to the Top-ELC.
- ❑ In December 2011, nine states were awarded grants-California, Delaware, Maryland, Massachusetts, Minnesota, North Carolina, Ohio, Rhode Island and Washington.
- ❑ In April 2012, an additional five States became eligible to receive funding, including Colorado, Illinois, New Mexico, Oregon, and Wisconsin.

Race to the Top - District Program

15

Purpose of Race to the Top - District Program:

- ❑ To build on the lessons learned from the State competitions conducted under the Race to the Top program and to support bold, locally directed improvements in learning and teaching that will directly improve student achievement and educator effectiveness.

Race to the Top - District Program

16

- ❑ The Race to the Top - District competition is aimed squarely at classrooms and the all-important relationship between educators and students. The notice invites applicants to demonstrate how they can personalize education for all students in their schools.
- ❑ The Race to the Top - District competition will encourage and reward those local educational agencies (LEAs) or consortia of LEAs that have the leadership and vision to implement the strategies, structures, and systems needed to implement personalized, student-focused approaches to learning and teaching that will produce excellence and ensure equity for all students.

Race to the Top - District Program

17

- ❑ Applicants must design a personalized learning environment that will use collaborative, data-based strategies and 21st century tools such as online learning platforms, computers, mobile devices, and learning algorithms, to deliver instruction and supports tailored to the needs and goals of each student, with the aim of enabling all students to graduate college- and career-ready.
- ❑ Implementation of a personalized learning environment is not achieved through a single solution or product but rather requires a multi-faceted approach that addresses the individual and collective needs of students, educators, and families and that dramatically transforms the learning environment in order to improve student outcomes.

Race to the Top – District Timeline

18

- ❑ December 2011: Received appropriation from Congress
- ❑ January – May 2012: Formed policy and proposed criteria
- ❑ May – June 2012: Public input on the policy objectives
- ❑ August 16, 2012: Release NIA and application
- ❑ October 30, 2012: Applications due
- ❑ November 2-18, 2012: Off-site peer review
- ❑ November 19-20, 2012: Off-site application panel calls
- ❑ November 27-30, 2012: On-site review for applications that meet a minimum score
- ❑ December 2012: Award grants

19

Conflict of Interest

20

Ethics & Confidentiality Agreements

21

Role of Peer Reviewers

Peer Review Process

22

- ❑ Peer Reviewers play a central role in the Department's discretionary grant programs.
- ❑ Applications will be reviewed and scored by a panel of Peer Reviewers.
- ❑ Grants will be awarded on a competitive basis to LEAs or consortia of LEAs.
- ❑ Goals of the Peer Review Process:
 - ❑ Ensure a level playing field for applications
 - ❑ Maximize intra- and inter-panel reliability and consistency
 - ❑ Recommend applications for awards to the Department

Role of Peer Reviewers

- ❑ Peer Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans.
- ❑ In making judgments, reviewers will consider the extent to which the applicant has a high-quality plan and ambitious yet achievable goals, performance measures, and annual targets.
- ❑ Peer Reviewers will be assessing multiple aspects of applicants' proposals. It is possible that an applicant that fails to earn points or earns a low number of points on one criterion might still win a grant by earning high points on other criteria.
- ❑ Applicants need not address every individual selection criterion. However, an applicant will not earn points for selection criteria that it does not address.

Role of Peer Reviewers

24

- ❑ As a Peer Reviewer, your job is to:
 - ❑ Carefully read and consider each assigned application in its totality.
 - ❑ Decide how many points an application has earned based on the scoring chart.
 - ❑ Write comments that justify your scores and that provide feedback to applicants.
 - ❑ Determine if each assigned application meets Absolute Priority 1.
 - ❑ Participate fully in panel discussions.
 - ❑ Draw upon your expertise, but do not introduce outside knowledge about particular applicants.
 - ❑ Be available for the entire review process and adhere to review timelines.
 - ❑ Maintain confidentiality and discretion throughout the review process.

Application Assignment

25

- ❑ Each application will be assigned to three Peer Reviewers.
 - ❑ Peer Reviewers are not assigned to States or districts where they live or have potential conflicts.
- ❑ If you discover a potential conflict while reading an application, please tell us immediately so that we can reassign that application.
- ❑ Panels of Peer Reviewers will likely review five (5) applications.
 - ❑ Because we will not know for certain the number of applications that will be submitted until after the October 30, 2012, application submission deadline, this number is subject to change.
- ❑ In addition to compensation for the Peer Reviewer training, Peer Reviewers will receive compensation based on the number of applications reviewed.

Alternate Peer Reviewers

- ❑ Because we will not know for certain the number of applications that will be submitted until after the October 30, 2012, application submission deadline, it is possible that you will be asked to serve as an alternate Peer Reviewer.
- ❑ If assigned as an alternate Peer Reviewer, you may be called upon during the application review and scoring period as needed and may be assigned up to five (5) applications.
- ❑ Alternate Peer Reviewers who receive assignments during the course of the application review and scoring period will be compensated at the same rate per application as Peer Reviewers.

Role of ED Staff

27

- ❑ Panel Monitors:
 - ❑ Review application scores and comments.
 - ❑ Assist Peer Reviewers, as necessary.
 - ❑ Facilitate panel discussions.
 - ❑ Sign final Technical Review Form.
- ❑ Co-Competition Managers and Competition Support Team:
 - ❑ Respond to questions from Peer Reviewers and Panel Monitors.
 - ❑ Provide general competition support.
 - ❑ Ensure the process is running smoothly and all timelines and requirements are met.

28

Understanding the Notice Inviting Applications (NIA)

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

29

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

30

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Applicants must meet in order to be eligible

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

31

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability

Applicants must address and meet this priority

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

32

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Decision analysis
- or implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Applicants indicate one; not scored

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

33

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Optional area of interest that extends the core work and mayor

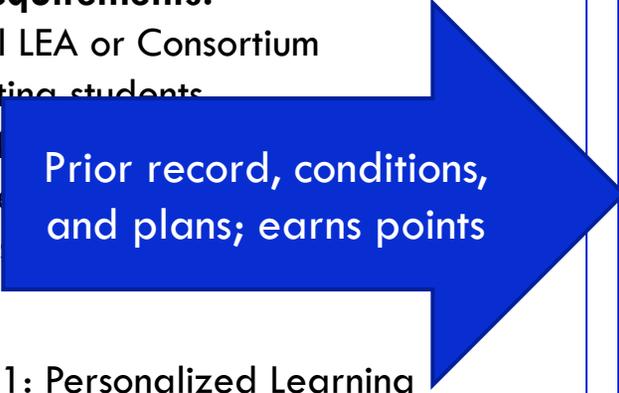
Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

34

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 4
- Commitment
- Relevant



Prior record, conditions, and plans; earns points

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

35

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Non-Rural LEAs in non-Race to the Top States
- Absolute 4: Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in Race to the Top States
- Competitive Preference: Results, Resource Alignment and Integrated Services (optional)



Requirements for grantees

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

Understanding the NIA

Note: Please see the NIA, FAQs and Application for further information on all sections in this presentation

36

Eligibility Requirements:

- Individual LEA or Consortium
- Participating students
- At least 40% low-income students
- Commitment to core assurance areas
- Relevant signatures

Priorities:

- Absolute 1: Personalized Learning Environments
- Absolute 2: Non-Rural LEAs in Race to the Top States
- Absolute 3: Rural LEAs in Race to the Top States
- Absolute 4: Non-Rural LEAs in non-Race to the Top States
- Absolute 5: Rural LEAs in non-Race to the Top States
- Competitive Alignment a (optional)

Requirements for applicants

Selection Criteria:

- Vision
- Prior Record of Success and Conditions for Reform
- Preparing Student for College and Careers
- LEA Policy and Infrastructure
- Continuous Improvement
- Budget and Sustainability
- Optional Budget Supplement (optional)

Program/Other Requirements, e.g.:

- Budget
- Evaluation
- Disproportionate discipline and expulsion analysis
- Data and information sharing
- Scope of work
- School implementation plan

Application Requirements:

- Comment period: State and mayor
- Consortia requirements

37

Eligibility and Program Requirements

Eligibility Requirements

38

- ❑ Eligible applicants:
 - ❑ Individual local educational agencies (LEAs) (as defined) or a consortium of LEAs serving a minimum of 2,000 participating students (as defined); or
 - ❑ Consortium of LEAs serving fewer than 2,000 participating students, provided that those students are served by a consortium of at least 10 LEAs and at least 75 percent of students served by each LEA are participating students (as defined).
- ❑ An LEA may only participate in one Race to the Top - District application.
- ❑ At least 40 percent of participating students across all participating schools (as defined) must be from low-income families.
- ❑ Applicants must demonstrate commitment to the core educational assurance areas (as defined).
- ❑ Application must be signed by the superintendent or chief executive officer (CEO), local school board president, and local teachers union or association president (where applicable).

