

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

Status: Submitted

Last Updated: 07/13/2017 02:24 PM

Technical Review

Applicant: The School District of Osceola County, Florida (U374A170098)

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	23
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	5
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

Panel #4 - TSL - 4: 84.374A

Reader #1: *****

Applicant: The School District of Osceola County, Florida (U374A170098)

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 organization clearly describes a proposal to improve teaching and learning by means of developing rigorous academic standards for students. They identify two strategic goals which are: 1) raise graduation rates, college and career acceleration, state assessment performance, and school grades; and, 2) address Talent Management which aims to lower the rates of teacher turnover and increase high-performing teacher recruitment and teacher attendance.

Strengths (if applicable):

The applicant organization clearly describes that it is proposing a project entitled, Project PROPEL (Producing Results through Osceola's Professional Educator Ladder), with this project being built on the district's 2016-2019 Strategic Plan and presents goals, strategies, measures, and targets that outline a comprehensive effort to improve teaching and learning. The overall district initiatives correspond with the strategic plan which includes goals that cover academic success and seeks to raise graduation rates, college and career acceleration, state assessment performance, and school grades. Project activities will positively impact the goals to ensure, as examples, high levels of learning for all students in literacy, ensure high levels of mathematics achievement for all students, and strengthen collaborative processes to ensure that the learning needs of all students are met. (e16)

Further, other activities described will improve the human capital management system (HCMS) with expanded performance-based compensation system (PBCS) elements to increase teacher effectiveness and consequently increase student achievement. The project's career growth options will provide highly effective instructors with the opportunity to receive compensation for (1) earning National Board Certification to mark their accomplished teaching and (2) assuming the role of Instructional Mentor to guide and motivate novice peers. (e31)

With respect to academic standards, one of the academic success goal's growth measures is the increase of school letter grades and improvement of the district grade to a B or higher by 2018-2019. This project will target High-Need Schools with a school grade of C and an average free/reduced lunch rate of 93%. The additional support provided by the funding will advance progress toward achieving this. (e30)

Weaknesses (if applicable):

Sub Question

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 clearly indicated it has strong support from many collaborative partners and has had for several years. In particular, they will partner with the New Teacher Center to establish a model induction program by providing mentor preparation, development and ongoing support, formative assessment model for new teacher, targeted professional learning for new teachers, communities of practice for mentors and new teachers, and school leader capacity building.

Strengths (if applicable):

With respect to collaboration with appropriate partners, the applicant organization has a strong relationship with the New Teacher Center (NTC) which was founded in 1998 within the Department of Education at the University of California, Santa Cruz. NTC will work with the applicant to establish a model induction program by providing mentor preparation, development and ongoing support, a formative assessment model for new teachers, targeted professional learning for new teachers, communities of practice for mentors and new teachers, and school leader capacity building. (e32)

As a result of this process, NTC will prepare district and program leaders to deliver this credential to sustain the program beyond the grant period. They clearly state that NTC understands providing educators at all levels with the foundation and supporting infrastructure necessary for individual success translates to individual success of students. (e33)

Further, the applicant's Induction Program Coordinator will collaborate with the District Professional Development Council for guidance in planning, implementing and assessing project activities. Additionally, serving as the advisory board, the Professional Development Council will work to ensure that the project yields high-quality services and disseminates results to the public and other stakeholders. (e47)

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 proposed project will utilize Title II funds set aside for Instructional Leadership efforts along with state and local funding for professional development. Student performance is affected by instructional effectiveness which is affected by quality instructional leadership. At all levels, targeted professional development and effective mentoring programs have been proven effective and the Leadership Pipeline will provide a coordinated, comprehensive system for leadership development.

Sub Question

Strengths (if applicable):

The applicant organization clearly describes that part of the comprehensive effort to improve teaching and learning in support of rigorous academic standards, the proposed Project will align with other district initiatives already implemented and funded through other revenue sources. As an example, the District is using a combination of financial resources to launch its Leadership Development Pipeline and in concert with the state funded District Instructional Leadership and Faculty Development Grant, (Federal-State) the Title II, Part A - Teacher & Principal Training and Recruiting Funds, and District and local funding District's Professional Development Department will subsidize those activities.

Likewise, the Leadership Pipeline provides a coordinated, comprehensive system for leadership development and PROPEL establishes a system for teacher career development at high-need schools. Together, they address common gaps for the two audiences, including the current unavailability of mentorship opportunities and lack of structured professional advancement pathways. This mutual collaboration will be responsible for increasing student achievement and affected by instructional quality as well as instructional leadership effectiveness). (e33-34)

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:

The proposed project specifically targets high-need students where nearly 27% of the students live below the poverty level for Florida – a rate lower than the poverty level is for the United States. The schools being targeted earned a C on the state school assessment and additionally the majority of teachers in those schools have little of no experience, i.e. one year of less.

Strengths (if applicable):

The needs of students in the target district are great and based on the 2014 United States Census estimate, the median household income is \$44,551, which is below the state median of \$47,212 and the national median of \$53,482. And in October 2016, the school district's Families in Transition (FIT) Program was serving 2,102 homeless students – approximately 3.2% of the total population and further an estimated 19.3% of adults and 26.7% of children ages 5-17 live below the poverty level. Additionally, a significant 81% of the student population qualifies for free/reduced lunch.

