U.S. Department of Education - EDCAPS
G5-Technical Review Form (New)

Technical Review

Applicant: East St. Louis School District #189 (U374A170042)
Reader #1:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	16
Adequacy of Resources		
1. Adequacy of Resources	5	2
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	108

Technical Review Form

Reader #1: **********

Applicant: East St. Louis School District #189 (U374A170042)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

Sub Question

1. **(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

    General:

    Overall Comments:
    Partners for the TSLI project are East St. Louis School District 189, Southern Illinois University at Edwardsville, National Louis University, and the Academy for Urban School Leadership (Appendix E). The project plans to increase student achievement in 10 high-need schools within the district (Abstract, e. 10). The intent of the project is to advance student achievement in all district schools by increasing teacher, principal and school leader effectiveness (e. 21).

    Strengths (if applicable):
    The district already implements a number of initiatives to support teachers in improving academic achievement for their students. They include: district wide use of the PERA teacher performance evaluation based upon the Danielson Framework and developed in 2010; frequent constructive feedback (Teacher Development Dialogue), to help administrators support teachers through frequent coaching and constructive feedback; use of content specialists in four core content areas, special education and technology to provide professional development, coaching, and curriculum audits. Two turnaround specialists will provide similar supports to principals (e. 23-24); recruitment and induction mentoring funded by the Illinois State Board of Education through an Educator Equity Grant (e. 24); school leader professional development to help teachers move through a career ladder (e. 24); In-house professional development through School Improvement days, PD University, and Wired Wednesdays (e. 25); and climate and culture activities using social workers that support parent and student services; restorative justice practices training; professional learning communities; and PBIS and RTI training (e. 25-26).

    Weaknesses (if applicable):
    None noted.

    Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**

    General:

    Overall Comments:
    Three key partners, AUSI, SIUE, and NLU will collaborate with District 189 to bring the TSLI Project to fruition.

Strengths (if applicable):
SIUE students will be recruited to teach in the district during their final year of undergraduate studies and three years into their initial employment through the Urban Ed TRP residency program (e. 27). NLU in Chicago will send faculty to the East St Louis community to provide classroom coursework to career changers who serve four days per week in the classroom (e. 27). A stipend will be offered to recruited career-changers in the NLU master's program. Residents will be offered classroom teaching experience under the guidance of Younge Academy (e. 28). Coursework will be modified and aligned to meet the unique student population needs (e. 28); AUSL will train teachers and administrators to enhance student learning (e. 29).

Weaknesses (if applicable):
None noted.

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

General:

Overall Comments:
The project fits into a larger, overarching districtwide comprehensive effort to improve teaching and learning.

Strengths (if applicable):
The district has already achieved numerous initiatives to support teachers that lead to the goals put forth in this application (e. 23-24). These initiatives were funded through ten years of TIF grants and state, district and community supports. Several of the previous initiatives will be augmented. In addition, the applicant plans to support the principals and teacher leaders with similar initiatives (e. 24-26). Faculty and staff collect and analyze data on a regular basis using the DOMO dashboard platform and the Academic Excellence Indicator System to track student achievement. Student growth/achievement is measured using the statewide PARCC, and the district's Northwest Evaluation Assessment (e. 26).

Weaknesses (if applicable):
None noted.

Reader's Score:

Selection Criteria - Need for Project

1. In determining the need for the proposed project, the Secretary considers the following factors:

Reader's Score: **25**

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

General:

Overall Comments:
East St. Louis School District 189 students come from some of the most economically distressed communities in the nation. All students receive free breakfasts and lunches and are considered at risk for failure (e. 31).

Sub Question

Strengths (if applicable):
99% of the students are African American, and more than half of the students come from families living in extreme poverty. Students regularly experience traumatic events (e. 21). The percentage of students with a diagnosed disability is 15.3%. 7% are homeless (e. 31-32). A high crime rate is experienced (e. 32). Parents and students have a history of Adverse Childhood Experiences which result in mental health issues (e. 32). There is a 20% mobility rate, a 74% teacher retention rate, and a 73% four-year graduation rate (e. 33). Only 3% of students met the state's PARCC composite expectations (e. 34). Principals struggle with accurate documentation of teaching success (e. 34).

Weaknesses (if applicable):
None noted.

Reader's Score:

2. **(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

Overall Comments:
The most serious gap/weakness in the East St. Louis district is the lack of highly effective teachers delivering rigorous instruction that is culturally relevant (e. 35).

Strengths (if applicable):
There is a disconnect in the correlation of ethnicity and gender between student and teacher populations. 99% of the student body are African American while only 67% of the teachers are African American. Only 21% of the teachers are male (e. 35). Recruitment efforts for African American and male educators will be in place. District 189 has a low teacher retention rate so they have employed the Fit Assessment and will provide coordinated on-site teacher training and professional development.