FAQ
C-1e

FAQ
C-1f

FAQ
C-5

Eligibility Requirements

39

- ❑ Local educational agency is an entity as defined in section 9101(26) of the ESEA, except that an entity described under section 9101(26)(D) must be recognized under applicable State law as a local educational agency.

Eligibility Requirements –

Commitment to Core Educational Assurance Areas

40

An applicant must demonstrate its commitment to the core educational assurance areas (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

(i) The LEA, at a minimum, will implement no later than the 2014-2015 school year--

- (A) A teacher evaluation system (as defined);
- (B) A principal evaluation system (as defined); and
- (C) A superintendent evaluation (as defined);

(ii) The LEA is committed to preparing all students for college or career, as demonstrated by--

- (A) Being located in a State that has adopted college- and career-ready standards (as defined); or
- (B) Measuring all student progress and performance against college- and career-ready graduation requirements (as defined)

Eligibility Requirements –

Commitment to Core Educational Assurance Areas

41

An applicant must demonstrate its commitment to the core educational assurance areas (as defined), including, for each LEA included in an application, an assurance signed by the LEA's superintendent or CEO that--

(iii) The LEA has a robust data system that has, at a minimum--

(A) An individual teacher identifier with a teacher-student match; and

(B) The capability to provide timely data back to educators and their supervisors on student growth (as defined);

(iv) The LEA has the capability to receive or match student level preschool through 12th grade and higher education data; and

(v) The LEA ensures that any disclosure of or access to personally identifiable information in students' education records complies with the Family Educational Rights and Privacy Act (FERPA).

FAQ
C-15

FAQ
C-16

Program Requirements

(1) An applicant’s budget request for all years of its project must fall within the applicable budget range as follows:

Number of participating students	Award range
2,000-5,000 or Fewer than 2,000, provided those students are served by a consortium of at least 10 LEAs and at least 75 percent of the students served by each LEA are participating students (as defined in this notice)	\$5-10 million
5,001-10,000	\$10-20 million
10,001-25,000	\$20-30 million
25,001+	\$30-40 million

The Department will not consider an application that requests a budget outside the applicable range of awards, not including any optional budget supplements included in the application.

43

Absolute Priorities

Absolute Priority 1: Personalized Learning Environments

44

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.

Absolute Priorities 2-5

45

Each applicant must indicate one priority from Absolute Priorities 2-5

- ❑ Absolute Priority 2, Non-Rural LEAs in Race to the Top States
- ❑ Absolute Priority 3, Rural LEAs in Race to the Top States
- ❑ Absolute Priority 4, Non-Rural LEAs in non-Race to the Top States
- ❑ Absolute Priority 5, Rural LEAs in non-Race to the Top States

Notes:

- Absolute Priorities 2-5 are not judged by peer reviewers.
- **Race to the Top Phase 1, 2, and 3 States are:** Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, Tennessee and the District of Columbia.

46

Selection Criteria

How the Pieces Fit Together

47

- Narrative: The narrative describes how the applicant has addressed or will address that criterion or competitive preference priority.
- Goals and Performance Measures: For several criteria, the applicant is asked to provide goals, performance measures, annual targets, and/or baseline data.
- Evidence: Some criteria require specific information as supporting evidence; applicants may also include any additional information they believe would be helpful to peer reviewers in judging the applicant's response.

Selection Criteria

48

- 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)

49

Selection Criteria A

Selection Criteria A – Vision (40 points)

50

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

(A)(1) The extent to which the applicant has set forth a **comprehensive and coherent reform vision** that builds on its work in **four core educational assurance areas** (as defined) and articulates a **clear and credible approach** to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interests;

Selection Criteria A – Vision (40 points)

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

(A)(2) The extent to which the applicant’s approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support **high-quality LEA-level and school-level implementation** of that proposal, including;

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined) collectively meet the competition’s eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined), participating students (as defined) from low-income families, participating students (as defined) who are high-need students (as defined), and participating educators (as defined). If participating schools (as defined) have yet to be selected, the applicant may provide approximate numbers.

Selection Criteria A – Vision (40 points)

53

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

(A)(3) The extent to which the application includes a high-quality plan describing how the reform proposal will be **scaled up** and translated into meaningful reform to support **district-wide change** beyond the participating schools (as defined), and will help the applicant **reach its outcome goals**;

Selection Criteria A – Vision (40 points)

54

(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]							

56

Break

57

Selection Criteria B

Selection Criteria B –

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

58

(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.

Selection Criteria B –

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

59

(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).

Selection Criteria B –

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

60

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

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

(B)(3) Successful conditions and sufficient autonomy under State legal, statutory, and regulatory requirements to implement the personalized learning environments described in the applicant's proposal.

Selection Criteria B –

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

61

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

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

(B)(4) **Meaningful stakeholder engagement** in the development of the proposal and meaningful stakeholder support for the proposal, including:

- (a) A description of how students, families, teachers, and principals in participating schools (as defined) were engaged in the development of the proposal and, as appropriate, how the proposal was revised based on their engagement and feedback, including--
 - (i) For LEAs with collective bargaining representation, evidence of direct engagement and support for the proposals from teachers in participating schools (as defined); or
 - (ii) For LEAs without collective bargaining representation, at a minimum, evidence that at least 70 percent of teachers from participating schools (as defined) support the proposal; and

Selection Criteria B –

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

62

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

(B)(4) **Meaningful stakeholder engagement** in the development of the proposal and meaningful stakeholder support for the proposal, including:

(b) Letters of support from such key stakeholders as parents and parent organizations, student organizations, early learning programs, tribes, the business community, civil rights organizations, advocacy groups, local civic and community-based organizations, and institutions of higher education.

Application Requirements

- Peer Reviewers should look for the following information when reviewing Selection Criteria (B)(3) and (B)(4).

Application Requirements:

(1) State comment period. Each LEA included in an application must provide its State at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The State's comments or, if the State declined to comment, evidence that the LEA offered the State 10 business days to comment; and
- (b) The LEA's response to the State's comments (optional).

(2) Mayor (or city or town administrator) comment period. Each LEA included in an application must provide its mayor or other comparable official at least 10 business days to comment on the LEA's application and submit as part of its application package--

- (a) The mayor or city or town administrator's comments or, if that individual declines to comment, evidence that the LEA offered such official 10 business days to comment; and
- (b) The LEA's response to the mayor or city or town administrator comments (optional).

Selection Criteria B –

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

64

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

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

(B)(5) A high-quality plan for an analysis of the **applicant's current status in implementing personalized learning environments** and the **logic behind the reform proposal** contained within the applicant's proposal, including identified needs and gaps that the plan will address.

65

Introduction to Scoring

Scoring

66

- ❑ To help ensure inter-reviewer reliability and transparency for Race to the Top – District applications, the U.S. Department of Education has created a detailed scoring chart for scoring applications.
- ❑ Peer Reviewers will be required to make many thoughtful judgments about the quality of the applications. For example, Peer Reviewer will be assessing, based on the criteria, the comprehensiveness and feasibility of the plans.
 - ❑ Peer Reviewer will determine if applicants meet Absolute Priority 1.
 - ❑ Peer Reviewers will be asked to evaluate if applicants have set ambitious yet achievable performance measures and annual targets in their applications.
 - ❑ Peer Reviewers will need to make informed judgments about applicants' goals, performance measures, annual targets, proposed activities and the rationale for those activities, the timeline, the deliverables, and credibility of applicants' plans.

Scoring

- ❑ Peer Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans.
- ❑ For plans, Peer Reviewers will allot points based on the quality of the applicant's plan and, where specified in the text of the criterion or competitive preference priority, whether the applicant has set ambitious yet achievable goals, performance measures, and annual targets.
- ❑ Note that the evidence that applicants submit may be relevant both to judging whether the applicant has a high-quality plan and whether its goals, performance measures, and annual targets are ambitious yet achievable.

Scoring

68

- ❑ The scoring chart on the next slide shows the maximum number of points that may be assigned to each selection criterion and to the competitive preference priority.

Scoring Chart

	Detailed Points	Section Points	Section %
Selection Criteria:			
A. Vision:		40	19%
(A)(1) Articulating a comprehensive and coherent reform vision	10		
(A)(2) Applicant's approach to implementation	10		
(A)(3) LEA-wide reform & change	10		
(A)(4) LEA-wide goals for improved student outcomes	10		
B. Prior Record of Success and Conditions for Reform		45	21%
(B)(1) Demonstrating a clear track record of success	15		
(B)(2) Increasing transparency in LEA processes, practices, & investments	5		
(B)(3) State context for implementation	10		
(B)(4) Stakeholder engagement and support	10		
(B)(5) Analysis of needs and gaps	5		
C. Preparing Students for College and Careers		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
D. LEA Policy and Infrastructure		25	12%
(D)(1) LEA practices, policies, rules	15		
(D)(2) LEA and school infrastructure	10		
E. Continuous Improvement		30	14%
(E)(1) Continuous improvement process	15		
(E)(2) Ongoing communication and engagement	5		
(E)(3) Performance measures	5		
(E)(4) Evaluating effectiveness of investments	5		
F. Budget and Sustainability		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
G. Optional Budget Supplement		Scored Separately - 15 points	
Competitive Preference Priority	10	10	5%
	210	210	100%

Scoring

70

- Peer Reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
20	0-4	5-14	15-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

71

Workshop #1: Scoring

Workshop #1 Instructions

72

- ❑ Read the two sample application narratives and appendices and decide if each district response is high, medium, or low quality. Next, identify evidence from the application narratives and appendices that could be used to support your conclusion. *(15 minutes)*
 - ❑ The graphic organizer can be used as you read to identify evidence in each of the scoring ranges.
- ❑ After you have finished reading and identifying evidence, text your conclusion for each response (i.e., high, medium, or low) to the numbers below.
- ❑ With your table, discuss your conclusions and evidence using the discussion questions as a guide. *(15 minutes)*

Note: All sample responses are based on State responses to Phase 1 and Phase 2 Race to the Top applications. They are not excerpts from actual Race to the Top – District applications. They are to be used for illustrative purposes only.

Practice Question

73

- ❑ We are going to take a live poll to see if each of you believe the sample responses are of high, medium, or low quality.
- ❑ Let's test the technology using a sample question.
- ❑ Please take out your cell phone, but remember to leave it on silent.

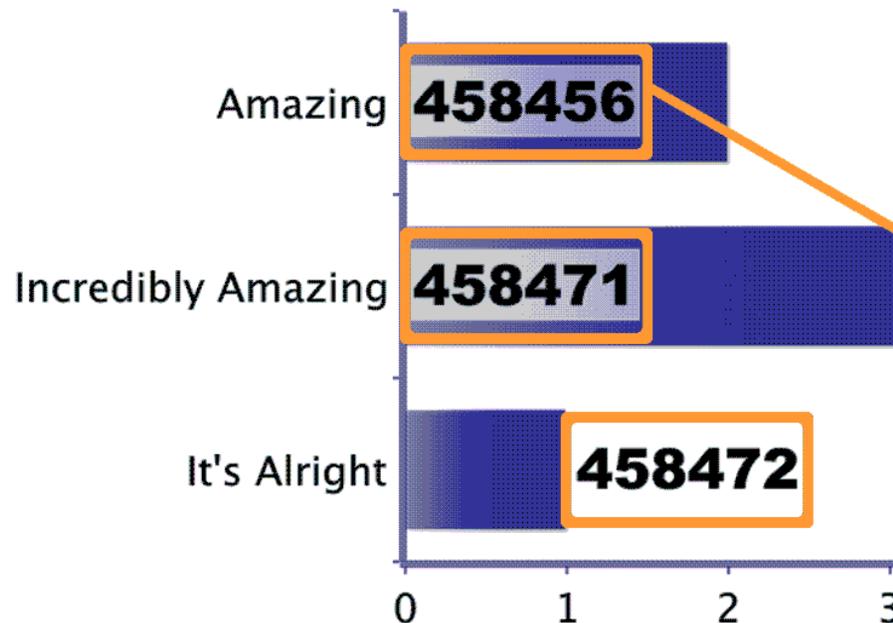
How to Vote via Texting

74

How do you like my presentation so far?

EXAMPLE

Text a **CODE** to **37607**



TIPS

1. Standard texting rates only (worst case US \$0.20)
2. We have no access to your phone number
3. Capitalization doesn't matter, but spaces and spelling do

Practice Question

75

■ On Halloween, I plan to:

Submit your answer using the information below.

Text to: 22333 or vote at: PollEv.com/brookmuldrow	
Trick or Treat, with or without small children:	235200
Hand out candy until I run out or decide to save the rest for myself:	235594
Turn the lights out, lock the door, and pretend I'm not home:	235595

Practice Question Results

76



77

Working Lunch

78

Panel: Organizing your Review

Workshop #1 Instructions

79

- Read the two sample application narratives and appendices and decide if each district response is high, medium, or low quality. Next, identify evidence from the application narratives and appendices that could be used to support your conclusion. *(15 minutes)*
 - ▣ The graphic organizer can be used as you read to identify evidence in each of the scoring ranges.
- After you have finished reading and identifying evidence, text your conclusion for each response (i.e., high, medium, or low) to the numbers below.
- With your table, discuss your conclusions and evidence using the discussion questions as a guide. *(15 minutes)*

Note: All sample responses are based on State responses to Phase 1 and Phase 2 Race to the Top applications. They are not excerpts from actual Race to the Top – District applications. They are to be used for illustrative purposes only.

Workshop #1: Scoring

80

Submit your conclusion for each response (i.e., high, medium, or low) using the information below.

Smithsonian Unified School District	Guggenheim County School District
Text to: 22333	Text to: 22333
High : 694568	High : 149844
Medium: 694569	Medium: 149864
Low: 694570	Low: 149870

*You can also vote by visiting: <http://www.polleverywhere.com/brookmuldrow>

Workshop #1 Results:

Smithsonian Unified School District

Workshop #1 Results:

Guggenheim County School District

83

Application Review System

84

Break

85

Selection Criteria C

Selection Criteria C –

Preparing Students for College and Careers (40 points)

86

(C)(1) Learning (20 points)

The extent to which the applicant has a high-quality plan for **improving learning and teaching** by **personalizing the learning environment** in order to provide **all students the support to graduate college- and career-ready**. This plan must include an approach to **implementing instructional strategies** for all participating students (as defined) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined) and college- and career-ready graduation requirements (as defined) and **accelerate his or her learning through support of his or her needs**.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

87

(C)(1) Learning (20 points)

The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

(C)(1) Learning: An approach to learning that **engages and empowers all learners**, in particular high-need students (as defined), in an age-appropriate manner such that:

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

- (i) Understand that what they are learning is key to their success in accomplishing their goals;
- (ii) Identify and pursue learning and development goals linked to college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined), understand how to structure their learning to achieve their goals, and measure progress toward those goals;
- (iii) Are able to be involved in deep learning experiences in areas of academic interest;
- (iv) Have access and exposure to diverse cultures, contexts, and perspectives that motivate and deepen individual student learning; and
- (v) Master critical academic content and develop skills and traits such as goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving;

Selection Criteria C –

Preparing Students for College and Careers (40 points)

88

(C)(1) Learning (20 points)

(b) With the support of parents and educators, there is a strategy to **ensure that each student has access** to—

- (i) A **personalized sequence of instructional content and skill development** designed to enable the student to achieve his or her individual learning goals and ensure he or she can graduate on time and college- and career-ready;
- (ii) A variety of high-quality **instructional approaches and environments**;
- (iii) **High-quality content**, including digital learning content (as defined) as appropriate, aligned with college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined);
- (iv) **Ongoing and regular feedback**, including, at a minimum—
 - (A) **Frequently updated individual student data** that can be used to determine progress toward mastery of college- and career-ready standards (as defined), or college- and career-ready graduation requirements; and
 - (B) **Personalized learning recommendations** based on the student's current knowledge and skills, college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined), and available content, instructional approaches, and supports; and

Selection Criteria C –

Preparing Students for College and Careers (40 points)

89

(C)(1) Learning (20 points)

(b) With the support of parents and educators, there is a strategy to ensure that each student has access to—

(v) **Accommodations and high-quality strategies** for high-need students (as defined) to help ensure that they are on track toward meeting college- and career-ready standards (as defined e) or college- and career-ready graduation requirements (as defined).