Weaknesses (if applicable):
None noted.

Reader's Score:

Selection Criterion - Quality of the Project Design

1. **In determining the quality of the design of the proposed project, the Secretary will consider the following factors:**

Reader's Score: 20

Sub Question

1. **(1) The extent to which the proposed project demonstrates a rationale.**

General:

Overall Comments:
The TSLI Project proposes to train and support teachers and administrators to better meet the needs of their student population. High quality teaching and school leadership produces high quality learning according to the Theory of Change that underscores the project (e. 37).

Strengths (if applicable):
A logic model is provided in Appendix C (e. 67) that provides inputs, activities, outputs and short- and long-term impacts/outcomes. The New Leaders principal preparation program has been evaluated by the RAND Corporation and found to have a significant effect on academic achievement for students in New Leader schools (e. 39). The applicant has piloted a new PBCS reward program at Bush Elementary (e. 41). The Urban Ed TRP collaboration with SIUE, NLU, and AUSL will place 16 residents annually in district schools. This program will heavily recruit African Americans and males as well as high-need single subject areas, thus fulfilling one of the needs of the district (e. 42). Teachers and school leaders will receive a stipend, new recruits to the Urban Ed TRP (e. 27) must make a three-year commitment to teach in the district, evaluations will be conducted using the well-researched Danielson Framework, (e. 48) and candidates and teachers receiving training will join professional learning communities (e. 44-45).

Weaknesses (if applicable):
None noted.

Reader's Score:

2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

General:

Overall Comments:
The TSLI Project will improve educator efficacy, thus improving student academic achievement by: 1) establishing a pipeline for recruitment and retention of high-quality teachers, 2) providing specialized training and support to administrators and school leaders to improve instructional leadership and system development, and 3) expand the district's PBCS so that educators receive recognition and financial rewards for achieving results (e. 38).

Strengths (if applicable):
Percentage goals are lofty for efficacy of teachers and administrators and for student achievement, but a focused plan is in place to achieve these results. At least ten new teachers trained through the Urban Ed TRP will be hired each year, with a goal of a 15% retention rate growth each year for four years (e. 46). Ten educators from the Emerging Leaders Program will move into higher leadership positions by the end of year 5. Student achievement will increase so that 45% of students meet NWEA student growth targets by year 5 (e. 47).

Weaknesses (if applicable):
None noted.

Reader's Score:

3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.

General:

Overall Comments:
A contract will be let for a third party evaluator to evaluate data and provide quarterly and annual reports with recommendations for improvement to central office administrators, site leaders, teachers, residents, the U.S. Department of Education, and at conferences (e. 46-49).

Strengths (if applicable):
The lead evaluation personnel are well-experienced in program development, qualitative and quantitative research and human subject protocol (e. 47). A non-equivalent comparison group will be identified to correlate outcomes. The evaluation protocol was developed jointly by the district and representatives of the Teacher's Union and piloted in the district, therefore buy-in should be strong (e. 48). The applicant has provided well-delineated measures to be evaluated for all three key outcomes of the project (e. 48).

Weaknesses (if applicable):
None noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the management plan for the proposed project, the Secretary considers:**

    The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

    General:

    Overall Comments:
    The district serves a high-minority population of students, most of who are living in extreme poverty (e. 52). The overall goal of the project is to enhance these students' academic achievement through teacher and school leader efficacy and specific program training to work with special populations (e. 52-55).

    Strengths (if applicable):
    A detailed timeline provides information on the personnel responsible and the timeframe for key tasks/milestones (e. 55-e58). A staffing chart is provided that delineates the qualifications and key roles and responsibilities positions (e. 52-53). Key personnel appear to have the credentials and experiences necessary to carry out the project (e. 52-55). The time allotments for each position are significant to achieve the responsibilities of their positions (e. 52-55).

    Weaknesses (if applicable):
    The mentor teacher coach is listed at 100%. This individual will be very busy meeting the coaching needs and evaluating master teachers. The project may be strengthened by hiring two individuals with this role (e. 54). The application would be strengthened by the addition of specific points of contact for AUSL and NLU. This is especially true of NLU as it is listed as critical to the project's success (e. 55, 59). The timeline for the principals to conduct teacher evaluations does not align with previous sections that indicated ongoing and multiple observations and evaluations of educators. More clarification is needed (e. 57, & 45-48).

Reader's Score: 16

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project based on the following factors:**

Reader's Score: 2

1. **(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

    General:

    Overall Comments:
    The TSLI staff have received previous grant funding, secured funds from the private sector, and will utilize district funds to strengthen the teacher and teacher leader programs inherent in the project (e. 58-59).