(c) Mechanisms are in place to provide **training and support to students** that will ensure that they understand how to use the tools and resources provided to them in order to track and manage their learning.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

90

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

The extent to which the applicant has a high-quality plan **for improving learning and teaching** by **personalizing the learning environment** in order to provide all students the support to graduate college- and career-ready. This plan must include an approach to **implementing instructional strategies** for all participating students (as defined) that enable participating students to pursue a rigorous course of study aligned to college- and career-ready standards (as defined) and college- and career-ready graduation requirements (as defined) and **accelerate his or her learning through support of his or her needs**. The quality of the plan will be assessed based on the extent to which the applicant proposes an approach that includes the following:

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

Selection Criteria C –

Preparing Students for College and Careers (40 points)

91

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

(a) All participating educators (as defined) **engage in training, and in professional teams or communities**, that supports their individual and collective capacity to—

- (i) **Support the effective implementation of personalized learning environments and strategies** that meet each student’s academic needs and help ensure all students can graduate on time and college- and career-ready;
- (ii) **Adapt content and instruction**, providing opportunities for students to engage in common and individual tasks, in response to their academic needs, academic interests, and optimal learning approaches (e.g., discussion and collaborative work, project-based learning, videos, audio, manipulatives);
- (iii) **Frequently measure student progress** toward meeting college- and career-ready standards (as defined), or college- and career-ready graduation requirements (as defined) and **use data** to inform both the acceleration of student progress and the improvement of the individual and collective practice of educators; and
- (iv) **Improve teachers’ and principals’ practice and effectiveness** by **using feedback** provided by the LEA’s teacher and principal evaluation systems (as defined), including frequent feedback on individual and collective effectiveness, as well as by providing recommendations, supports, and interventions as needed for improvement.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

92

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

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

- (i) **Actionable information** that helps educators (as defined) identify optimal learning approaches that respond to individual student academic needs and interests;
- (ii) **High-quality learning resources** (e.g., instructional content and assessments), including digital resources, as appropriate, that are aligned with college- and career-ready standards (as defined) or college- and career-ready graduation requirements (as defined), and the tools to create and share new resources; and
- (iii) **Processes and tools to match student needs** (see Selection Criterion (C)(2)(b)(i)) with specific resources and approaches (see Selection Criterion (C)(2)(b)(ii)) to provide continuously improving feedback about the effectiveness of the resources in meeting student needs.

Selection Criteria C –

Preparing Students for College and Careers (40 points)

93

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

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

(i) **Information**, from such sources as the **district's teacher evaluation system** (as defined), that helps school leaders and school leadership teams (as defined) assess, and take steps to improve, individual and **collective educator effectiveness and school culture** and climate, **for the purpose of continuous school improvement**; and

(ii) **Training, systems, and practices** to continuously improve school progress toward the goals of **increasing student performance and closing achievement gaps** (as defined).

(d) The applicant has a high-quality plan for **increasing the number of students who receive instruction from effective and highly effective teachers and principals** (as defined), including in hard-to-staff schools, subjects (such as mathematics and science), and specialty areas (such as special education).

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

95

- ❑ In determining the quality of an applicant's plan, 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.

Workshop #2: High-quality Plans

96

- ❑ Individually, review the sample plans and identify the strengths and weaknesses of each plan. *(10 minutes)*
- ❑ With your table, review your observations using the discussion questions as a guide. *(10 minutes)*

Note: All sample plans are from State responses to Phase 1 and Phase 2 Race to the Top applications. They are not excerpts from actual Race to the Top – District applications. They are to be used for illustrative purposes only.

97

Selection Criteria D

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

98

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

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

99

(D)(1) LEA practices, policies and rules (15 points)

The applicant has **practices, policies, and rules** that facilitate personalized learning by--

- (a) **Organizing the LEA central office**, or the consortium governance structure (as defined) to provide support and services to all participating schools (as defined);
- (b) Providing school leadership teams (as defined) in participating schools (as defined) with **sufficient flexibility and autonomy** to control such factors as school schedules and calendars, school personnel decisions and staffing models, roles and responsibilities for educators and non-educators, and school-level budgets;
- (c) Giving students the opportunity to **progress and earn credit based on demonstrated mastery**, not the amount of time spent on a topic;
- (d) Giving students the opportunity to demonstrate mastery of standards at **multiple times and in multiple comparable ways**; and
- (e) Providing learning resources and instructional practices that are **adaptable and fully accessible to all students**, including students with disabilities and English learners.

Selection Criteria D –

LEA Policy and Infrastructure (25 points)

100

(D)(2) LEA and school infrastructure (20 points)

The **LEA and school infrastructure** supports personalized learning by--

- (a) Ensuring that all participating students (as defined), parents, educators (as defined), and other stakeholders (as appropriate and relevant to student learning), **regardless of income, have access to necessary content, tools, and other learning resources both in and out of school** to support the implementation of the applicant's proposal;
- (b) Ensuring that students, parents, educators, and other stakeholders (as appropriate and relevant to student learning) have **appropriate levels of technical support**, which may be provided through a range of strategies (e.g., peer support, online support, or local support);
- (c) Using information technology systems that allow parents and students to **export their information in an open data format** (as defined) and to **use the data in other electronic learning systems** (e.g., electronic tutors, tools that make recommendations for additional learning supports, or software that securely stores personal records); and
- (d) Ensuring that LEAs and schools use **interoperable data systems** (as defined) (e.g., systems that include human resources data, student information data, budget data, and instructional improvement system data).

101

Selection Criteria E

Selection Criteria E –

Continuous Improvement (30 points)

102

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)(1) A **strategy for implementing a rigorous continuous improvement process** that provides **timely and regular feedback on progress** toward project goals and opportunities for ongoing corrections and improvements during and after the term of the grant. The strategy must address how the applicant will **monitor, measure, and publicly share information on the quality of its investments** funded by Race to the Top – District, such as investments in professional development, technology, and staff;

(E)(2) Strategies for **ongoing communication and engagement** with internal and external stakeholders;

Selection Criteria E –

Continuous Improvement (30 points)

103

(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)

104

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.

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.

Workshop #3

107

- ❑ Review the sample performance measures and identify the attributes of ambitious yet achievable performance measures. *(5 minutes)*
- ❑ With your table, discuss the performance measure tables using the discussion questions as a guide. *(10 minutes)*

Note: All sample excerpts are based on State responses to Phase 1 and Phase 2 Race to the Top applications. They are not excerpts from actual Race to the Top – District applications. They are to be used for illustrative purposes only.

Selection Criteria E –

Continuous Improvement (30 points)

108

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).

109

Understanding the Application

How the Pieces Fit Together

- ❑ **Narrative:** The narrative describes how the applicant has addressed or will address that criterion or competitive preference priority.
- ❑ **Goals and Performance Measures:** For several criteria, the applicant is asked to provide goals, performance measures, annual targets, and/or baseline data.
- ❑ **Evidence:** Some criteria require specific information as supporting evidence; applicants may also include any additional information they believe would be helpful to peer reviewers in judging the applicant's response.