    Strengths (if applicable):

Key positions are already budgeted in the district (e. 59). The district will conduct a cost-benefit analysis on major recruitment and retention efforts to create a prioritized list of those with the most impact and least cost (e. 60). The district plans to impact the academic culture of the school by producing highly effective educators and leaders and, ultimately, raising student achievement levels (e. 59-60). There is a demonstrated commitment to support the goals of the project beyond grant funding. The Board of Education has committed to the Required 50% matching funds (e. 118).

Weaknesses (if applicable):
Resumes are presented that include the individual's role; however the following individuals are not included in the listing nor are they included in the organizational chart (e. 130). Therefore, it is difficult to determine if the credentials fit the role of the individual. The individuals in question are: ███████████████████████ (e. 68- 94). The job descriptions for the Resident Coach, recruiter specialist, teacher residency program coordinator, turnaround specialist, content area specialists, technology integration specialist, clerk, social worker, are provided (e. 95-110). However, these positions are not all included in the budget. Some costs, such as resident/mentor coach, master teachers, teacher residents, teacher resident scholarships, emerging leaders' stipends, professional development stipends, recruitment specialist, teacher incentives, and university consultation fees are included in the grant budget. The applicant has not well-delineated how these costs will be absorbed after grant funding is completed (e. 134-145).

Reader's Score:

2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**
   General:

Overall Comments:
There appears to be a great deal of buy-in on the part of district personnel. The project has the potential to reach its goals and achieve sustainability beyond the funding cycle (e. 60).

Strengths (if applicable):
The project appears to be well-organized and focused on achieving the goals of teacher efficacy and enhanced student achievement. The resources provided in terms of key personnel, funding, and time should support the outcome of the project. The district appears committed to funding allocations beyond the grant (e. 59-60).

Weaknesses (if applicable):
Information regarding the project purposes, activities, and benefits into ongoing programming is very generally presented. Details to support the generalities were not always included (e. 60).

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

   (1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

   (2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

   (3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the

strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

(1)
Overall Comments:
The district has identified key factors in addressing student achievement issues are the need to increase the diversity of their faculty and staff and to increase the efficacy of both teachers and school leaders.

Strengths (if applicable):
Teachers will be evaluated by trained administrators frequently and given a rating every ten weeks based upon the Danielson Framework (e. 50). 30% of the evaluation stems from the outcomes of student growth. Teachers and administrators recruited into the project programs will be trained, supported, and placed across the district. All will be trained to work with the challenging populations of District 189 (e. 51).

Weaknesses (if applicable):
None noted.

(2)
Overall Comments:
The applicant's goals for equity align with the Illinois state educator equity program signed in 2010 (e. 51).

Strengths (if applicable):
Evaluations are standardized and assure that feedback is provided. Professional development offerings are part of the project to strengthen ongoing educator growth. All teachers will be trained to work with challenging populations (e. 51).

Weaknesses (if applicable):
None noted.

(3)
Overall Comments:
The Project will place trained teachers in teaching assignments throughout the East St. Louis School District 189, addressing the need for equitable distribution of excellent teachers (Abstract, e. 18).

Strengths (if applicable):
Educator evaluations are based on standards of effective teachers and are coupled with helpful, ongoing feedback. Professional development training augment the evaluation feedback. All point to a goal of increasing student achievement and are aligned with the Illinois State Plan to Ensure Equitable Access to Excellent Educators (e. 51).

Weaknesses (if applicable):
None noted.

Reader's Score: 10

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

(1)
Overall Comments:
East St. Louis School District 189 will recruit African American and male residents to participate in the Urban Educator Teacher Residency Program and recruit retired military personnel from nearby Scott Airforce Base to diversify the workforce. (Abstract, e. 18 &51-52).

Strengths (if applicable):
Working with the NAACP, Urban League, and faith-based communities, the recruiter will proactively recruit African Americans and men. Retired military and their spouses will also be recruited from Scott Airforce Base (e. 51-52).

Weaknesses (if applicable):
None noted.

(2)
Overall Comments:
A plan was presented to show that active recruitment, support, and retention of diverse educators will be carried out by the applicants.

Strengths (if applicable):
The recruiter will work with minority organizations to find and recruit African Americans and men to more closely align with the population of students served. Retired military and their spouses will also be recruited from Scott Airforce Base (e. 51-52). All new educators will be included in the training and professional development activities of the project. Evaluation protocol is standardized across the district and aligns with that of the state.

Weaknesses (if applicable):
None noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/13/2017 11:19 AM

Technical Review

Applicant: East St. Louis School District #189 (U374A170042)
Reader #2:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	29
Need for Project		
1. Need for Project	25	23
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	19
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	17
Adequacy of Resources		
1. Adequacy of Resources	5	3
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	8
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	104

Technical Review Form

Reader #2: **********

Applicant: East St. Louis School District #189 (U374A170042)

Questions

Selection Criteria - Evidence of Support

1. **In determining evidence of support of the proposed project, the Secretary considers the following factors:**

Reader's Score: 29

Sub Question

1. **(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
    General:

    Overall Comments:
    The applicant recognizes and has presented strategies to better prepare teachers to "work in districts like ours" (e. 23) with multiple challenges with extreme low income, primarily all African American, and multiple elements of criminal activity (e. 21). The measured successes of the current initiatives are not provided.