Parts of the Application

111

- I. Application Introduction, Instructions, and Submission Procedures
- II. Eligibility Requirements
- III. Application Requirements
- IV. Application Assurances
- V. Program-specific Assurances for Individual Applicants
- VI. Program-specific Assurances for Consortia Applicants
- VII. Other Assurances and Certifications
- VIII. Absolute Priorities
- IX. Selection Criteria
- X. Competitive Preference Priority
- XI. Budget
- XII. Optional Budget Supplement
- XIII. Definitions
- XIV. Memorandum of Understanding for Consortia Applications
- XV. Scoring Overview and Chart
- XVI. Program Requirements
- XVII. Reporting Requirements
- XVIII. Contracting for Services
- XIX. Intergovernmental Review
- XX. Application Checklist for Individual Applicants
- XXI. Application Checklist for Consortia Applicants
- XXII. Appendix

Parts of the Application

112

- I. Application Introduction, Instructions, and Submission Procedures
- II. Eligibility Requirements
- III. Application Requirements
- IV. Application Assurances
- V. Program-specific Assurances for Individual Applicants
- VI. Program-specific Assurances for Consortia Applicants
- VII. Other Assurances and Certifications
- VIII. **Absolute Priorities**
- IX. Selection Criteria
- X. Competitive Preference Priority
- XI. Budget
- XII. Optional Budget Supplement
- XIII. Definitions
- XIV. Memorandum of Understanding for Consortia Applications
- XV. Scoring Overview and Chart
- XVI. Program Requirements
- XVII. Reporting Requirements
- XVIII. Contracting for Services
- XIX. Intergovernmental Review
- XX. Application Checklist for Individual Applicants
- XXI. Application Checklist for Consortia Applicants
- XXII. Appendix



Applicants select
Priority 2-5

Parts of the Application

113

- I. Application Introduction, Instructions, and Submission Procedures
- II. Eligibility Requirements
- III. Application Requirements
- IV. Application Assurances
- V. Program-specific Assurances for Individual Applicants
- VI. Program-specific Assurances for Consortia Applicants
- VII. Other Assurances and Certifications
- VIII. Absolute Priorities
- IX. Selection Criteria**
- X. Competitive Preference Priority
- XI. Budget
- XII. Optional Budget Supplement
- XIII. Definitions
- XIV. Memorandum of Understanding for Consortia Applications
- XV. Scoring Overview and Chart
- XVI. Program Requirements
- XVII. Reporting Requirements
- XVIII. Contracting for Services
- XIX. Intergovernmental Review
- XX. Application Checklist for Individual Applicants
- XXI. Application Checklist for Consortia Applicants
- XXII. Appendix



Application body;
assign scores

Parts of the Application

114

- I. Application Introduction, Instructions, and Submission Procedures
- II. Eligibility Requirements
- III. Application Requirements
- IV. Application Assurances
- V. Program-specific Assurances for Individual Applicants
- VI. Program-specific Assurances for Consortia Applicants
- VII. Other Assurances and Certifications
- VIII. Absolute Priorities
- IX. Selection Criteria
- X. **Competitive Preference Priority**
- XI. Budget
- XII. Optional Budget Supplement
- XIII. Definitions
- XIV. Memorandum of Understanding for Consortia Applications
- XV. Scoring Overview and Chart
- XVI. Program Requirements
- XVII. Reporting Requirements
- XVIII. Contracting for Services
- XIX. Intergovernmental Review
- XX. Application Checklist for Individual Applicants
- XXI. Application Checklist for Consortia Applicants
- XXII. Appendix



Parts of the Application

115

- 
- Response to F1**
- I. Application Introduction, Instructions, and Submission Procedures
 - II. Eligibility Requirements
 - III. Application Requirements
 - IV. Application Assurances
 - V. Program-specific Assurances for Individual Applicants
 - VI. Program-specific Assurances for Consortia Applicants
 - VII. Other Assurances and Certifications
 - VIII. Absolute Priorities
 - IX. Selection Criteria
 - X. Competitive Preference Priority
 - XI. Budget**
 - XII. Optional Budget Supplement
 - XIII. Definitions
 - XIV. Memorandum of Understanding for Consortia Applications
 - XV. Scoring Overview and Chart
 - XVI. Program Requirements
 - XVII. Reporting Requirements
 - XVIII. Contracting for Services
 - XIX. Intergovernmental Review
 - XX. Application Checklist for Individual Applicants
 - XXI. Application Checklist for Consortia Applicants
 - XXII. Appendix

Parts of the Application

116

- | | | | | |
|-------|---|--|--------|--|
| I. | Application Introduction, Instructions, and Submission Procedures |  | XI. | Budget |
| II. | Eligibility Requirements | | XII. | Optional Budget Supplement |
| III. | Application Requirements | | XIII. | Definitions |
| IV. | Application Assurances | | XIV. | Memorandum of Understanding for Consortia Applications |
| V. | Program-specific Assurances for Individual Applicants | | XV. | Scoring Overview and Chart |
| VI. | Program-specific Assurances for Consortia Applicants | | XVI. | Program Requirements |
| VII. | Other Assurances and Certifications | | XVII. | Reporting Requirements |
| VIII. | Absolute Priorities | | XVIII. | Contracting for Services |
| IX. | Selection Criteria | | XIX. | Intergovernmental Review |
| X. | Competitive Preference Priority | | XX. | Application Checklist for Individual Applicants |
| | | | XXI. | Application Checklist for Consortia Applicants |
| | | | XXII. | Appendix |

Parts of the Application

117

- I. Application Introduction, Instructions, and Submission Procedures
- II. Eligibility Requirements
- III. Application Requirements
- IV. Application Assurances
- V. Program-specific Assurances for Individual Applicants
- VI. Program-specific Assurances for Consortia Applicants
- VII. Other Assurances and Certifications
- VIII. Absolute Priorities
- IX. Selection Criteria
- X. Competitive Preference Priority
- XI. Budget
- XII. Optional Budget Supplement
- XIII. Definitions
- XIV. Memorandum of Understanding for Consortia Applications
- XV. Scoring Overview and Chart
- XVI. Program Requirements
- XVII. Reporting Requirements
- XVIII. Contracting for Services
- XIX. Intergovernmental Review
- XX. Application Checklist for Individual Applicants
- XXI. Application Checklist for Consortia Applicants
- XXII. Appendix



Selection Criterion Example

118

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

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

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, the applicant may provide approximate numbers.

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

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.

Peer reviewers will reward applicants for developing goals that – in line with the applicant's proposal – are “ambitious yet achievable.” In determining whether an applicant has “ambitious yet achievable” and “ambitious” goals, reviewers will examine the applicant's goals in the context of the applicant's proposal and the evidence submitted in support of the proposal. Reviewers will not reward applicants for setting a specific goal that peer reviewers will be looking for here; nor will higher goals necessarily be rewarded above lower ones.

Recommended maximum response length: Eight pages (excluding tables)

(Enter text here.)

Selection
Criterion

Instructions

Narrative
response

Selection Criteria Example: Tables

(A)(2) Applicant's approach to implementation (10 points) (Application page 28)

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

The extent to which the applicant's approach to implementing its reform proposal (e.g., schools, grade bands, or subject areas) will support high-quality LEA-level and school-level implementation of that proposal, including—

- (a) A description of the process that the applicant used or will use to select schools to participate. The process must ensure that the participating schools (as defined in this notice) collectively meet the competition's eligibility requirements;
- (b) A list of the schools that will participate in grant activities (as available); and
- (c) The total number of participating students (as defined in this notice), participating students (as defined in this notice) from low-income families, participating students (as defined in this notice) who are high-need students (as defined in this notice), and participating educators (as defined in this notice). If participating schools (as defined in this notice) have yet to be selected, provide approximate numbers.

In the text box below, the applicant should describe its current status in meeting the criterion and its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant has submitted to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

To provide a high-quality response, the applicant should describe, at a minimum, the goals, activities, timelines, deliverables, and responsibilities. See Scoring Instructions in Part XV or Appendix A in the NIA. The narrative and attachments should include any additional information the applicant believes will be helpful to peer reviewers.