    Strengths (if applicable):
    The project proposes to enhance their human capital management system through a focus on full-year practicums, residency programs, and a specific focus to prepare teachers for economically distressed urban schools through leadership opportunities (e. 21-22). Support for academic rigor is to utilized data-driven decision-making currently used that includes multiple measures (e. 26).

    Weaknesses (if applicable):
    Eight current practices/strategies are presented with some enhancements made through the proposed project (e. 23-26) without indicating through data the level of effectiveness of these initiatives. The application would have been strengthened if data was included that demonstrated the previous successes.

    Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**
    General:

    Overall Comments: Each partner plays a strategic role in the proposed project (e. 27-29). The strategies are detailed in the role the partners will play in the scope of work. The partners will work with the school district for in-class placements and supports for a duration of time that will exceed most student teacher placement requirements (e. 27-28).

    Strengths (if applicable):
    The three partners identified each have a specific role in the project from a pool of undergraduate's in teaching programs, to "career changers" - individuals pursuing a career change to education, and a program that specifically prepares teachers for identified student population challenges of the applicant's district (e. 21-22, 27-29).

Weaknesses (if applicable):
None noted.

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

   General:

   Overall Comments:
   The project integrates and enhances existing practices that are currently funded. The strategies in this project build and strengthen existing practices, increase the focus on new teacher preparation and support so it is specific to the school communities where the new teachers will be working, and supports existing policies at the state and local levels (e. 30-31).

   Strengths (if applicable):
   The integration of five distinct funding sources are outlined and details as to how those funds will support the work of the project is provided (e. 30-31). The district is invested in the improvement efforts for human capital management evidenced by the funds directed toward their HMCS and recruitment/applicant systems supported by district funds (e. 31).

   Weaknesses (if applicable):
   None noted.

   Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 23

Sub Question

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

   General:

   Overall Comments:
   There are many identified student, community, and school risk factors/statistics that increase student risk of academic failure identified in the proposal (e. 31-33).

   Strengths (if applicable):
   Specific data was provided on the risk factors of the school district's student population; such as 98.8% low income, 73% fourth-year graduation rate, 20% mobility, 97.5% African American, 15.3% SPED, and 7% homeless (e. 31-33). All indicators of higher risks for academic failure. Additionally, with the teacher retention rate of 74%, 92% of graduates that need to enroll in remedial college classes, and 45 teachers identified as "needing improvement" (e. 34), this is a strategic project designed to address the current problems of teacher retention/development and student academic growth (e. 32-33).

   Weaknesses (if applicable):

The "high percentage" of parents/students with ACEs or rate of mental health conditions was not substantiated with specific data. Data supporting the percentage of parents and students with ACEs would substantiate the claim for a "high percentage".

Reader's Score:

2 **(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

Overall Comments:
An extensive list of weaknesses and gaps were identified and the magnitude/significance of the gaps discussed (e. 35-36). The infrastructure and funding struggles were presented (e. 36) with innovative ideas and opportunities used to provide programs and opportunities for students (e. 36-37).

Strengths (if applicable):
Specific gaps and weaknesses in the existing systems and realities are identified and substantiated; such as, 99% of the students are African American, yet only 67% of the teachers are African American (e. 35). Another gap is the lower numbers, 21%, of male teachers in the district whose families frequently have a single-mother head of household and absent fathers (e. 36). Additional challenges come from the university teacher programs where African Americans are underrepresented and districts that are "less demanding" more able to draw teachers to their job openings (e. 35).

Weaknesses (if applicable):
A connection between gaps and project strategies to address gaps was not clearly delineated. Strategies should demonstrate a clear connection to the gaps identified.

Reader's Score:

Selection Criterion - Quality of the Project Design

1. **In determining the quality of the design of the proposed project, the Secretary will consider the following factors:**

Reader's Score: 19

1. **(1) The extent to which the proposed project demonstrates a rationale.**

General:

Overall Comments:
A theory of change is used to present the rationale for the project design as it addresses challenges and solutions (e. 37). The project supports the need to better prepare pre-service teachers that may be hired by the district, improve the professional development and leadership system for teachers and administrators, and revise the performance based compensation system to increase incentives for teacher performance and retention (e. 38).

Strengths (if applicable):
The Theory of Change Model and the Logic Model presented provide an understandable rationale that supports the project through a need and solution based description (e. 37 and Logic Model). The three project focus areas are: 1) teacher recruitment/retention with strategies to work with higher ed. to better prepare potential teachers with

extended and supported placement in the district's classrooms; 2) provide PD training and support for teachers and administrators and incorporate leadership systems; and 3) expand/revise the compensation system to reward and recognize teachers for achieving results/student achievement (e. 38). They will work with the Teacher's Union to develop the PBCS (e. 41). Each strategy is supported with in depth detail for the utilization and implementation of each component (e. 38-46). The applicant identified the need for an increased number of African American and male teachers they plan to hire an Urban Ed TRP recruiter to address this need (e. 27).

Weaknesses (if applicable):
None noted.

Reader's Score:

2. **(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

General:

Overall Comments:
The project design and objectives addresses most of the needs of the district. The strategies are appropriate and detailed (e. 38-46) with stated expectations that are measurable and time based (e. 46-47).

Strengths (if applicable):
While the project describes each element in detail (e. 38-46), it also provides time based, measurable outcomes for the key goal areas (e. 46-47). The partners have been identified and have specific roles in the project (e. 38-47). Information provided indicates the applicant is directly addressing the needs that have been identified.

Weaknesses (if applicable):
None noted.

Reader's Score:

3. **(3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.**

General:

Overall Comments:
The evaluation plan includes and external evaluator and encompasses a variety of evaluation tools and forms of data. An external evaluation team will evaluate and report on the progress of the project quarterly. Various methods will be used to disseminate the information. It is unclear if the methods will be effective to reach most of families in the district.

Strengths (if applicable):
The project utilizes an external evaluation team (e. 47). Baseline data will be used. The project has multiple data collection points each year using formative, summative, qualitative and quantitative data (e. 47-48). The external evaluator will prepare quarterly and annual evaluation reports (e. 49). There are four town hall style meetings per year that will be used to share project progress and information with the community (e. 49).

Weaknesses (if applicable):
Considering the extreme challenges faced by families in the district, it is unclear if enough outreach is provided to adequately communicate the developments/outcomes of the grant project to parents.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the management plan for the proposed project, the Secretary considers:**

   The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

   General:

   Overall Comments:
   The management plan is provided with details about responsibilities, project milestones, and an overall time for major project activities. The timeline does not provide specific detail for many of the activity timeframes. The use of "on-going" does not provide enough information for more complex Key Tasks – Milestones, for example, "provide job-embedded coaching to teachers and administrators" (e. 56).

   Strengths (if applicable):
   The staffing chart provides pertinent information on project responsibilities (e. 52-55). The responsibilities are clearly defined. Staffing for the project appears adequate for the responsibilities required. The project timeline provides a broad overview of implementation.

   Weaknesses (if applicable):
   The timeline does not provide adequate detail for some of the items to determine if the time allowed for the scope of the work is adequate (e. 55-58); such as coaching, walk-throughs, and teacher development dialogue is August 2017 – ongoing, but ongoing is not detailed (e. 56).

Reader's Score: 17

Selection Criteria - Adequacy of Resources

1. **The Secretary considers the adequacy of resources for the proposed project based on the following factors:**

Reader's Score: 3

    Sub Question

1. **(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

   General:

   Overall Comments:
   There is a sustainability plan provided that includes existing funds and strategies to attain soft money from identified potential sponsors. The partners are also included with their strategies to maintain their participation.

   Strengths (if applicable):
   The applicant has a provided a strategy for sustainability that includes existing funding and a fundraising component with identified potential corporate sponsors that have demonstrated previous financial support (p. 39). One of the partners, AUSL, has experience with finding and will assist in sustaining their participation in the project (e. 59).

   Weaknesses (if applicable):
   Seeking financial support from community sponsors/businesses are not guaranteed and a contingency plan is not provided. A sustainability solution that provides realistic and is supported by letters of support or agreements for support would strengthen the application.

   Reader's Score:

2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**

General:

Overall Comments:
Many of the components will be absorbed into the university partners and the school district.

Strengths (if applicable):
Each partner has specific activities/responsibilities for the project. The school district has detailed how they will assume the portions of the project that they are task responsible for. Each partner has the capacity and organization to continue the relevant parts of the project that are for continuance of the strategies.

Weaknesses (if applicable):
Some of the project components are not identified to either be absorbed or if they become unnecessary by the conclusion of the project, especially considering the resumes/roles that are included in Appendix D and the budget narrative. One example is the TRP Recruitment Specialist (e. 59).

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

   (1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

   (2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

   (3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

   General:

1. Overall Comments:
The district's challenges with gaps and insufficiencies were described comprehensively across the district. Individual schools were not identified as having more or less significant than average challenges than the district.

Strengths (if applicable):
The applicant described the current insufficiencies in effective teachers, administrators, the teacher retention challenges, and the teacher demographics in the district.