Peer reviewers will be looking for evidence that the applicant's proposal – are "ambitious yet achievable" annual goals, peer reviewers will be looking for evidence that the applicant's proposal and the evidence submitted in support of the proposal are ambitious yet achievable. Peer reviewers will be looking for evidence that the applicant's proposal has "ambitious yet achievable" annual goals, peer reviewers will be looking for evidence that the applicant's proposal and the evidence submitted in support of the proposal are ambitious yet achievable. Peer reviewers will be looking for evidence that the applicant's proposal has "ambitious yet achievable" annual goals, peer reviewers will be looking for evidence that the applicant's proposal and the evidence submitted in support of the proposal are ambitious yet achievable. Peer reviewers will be looking for evidence that the applicant's proposal has "ambitious yet achievable" annual goals, peer reviewers will be looking for evidence that the applicant's proposal and the evidence submitted in support of the proposal are ambitious yet achievable.

Recommended maximum response length: eight pages (excluding tables)

(Enter text here.)

		School Demographics										
		Raw Data Actual numbers or estimates (Please note where estimates are used)						Percentages				
		A	B	C	D	E	F	G	H	I		
Participating School	Grades/Subjects Included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Consortium	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School	% of low-income students from low-income families	% of Total LEA or consortium low-income population	
[Name of school] (If known at time of application)		#	#	#	#	#	#	#	%	%	%	
[LEA Name]	[Name of school]											
[LEA Name]	[Name of school]											
	[Add or delete rows as needed]											
TOTAL												100%

Tables

Narrative text

Selection Criteria Examples

120

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

Criterion text here

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

Criterion text here

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

Criterion text here

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

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria and/or provide its high-quality plan for meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

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.

Recommended maximum response length: Seven pages

(Enter text here.)

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

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Four pages (excluding tables)

(Enter text here.)

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

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: One page

(Enter text here.)

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

Criterion text here

In the text box below, the applicant should describe its current status in meeting the criteria.

The narrative or attachments should also include any supporting evidence the applicant believes will be helpful to peer reviewers, including at a minimum the evidence listed in the criterion (if any), and how each piece of evidence demonstrates the applicant's success in meeting the criterion. Evidence or attachments must be described in the narrative and, where relevant, included in the Appendix. For evidence or attachments included in the Appendix, note in the narrative the location where the information can be found and provide a table of contents for the Appendix.

Recommended maximum response length: Three pages

(Enter text here.)

121

Q & A

122

Logistics

Logistics

123

- ❑ We want to make sure this training is a valuable use of your time and that you leave here tomorrow prepared for the task of being a peer reviewer. Therefore, please take a minute to let us know how you are feeling at the end of Day One.
- ❑ Using the texting function we used in Workshop #1, please let us know what areas would benefit from additional clarification.
- ❑ Please hand your signed Reviewer Agreement to the Miko Group or Department staff standing by the door.
- ❑ We begin tomorrow morning at 8:30 AM.
- ❑ Thank you for a very productive Day One!

Logistics

124

- Of the topics we covered today, the following areas require additional attention during Day Two:

Text to: 22333 or at: http://www.poleverywhere.com/brookmuldrow
Selection Criteria A: 166110
Selection Criteria B: 166577
Selection Criteria C: 166599
Selection Criteria D: 166600
Selection Criteria E: 166601
Scoring: 166608
Performance Measures: 166889
Nothing! I feel prepared!: 166901

125

Welcome back!

Day Two Agenda:

126

- ❑ Workshop #4: Introduction to Comments
- ❑ Selection Criteria F
- ❑ Competitive Preference Priority
- ❑ Optional Budget Supplement
- ❑ Scoring and Comments Revisited
- ❑ Workshop #5: Scoring and Writing Comments
- ❑ Review Process
- ❑ Logistics, Wrap Up, and Next Steps

127

Writing Comments

Writing Comments: The Basics

- ❑ Each comment should:
 - ❑ Make clear, evaluative statements about the substance of the selection criterion being discussed;
 - ❑ Substantiate all evaluative statements using evidence from the application narrative, evidence tables, performance measures, appendices, and/or budgets without simply summarizing the application;
 - ❑ Use paragraphs, bullets, etc., to organize related evaluative statements clearly;
 - ❑ Draw clear conclusions that are consistent with your evaluative statements and match the score you assigned; and
 - ❑ Use the selection criterion language and the scoring chart as your ultimate guidelines – make sure your scores and comments match those!

Writing Comments: Your Audience

129

- ❑ The U.S. Department of Education
 - ❑ Comments must provide clear and objective justifications for your scores and a rationale for the number of points you awarded
- ❑ Race to the Top – District Applicants
 - ❑ Comments will help applicants understand strengths and weaknesses in their proposals and may inform future applications
- ❑ General Public
 - ❑ Comments will likely be posted on the Department’s website and may be scrutinized by interested members of the public

Writing Comments: Content

130

- ❑ Explain why you reached the score you did.
- ❑ Point to specific information in the application that helped you reach your score.
- ❑ Evaluate what the application says; **do not** simply restate what the applicant has written.
- ❑ If information is missing from the application, clearly indicate this in your comments.
- ❑ Comments should reflect your best judgment based on the information the applicant has presented.

Writing Comments: Style

131

- ❑ Use simple, declarative sentences whenever possible.
- ❑ Use statements, not questions.
- ❑ Be professional, tactful, and constructive.
- ❑ Do not use statements that infer personal bias, such as “I feel,” “I think,” or “The applicant should.”
- ❑ Do not include application page numbers in your comments.
- ❑ Use bullets or complete sentences.

Sample Structure for Comments

132

1. Evaluative statement #1 (topic sentence)

- ❑ Supporting evidence
- ❑ Supporting evidence

2. Evaluative statement #2 (topic sentence)

- ❑ Supporting evidence
- ❑ Supporting evidence

(More evaluative statements and evidence, as appropriate)

3. Judgment (points awarded and justification)

Remember: Evidence can be found in the application narrative, the evidence tables following the narrative, the performance measures, the appendices, or the budget.

Writing Comments: Panel Monitors

133

- ❑ The role of the Panel Monitor is to:
 - ❑ Review all comments and scores
 - ❑ Ensure proper justification for scores in comments
 - ❑ Provide feedback to Peer Reviewers on their submitted comments
- ❑ To ensure your comments meet the Department's needs, we encourage all peer reviewers, new and experienced, to send your panel monitor a completed comment for their review early in the process.
- ❑ Panel monitors can provide you helpful feedback as you continue to score and write comments for your applications.

134

Workshop #4: High-quality Comments

Workshop #4 Instructions

135

- ❑ Review the sample comments. As you review, think about what makes a strong and weak comment. *(15 minutes)*
- ❑ With your table, discuss the comments using the discussion questions as a guide. *(15 minutes)*

Note: All sample comments are based on comments from responses to Phase 1 and Phase 2 Race to the Top applications. They are not excerpts from actual Race to the Top – District comments. They are to be used for illustrative purposes only.

136

Selection Criteria F

Selection Criteria F –

Budget and Sustainability (20 points)

137

The extent to which--

(F)(1) Budget for the project (10 points)

(F)(1) The applicant's budget, including the budget narrative and tables--

- (a) **Identifies all funds** that will support the project (e.g., Race to the Top – District grant; external foundation support; LEA, State, and other Federal funds); and
- (b) Is **reasonable and sufficient** to support the development and implementation of the applicant's proposal; and
- (c) Clearly provides a **thoughtful rationale for investments and priorities**, including-
 - (i) A description of all of the funds that the applicant will use to support the implementation of the proposal, including total revenue from these sources; and
 - (ii) Identification of the 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, as described in the proposed budget and budget narrative, with a focus on strategies that will ensure the long-term sustainability of the personalized learning environments; and

Components of the Budget

138

- ❑ Overall Budget Summary
 - ❑ Table: Total proposed budget, by category (Table 1-1).
 - ❑ Summary Project List: List of all project-level budget (Table 2-1).
 - ❑ Narrative: Overview of how the budget has been organized into projects.
- ❑ Project-level Budgets
 - ❑ Table: Budget for each project, by category (Table 3-1).
 - ❑ Narrative: Backup detail for each category in each project budget, including project-level itemized costs (Table 4-1).

Table - Overall Budget Summary

- The overall budget summary table is the sum of all project-level budget tables.

Budget Table 1-1: Overall Budget Summary Table					
Evidence for: [Fill in (F)(1) or Optional Budget Supplement]					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)					
12. Funds from other sources used to support the project					
13. Total Budget (lines 11-12)					

All applicants must provide a break-down by the applicable budget categories shown in lines 1-13.
 Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget category.
 Column (e): Show the total amount requested for all project years.
 *If the applicant plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget part.

Table - Summary Project List

(Application page 77)

Budget Table 2-1: Overall Budget Summary Project List Evidence for: [Fill in (F)(1) or Optional Budget Supplement]				
Project Name	Primary Associated Criterion and location in application	Additional Associated Criteria and location in application	Total Grant Funds Requested	Total Budget
			Total for Grant Funds	Total Budget

Tables - Project-level Budgets

- ❑ This should include the sums of project-level itemized costs described in the Project-Level Budget Narrative.

Table 3-1: Project-Level Budget Summary Table: Evidence for [fill in (F)(1) or Optional Budget Supplement]					
Project Name: [fill in the project name the applicant has assigned to this work]					
Primary Associated Criterion and Location in Application: [fill in primary selection criterion, Part number and page numbers]					
Additional Associated Criteria (if any) and Location in Application: [fill in the additional selection criteria (if any), Part number(s) and page numbers]					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Training Stipends					
8. Other					
9. Total Direct Costs (lines 1-8)					
10. Indirect Costs*					
11. Total Grant Funds Requested (lines 9-10)					
12. Funds from other sources used to support the project					
13. Total Budget (lines 11-12)					

Selection Criteria F –

Budget and Sustainability (20 points)

142

(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.

143

Competitive Preference Priority

Competitive Preference Priority –

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

144

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)

145

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;

Competitive Preference Priority –

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

146

(3) Describe how the partnership would--

(a) **Track the selected indicators** that measure each result at the aggregate level for all children within the LEA or consortium and at the student level for the participating students;

(b) Use the data to **target its resources** in order to improve results for participating students (as defined), with special emphasis on students facing significant challenges;

(c) Develop a **strategy to scale the model beyond the participating students** (as defined) to at least other high-need students (as defined) and communities in the LEA or consortium over time; and

(d) **Improve results** over time;

(4) Describe how the partnership would, within participating schools (as defined), **integrate education and other services** (e.g., services that address social-emotional, and behavioral needs, acculturation for immigrants and refugees) for participating students (as defined);

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

(6) Identify its annual **ambitious yet achievable performance measures** for the proposed population-level and describe **desired results for students**.

147

Optional Budget Supplement

Optional Budget Supplement

(Scored separately – 15 points)

148

- ❑ 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)

149

- ❑ 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.**

150

Scoring and Comments: Revisited

Scoring Review

- ❑ Reviewers will allot points based on the extent to which the applicant meets the criteria and the competitive preference priority, including existing track record and conditions as well as future plans.
- ❑ For plans, reviewers will allot points based on the quality of the applicant's plan and, where specified in the text of the criterion or competitive preference priority, whether the applicant has set ambitious yet achievable goals, performance measures, and annual targets.
- ❑ Note that the evidence that applicants submit may be relevant both to judging whether the applicant has a high-quality plan and whether its goals, performance measures, and annual targets are ambitious yet achievable.

Scoring: Absolute Priority 1

152

- ❑ 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 eliminated from the competition.
 - ❑ 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

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.

Scoring

154

- ❑ The scoring chart on the next slide and in your handbooks shows the maximum number of points that may be assigned to each selection criterion and to the competitive preference priority.

Scoring Chart

155

	Detailed Points	Section Points	Section %
Selection Criteria:			
A. Vision:		40	19%
(A)(1) Articulating a comprehensive and coherent reform vision	10		
(A)(2) Applicant's approach to implementation	10		
(A)(3) LEA-wide reform & change	10		
(A)(4) LEA-wide goals for improved student outcomes	10		
B. Prior Record of Success and Conditions for Reform		45	21%
(B)(1) Demonstrating a clear track record of success	15		
(B)(2) Increasing transparency in LEA processes, practices, & investments	5		
(B)(3) State context for implementation	10		
(B)(4) Stakeholder engagement and support	10		
(B)(5) Analysis of needs and gaps	5		
C. Preparing Students for College and Careers		40	19%
(C)(1) Learning	20		
(C)(2) Teaching and Leading	20		
D. LEA Policy and Infrastructure		25	12%
(D)(1) LEA practices, policies, rules	15		
(D)(2) LEA and school infrastructure	10		
E. Continuous Improvement		30	14%
(E)(1) Continuous improvement process	15		
(E)(2) Ongoing communication and engagement	5		
(E)(3) Performance measures	5		
(E)(4) Evaluating effectiveness of investments	5		
F. Budget and Sustainability		20	10%
(F)(1) Budget for the project	10		
(F)(2) Sustainability of project goals	10		
G. Optional Budget Supplement		Scored Separately - 15 points	
Competitive Preference Priority	10	10	5%
	210	210	100%

Scoring

- Peer Reviewers will use the general ranges below as a guide when awarding points.

Maximum Point Value	Quality of Applicant's Response		
	Low	Medium	High
20	0-4	5-14	15-20
15	0-3	4-11	12-15
10	0-2	3-7	8-10
5	0-1	2-3	4-5

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.
- ❑ 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

158

- ❑ 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

159

- ❑ 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.

160

Break

161

Workshop #5: Scoring and Writing Comments

Workshop #5 Instructions

162

- ❑ Revisit Smithsonian Unified School District's Application Narrative and Appendix and your notes from Workshops #1 and #4. Using those as a guide, assign a score to Selection Criterion (B)(1) for Smithsonian Unified School District and write a comment justifying your score. *(15 minutes)*
- ❑ Share your comments with the person sitting next to you. Review the score and comment that you were given and identify strengths of those comments, as well as constructive ways to improve them. *(10 minutes)*
- ❑ Discuss the scores and comments at your table. Share strong examples and ways to improve all comments. *(15 minutes)*

163

Review Process

Review Process

164

- ❑ In order to provide districts the maximum time possible to write applications, the Department and Peer Reviewers have a short time period to review and evaluate applications and make awards.
 - ❑ Therefore, we have very little flexibility in the timeline.
- ❑ We understand that the timeline is not ideal, and will do everything we can to help Peer Reviewers complete their review on-time.
- ❑ If you are having difficulty completing your review, it is imperative that you let your Panel Monitor know as soon as possible so we can assist you.

Review Process

165

- ❑ October 30, 2012: Race to the Top – District Application Due Date
- ❑ October 31 – November 1: Department conducts eligibility screening and prepares applications for review
- ❑ November 2-18: Off-site Peer Review
 - ❑ Peer Reviewers independently review applications, assign scores, and enter comments.

Review Process

166

- ❑ November 19-20: Conference Calls
 - ❑ Conference calls with application panels for those applications with large score discrepancies between Peer Reviewers.
 - ❑ Peer Reviewers may rescore and rewrite comments based on panel calls.

Review Process

167

- ❑ November 27-30:
 - ❑ Due to the large number of expected applications, only applications that score at or above a minimum cut-off score will be discussed at the on-site review
 - ❑ Peer Reviewers will be notified after November 20 if they will be expected to attend the on-site review for any of their assigned applications

Department Support

168

- ❑ In the event that you are having difficulty reviewing your applications, the Department may:
 - ❑ Help Peer Reviewers prioritize and approach the application review in the most efficient way possible;
 - ❑ Provide feedback on comments early; or
 - ❑ If possible, assign an alternate to read an application.

169

Technical Review Forms

Technical Review Forms (TRFs)

170

- ❑ The Technical Review Form (TRF) is the compilation of Peer Reviewer scores and comments for an application.
- ❑ The TRFs are used to determine the awards.
- ❑ The TRFs may be posted on the Department's website.
- ❑ The TRF process will be slightly different for applications that are finalized during the on-site review. We will review the on-site process at that time.

Off-site TRF Process

171

- ❑ After receiving applications, Peer Reviewers will review each application and enter scores and comments in the ARS.
- ❑ Once all scores and comments are entered, Peer Reviewers must “Submit to Panel Monitor.”
- ❑ Panel Monitors will review scores and comments.
- ❑ If the Panel Monitor has questions, they will “Re-open” the report and add ED Messages to applicable sections.
- ❑ Peer Reviewers must then revise their scores and comments, accordingly and resubmit to Panel Monitors.