Weaknesses (if applicable):
The information provided is based on a composite of district gaps. The data did not show if there were schools that had more significant need or if all were basically facing the same insufficiencies.

2. Overall Comments:
Current practices for teacher and administrative support was provided with the available resources. Staffing patterns and school climate were not well covered. Staffing patterns may not be relevant when they greatest problem is just hiring a qualified teacher that will staff and increase in effectiveness.

Strengths (if applicable):

Relevant data was used to identify significant gaps and barriers to improve student achievement by creating a lasting and highly effective workforce.

Weaknesses (if applicable):
School climate and staffing patterns were not significantly addressed.

3. Overall Comments:
The proposed project is aligned to the Illinois State Plan to Ensure Equitable Access to Excellent Educators.

Strengths (if applicable):
The proposed project is aligned to the Illinois State Plan to Ensure Equitable Access to Excellent Educators (e. 51). The applicant has made previous progress with a prior grant for Educator Equity. They have also adopted the new teacher and principal evaluation systems. The evaluation process also drives the PD offerings. This proposal further strengthens and expands the previous efforts for educator equity across their schools (e. 51).

Weaknesses (if applicable):
None noted.

Reader's Score: 8

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. **Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

   A description detailing their commitment to creating and maintaining a diverse workforce.

   General:

   1. Overall Comments:
   Establishing a recruiter for the specific purpose of recruiting acceptable individuals into their resident program demonstrates a commitment to create the demographic of workforce indicated in the project need.

   Strengths (if applicable):
   The project recruiter will work to increase the number of men and African American in the teacher residency program that will be created in partnership with the universities (e. 51). They will attempt to recruit retired military and spouses of active-duty military from the local air force base (e. 52). The will also network with their community to entice a diverse group of interested individuals to make a career change to teaching through a master's program (e. 51).

   Weaknesses (if applicable):
   None noted.

   2. Overall Comments:
   The incentives through the recruitment for high need degree areas (SPED, Math, Science) and compensation system and the performance-based compensation system will assist attracting and retaining teachers. The professional development supports with leadership/mentoring opportunities also assist to retain teachers and assists them as they achieve higher levels of effectiveness in their profession.

   Strengths (if applicable):
   The project design thoroughly describes the strategies used to support and retain teachers. The compensation and recruitment incentives also help maintain teachers in their positions. Providing a professional leadership tract for principals will increase the teacher support system through effective leadership and evaluation.

Weaknesses (if applicable):
 None noted.

Reader's Score: **5**

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Technical Review

Applicant: East St. Louis School District #189 (U374A170042)
Reader #3:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	17
Adequacy of Resources		
1. Adequacy of Resources	5	3
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	110

Technical Review Form

Reader #3: **********

Applicant: East St. Louis School District #189 (U374A170042)

Questions

Selection Criteria - Evidence of Support

1. **In determining evidence of support of the proposed project, the Secretary considers the following factors:**

Reader's Score: 30

Sub Question

1. **(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

   General:

   Overall Comments:
   The applicant presents a comprehensive plan to improve teaching and learning and support rigorous academic standards for students. The Teacher Service Leader Initiative Project will add to current initiatives in place throughout the district (e. 23).

   Strengths (if applicable):

   The applicant clearly outlines the support it will give to current initiatives such as teacher performance evaluation, frequent, constructive feedback, recruitment and induction/mentoring, district support from six content specialist in four content areas and in-house professional development.

   Weaknesses (if applicable): None noted.

   Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.**

   General:

   Overall Comments:
   The applicant proposes the Teacher Service Leader Incentive Project to increase the effectiveness of teachers, principals, and other school leaders, by improving human capital management systems, and performance based compensation system.

   Strengths (if applicable):

   The applicant proposes to partner with Southern Illinois University at Edwardsville and National Louis University to help increase the effectiveness of teachers. The applicant proposes to put place undergraduate students studying to earn their bachelor's degree in education and their teaching credential in the TSLI Project's Urban Educator Residency Program (e. 21). The applicant also proposes to partner with New Leaders to Vprovide professional development in instructional leadership and operations/systems management to prepare educators to take

leadership roles.

Weaknesses (if applicable): None noted.

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**
   General:

Overall Comments:

The applicant presents an extensive list of evidence to illustrate the ways in which it will build on similar or related efforts to improve relevant outcomes. In addition to partnering with four year institutions, the applicant will use Title I funds to provide professional development opportunities, training on Student Learning Outcomes, and the Danielson Framework for Teaching.

Strengths (if applicable):

The applicant presents clearly demonstrates the extent to which existing funding from School Improvement Grants, Title I Funds, Educator Equity Grant Funds, and New Teacher Induction and Mentoring Program Funds will be used to support the TSLI Project.

Weaknesses (if applicable): None noted.

Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**
   General:

Overall Comments:

The applicant asserts all students in District 189 are at risk of educational failure (e. 31). The applicant presents compelling evidence regarding the percent of student qualifying for special education services and noting that East St. Louis has one of the highest crime rates in the country, and 20% mobility of students in the target area (e. 32 & 33). The applicant asserts factors such as high crime rate, living in poverty, family and community violence, and single parent families' impact, and the mental health of its students.

Strengths (if applicable):
The applicant provides logical evidence to support all of its students are at risk of educational factors, highlighting factors such as 1.5% Hispanic, less than 1% speak English as a second language, 7% classified as homeless, and 15.3% are diagnosed as qualifying for special education services. The applicant also highlights issues such as adverse childhood experiences, domestic violence, and homelessness, in addition to post-traumatic stress disorders, which put students at risk of educational failure.

Weaknesses (if applicable): None noted.

Reader's Score:

2. **(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

   General:

   Overall Comments:

   The applicant highlights gap or weaknesses in services such as lack of highly effective teachers, lack of diverse teachers, lack of male teachers, and low teacher retention rate. The applicant asserts that 8 teachers left after the beginning of the school year with 7 of the 8 citing "couldn't manage the students", as their reason for leaving (e. 36).

   Strengths (if applicable):

   The applicant clearly identifies gaps or weaknesses in services such as 67% of teachers are African-American in contrast to a 99% African-American student population. The applicant notes 21% of their teacher population are male and low teacher retention. The applicant asserts the district has to replace between 50-60 certified teachers each year and 10% of the districts revenue come from local property taxes, and day to day operations are paid with state funds, and notes that Illinois ranks 50 out of all states in school funding equity.

   Weaknesses (if applicable): None noted.

Reader's Score:

Selection Criterion - Quality of the Project Design

1. **In determining the quality of the design of the proposed project, the Secretary will consider the following factors:**

Reader's Score: 20

1. **(1) The extent to which the proposed project demonstrates a rationale.**

   General:

   Overall Comments:

   The applicant presents a clear rationale for the Project noting high-quality teaching and school leadership produces high-quality learning (e. 37). The applicant Logic Model aligns teacher preparation with outcomes such as teacher retention, and academic success for students.

   Strengths (if applicable):

   The applicant presents a Logic Model that illustrates the connection between teaching and learning and teacher preparation and on the job satisfaction. The applicant states their project will seek to improve teacher efficacy, which will improve student academic achievement (e. 38). The applicant states school leaders in underperforming schools have not received adequate education to equip them to respond to the needs of the student populations

they serve.

Weaknesses (if applicable): None noted.

Reader's Score:

2. **(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**
   General:

   Overall Comments:

   The applicant provides a detailed list of strategies and activities that address the needs of the target population such as quality recruitment, preparation, and retention programs (e. 38). Each strategy or activity is designed with increasing teacher efficacy, providing professional development for administrators, and increasing student achievement. The applicant's efforts include the hiring of a teacher residency program coordinator and a mentor resident coach.

   Strengths (if applicable):

   The applicant presents a logical plan to address the needs of the target population, or other identified needs. The applicant presents compelling evidence which determined 45 teachers were identified as needing improving the recent academic school year (e. 35). The applicant will provide a teacher residency coordinator, and a mentor resident coach. The applicant proposes an Emerging Leaders Program to train talented teachers, coaches, and assistant principals to be effective leaders by improving their skill in key areas.

   Weaknesses (if applicable)
   None noted.

Reader's Score:

3. **(3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.**

   General:

   Overall Comments:
   The applicant presents a logical plan to evaluate, monitor, and report grant activities to the public which includes the hiring of an external evaluator, the distribution of quarterly, and annual reports with recommendations for improvement. The applicant will provide mid-course adjustments to improve project implementation based on evaluation findings (e. 46).

   Strengths (if applicable):
   The applicant clearly outlines activities that will be evaluated, monitored, and reported to the public, such as ongoing evaluation of the project, the hiring of a third-party evaluator to conduct evaluative assessments of data, and to provide quarterly and annual reports. The applicant asserts it will share finding with the central office, administrators, site leaders, teachers, and residents to gain input.

   Weaknesses (if applicable): None noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. **In determining the quality of the management plan for the proposed project, the Secretary considers:**

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

General:

Overall Comments:

The applicant's management plan is aligned to support the achievement of the project objectives. The applicant describes the qualifications and personnel of project staff, such as a full time clerk, recruiter specialist, Director of Research, evaluation, and point of contact staff at partnering institutions.

Strengths (if applicable):

The applicant clearly describes the duties and responsibilities of personnel responsible for achieving project objectives. The timeline is detailed, and outlines the staff responsible for completing each milestone, and the timeframe for completing each key task. The applicant also presents an evaluation plan of TSLI activities, the person responsible, and the timeline for completing each evaluation.

Weaknesses (if applicable):

The timeline presented by the applicant lacks an adequate explanation of time needed to complete project activities. The timeline presented does not align with time to complete activities of principals to effectively evaluate teacher progress. It would be helpful if a clearer description is given of the ongoing timeframe which evaluation will take place (e45-58 & 55-58).

Reader's Score: 17

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 3

Sub Question

1. (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

General:

Overall Comments:

The applicant presents a detailed list of resources to continue support of the project through the private sector and corporate sponsors. The applicant states additional funding is not needed for the retaining or hiring of highly effective teachers, due to budgeting by the District for teachers.

Strengths (if applicable):

The applicant asserts it has secured funding from the private sector in Chicago (e. 59). The applicant lists the support to the district by companies such as Monsanto and Boeing. The retention of teachers allocates funds for teachers and school leaders throughout the district.

Weaknesses (if applicable):

The applicant states it will secure funding from private resources, but it is unclear if the funds will be sufficient in sustaining the activities of the project. It is also uncertain the donation amount which will be secured through these efforts. The applicant lacks an explanation of how the Teacher Resident Coach and Emerging Leaders Stipend will be sustained after the project ends. The applicant presents job descriptions for the Resident Coach, Recruiter Specialist, Teacher Residency Program Coordinator, Turnaround Specialist, Content Area Specialists, Technology Integration Specialist, but they are not provided in the budget.

Reader's Score:

2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**

   General:

   Overall Comments:

   The applicant has an adequate plan to sustain the project beyond the funding period. With the collaboration of partnering institutions, the applicant assert it will increase teacher efficacy, which will contribute to student achievement and increased student retention.

   Strengths (if applicable):
   As a result of this project, the applicant asserts it will increase its ability to recruit and retrain teachers (e. 59). The applicant will increase the capacity of the district staff, and thus the instructional efficacy gained by teachers and school leaders will continue after the grant period.

   Weaknesses (if applicable): None noted.

   Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

   (1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

   (2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

   (3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

   General:

   (1)
   Overall Comments:

   The applicant proposes performance based measures which reflect clear and fair measures of teacher, principal, and other school leaders. The applicant states their performance based compensation will provide educators with ongoing, differentiated, and personalized support and feedback for improvement, including professional development opportunities to increase effectiveness (e. 50).

Strengths (if applicable):

The applicant proposes to address significant gaps or insufficiencies in student access, such as lack of teacher retention, lack of teacher efficacy, and lack of student achievement. The applicant proposes Teacher Development Dialogue, which help administrators support their teachers in being successful. The TSLI Project will place teachers, and train teachers throughout the district. The project will work to diversify the workforce by diversifying the residents in the program (e. 51).

Weaknesses (if applicable): None noted

(2)

Overall Comments:

The applicant proposes activities such as in-house professional development to assist principals, assistant principals, and teachers. The applicant notes 40% of teachers' performance is based on student growth. The applicant notes that the school district has limited funds to supply 16 social workers on all campuses.

Strengths (if applicable):

The applicant identifies factors such as 99% of all-students are low-income, 97.5% of the student population African-American, 1.5% Hispanic/Latino and less than 1% other. The applicant has budgeted the salary for a certified social worker to help address the mental health concerns of students. The applicant also proposes positive behavior intervention support training for teachers.

Weaknesses (if applicable): None noted.

(3)

Overall Comments:

The strategies and activities proposed by the applicant will have an overall effect on all students in all schools (e. 51). The strategies are aligned with the new IL PERA, which measures teacher and principal's performance.

Strengths (if applicable):

The applicant states the Illinois PERA changed the way teachers and principal performance is measured by combined multiple measured of student growth and professional practice. The applicant states school systems are expected to strengthen their professional development offerings so that educators receive the support they need to help students improve.

Weaknesses (if applicable): None noted.

Reader's Score: 10

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. **Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

   A description detailing their commitment to creating and maintaining a diverse workforce.

General:

(1)

Overall Comments:

The applicant presents a detailed plan to create and maintain a diverse workforce by diversifying potential students into their program.

Strengths (if applicable):

The applicant sufficiently describes their plan to maintain a diverse workforce. The applicant proposes working with organizations that service underrepresented groups to recruit individuals as well as recruit individuals into its Master's program.

Weaknesses (if applicable): None noted.

(2)

Overall Comments:

The applicant presents a detailed plan to proactively attract, support, and retain diverse Educators, by building relationships with organizations such as the NAACP, Urban League and faith based organizations (e. 51).

Strengths (if applicable):

The applicant's plan for attracting, supporting, and retaining diverse Educators involves diversifying the residents in the program and actively recruiting African-American men. The applicant proposes to recruit retired military personnel, and the spouse of active duty military from the nearby Airforce Base (e. 51).

Weaknesses (if applicable): None noted.

Reader's Score: 5

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