Off-site TRF Process

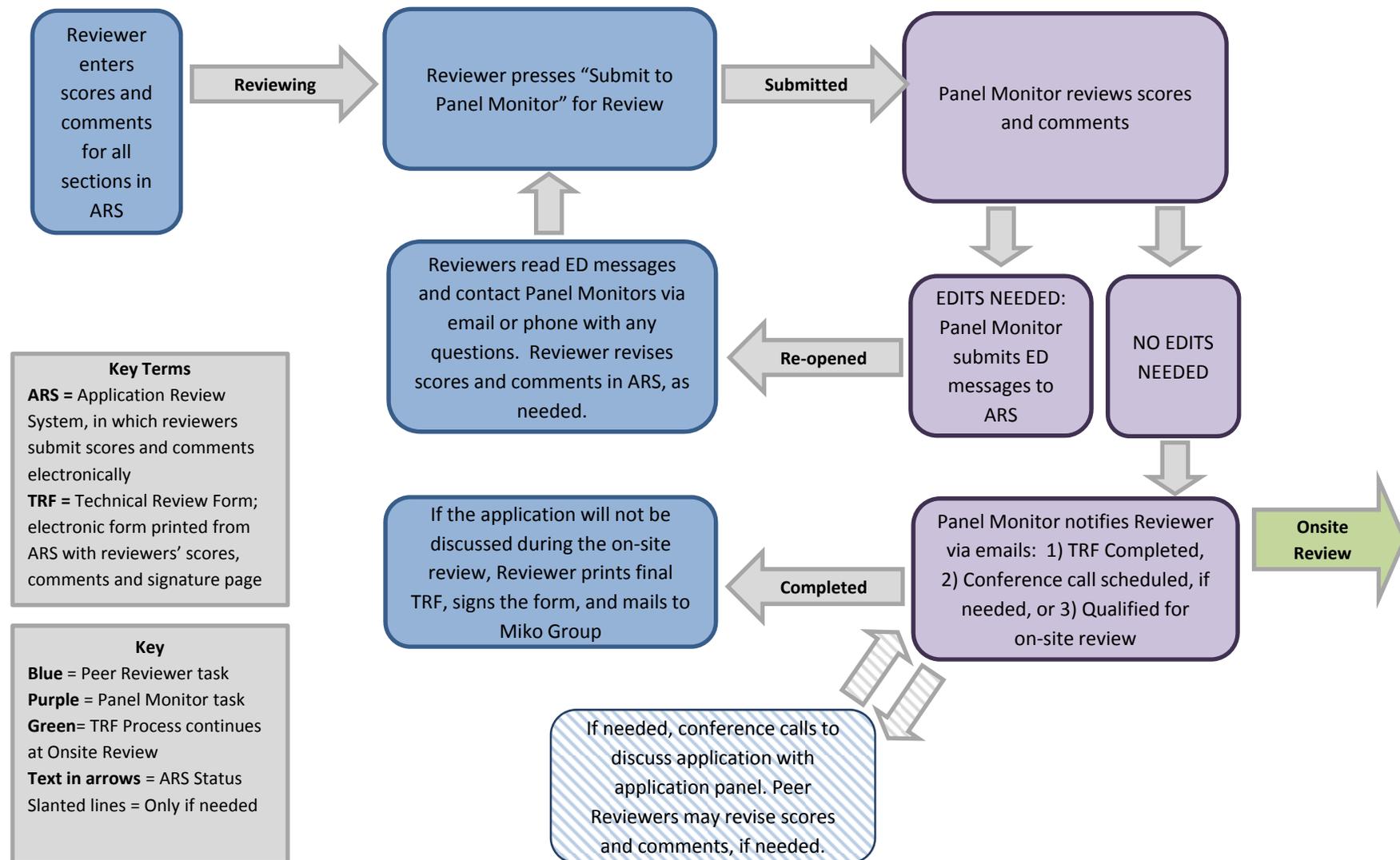
172

- ❑ When the Panel Monitor has no additional questions or feedback, the Panel Monitor will notify the Peer Reviewer that the TRF is complete.
- ❑ If there are large discrepancies in scoring among a panel, Peer Reviewers may participate in a conference call to discuss that application.
 - ❑ After the panel conference call, Peer Reviewers will be able to revise scores and comments, if necessary.
- ❑ If the application is not moving forward to the on-site review, the Peer Reviewer will print the TRF, sign it, and mail it to the Miko Group with the application.

Note: Peer Reviewers will not receive compensation until all TRFs are finalized.

Off-site TRF Process

173



174

Timeline

Calendar: Based on Four Applications

175

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
October 28	October 29	October 30 Race to the Top - District applications due	October 31	1 * Submit reimbursement request for Peer Reviewer Training to Miko	2 Peer Reviewers receive applications	3
4	5	6 Application 1: Scores and comments entered in ARS	7	8	9 Application 2: Scores and comments entered in ARS	10
11	12 Application 3: Scores and comments entered in ARS	13	14	15 Application 4: Scores and comments entered in ARS	16 Revisions to scores and comments for all applications	17 Revisions to scores and comments for all applications
18 All scores and comments MUST be complete	19 Conference calls with application panels, if necessary	20 Conference calls with application panels, if necessary <small>* If attending the on-site review, last day to mail materials to DC</small>	21	22	23	24
25	26 Travel to Washington, DC for on-site review	27 On-site review Finalize scores and comments in ARS	28 On-site review Finalize scores and comments in ARS	29 On-site review Finalize scores and comments in ARS	30 On-site review Finalize scores and comments in ARS	December 1 Travel home

Calendar: Based on Five Applications

176

November 2012

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
October 28	October 29	October 30 Race to the Top - District applications due	October 31	1 * Submit reimbursement request for Peer Reviewer Training to Miko	2 Peer Reviewers receive applications	3
4	5 Application 1: Scores and comments entered in ARS	6	7	8 Application 2: Scores and comments entered in ARS	9	10
11 Application 3: Scores and comments entered in ARS	12	13	14 Application 4: Scores and Comments entered into ARS	15	16	17 Application 5: Scores and comments entered into ARS
18 All scores and comments MUST be complete	19 Conference calls with application panels, if necessary	20 Conference calls with application panels, if necessary <small>* If attending the on-site review, last day to mail materials to DC</small>	21	22	23	24
25	26 Travel to Washington, DC for on-site review	27 On-site review Finalize scores and comments in ARS	28 On-site review Finalize scores and comments in ARS	29 On-site review Finalize scores and comments in ARS	30 On-site review Finalize scores and comments in ARS	December 1 Travel home

177

Lessons Learned

Lessons Learned

178

- ❑ Revisit each application to ensure consistent alignment with the criteria and scoring overview and chart.
- ❑ Keep on schedule.
- ❑ Speak up early if you have questions or concerns.
- ❑ Read carefully!

179

Logistics

Biographies

180

- ❑ All Peer Reviewers should submit a biography by November 1, 2012.
- ❑ Please email your biography to Tracy Meadows at Tracy.Meadows@mikogroup.com.
- ❑ Biographies may be posted on the Department's website after the conclusion of the Race to the Top – District competition.
- ❑ Examples are available in your materials.

Travel for On-site Review

181

- ❑ Travel for the on-site review will be booked by Carlson-Wagonlit. Peer Reviewers will call Carlson-Wagonlit to make travel arrangements.
- ❑ Peer Reviewers will receive instructions for booking travel on October 31, 2012.
- ❑ Travel will only be booked from home locations.

Note: Not all applications will be discussed during the on-site review. If you are a Peer Reviewer for an application that does not move on to the on-site review, you will not need to attend the on-site review and travel arrangements will be cancelled.

Wrap Up and Next Steps

182

Peer Reviewers:

- ❑ Submit signed Reviewer Agreement before departing.
- ❑ Complete the survey for the training before departing.
- ❑ Submit biography to Miko Group by November 1, 2012.
- ❑ Submit travel reimbursements to the Miko Group by November 1, 2012.

ED and Miko Group:

- ❑ Send second Task Order for Peer Reviewer signature.
- ❑ Process travel reimbursements.
- ❑ E-mail ARS log in information to Peer Reviewers.
- ❑ Mail assigned applications to Peer Reviewers.

183

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!