Sub Question

The proposed project specifically targets schools identified as high need and their student populations exhibit an acute compilation of risk factors, including that 23 participating schools earned a grade of C based on academic performance. (e35)

Further indicative of the high need to provide services, the narrative included a detailed chart showing the racial/ethnic composition of the district student population and showing that the most-glaring difference between the District and the State lies in the Hispanic Ethnic Category, with the District's percentage more than double that of the State's. (e36)

Other tables included clearly demonstrate that performance either stagnated or declined on the English Language Arts test at all grade levels and Math achievement for most grade levels froze or sank. Thus these charts show the core subject learning need with no growth in reading and math as indicated using the Florida Standards Assessment outcomes. (e36-37)

Weaknesses (if applicable):

The applicant organization did not clearly identify the services they intend to provide to address underachievement in challenging schools. (e35)

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 clearly states the proposed project will greatly increase the capacity of high-need schools to serve students through refined teacher evaluation and support systems. The applicant further cites data that reveals there are large populations of low-income students, limited numbers of National Board Certified Teachers, high numbers of out-of-field teachers, and other circumstances that have negatively affected these schools' academic achievement.

Strengths (if applicable):

The applicant organization clearly recognizes and describes building instructional capacity through refined teacher evaluation and support systems has recently emerged as a critical weakness, especially at high-need schools due to circumstances such as significant turnover of instructional staff, lack of experience among teachers generally and large numbers of beginning teachers, as well as gaps in induction training.

The purpose of the proposed project will be to build the capacity of high-need schools to serve students with the targeted high-need schools demonstrating an acute compilation of risk factors in related categories. Those schools chosen for participation earned a grade of C based on performance and relevant statistics revealed large populations of low-income students, limited numbers of National Board Certified Teachers, high numbers of out-of-field teachers, and other circumstances that particularly affect these schools' academic achievement. Further, to make the situation worse, the sites' hardships and increasing the possibility of underachievement are ongoing public school funding reductions. (e37-38)

The narrative indicates that data shows high-need schools employ a disproportionate number of teachers working out-of-field. About 60% (446/747) of the District's out-of-field teachers work at the targeted sites. Perceived as more challenging, these schools experience difficulty accessing/retaining highly effective educators. This circumstance

Sub Question

leads less experienced or out-of-field teachers into positions at high-need schools. The numbers show the issue in that of the 677 district instructional staff members with one year of experience or less, about 60% (404) serve students at high-need schools, and 58% (235) of those teachers have zero years' experience. (e40)

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 applicant clearly indicates that this project addresses Absolute Priority 1: Human Capital Management System (HCMS) and Absolute Priority 2: Evaluation and Support Systems for Teachers. Additionally the program activities will target teachers specifically, as well as also link with other initiatives that affect school leaders. These programs are blended and linked to the district strategic plan and programs are developed to form a comprehensive approach to improve school personnel quality at all levels. Thus the rationale for the proposal clearly states that more effective teachers will have a greater positive impact on student achievement than less effective teachers. The proposal is intended to create a position of Teacher/Mentor and reward those who achieve that status, as well as those who achieve National Board Certification with subsequent financial incentives.

Strengths (if applicable):

The applicant organization clearly describes the proposed project's rationale is linked to the Absolute Priority 1: Human Capital Management System (HCMS) and Absolute Priority 2: Evaluation and Support Systems for Teachers. They explain that in order to support their mission of "Inspiring all learners to reach their highest potential as responsible, productive citizens," the project will direct additional resources to the 23 targeted high-need schools. In particular, activities will improve the human capital management system (HCMS) with expanded performance-based compensation system (PBCS) elements to increase teacher effectiveness and in turn, increase student achievement. (e40-41)

The Logic Model (Appendix C) along with several detailed charts comprehensively listing the five major core goals, objectives and activities are shown as well-reasoned and measurable outputs. (e42-44)

The TSL activities in the proposed plan will target teachers specifically, as well as align with other initiatives that affect school leaders. Blended and linked to the district strategic plan, programs are developed to form a comprehensive approach to improve school personnel quality at all levels. (e41)

Weaknesses (if applicable):

Sub Question

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 clearly describes the need of the target population through various mechanisms such as providing direct training for peer coaches and clinical supervisors. Additionally, in partnership with the New Teacher Center, Project PROPEL, they will structure a teacher induction and development program to encourage highly effective teachers at the schools that have the greatest need. This will help foster new teacher leadership in the process which addresses the issue of sustainability.

Strengths (if applicable):

The applicant organization describes that Project PROPEL will develop a teacher induction and development program to encourage highly effective teachers at schools that need them most. The project's partner, New Teacher Center, has solutions that have emerged as a result of more than 10 years of research. The appropriateness of these strategies meets beginning teacher needs by creating support structures for beginning teachers. Using an instructional mentor who acts as the primary resource has been shown to be most helpful and subsequently it is important to provide new teachers with specialized supports beyond the principal and instructional mentor.

The comprehensive programs proposed will include systematic protocols that help mentors and beginning teachers collect and analyze data of practice and student learning, use those data to make formative assessments, and identify and make adjustments to help students learn more. Other important structures include a community of practice for beginning teachers assisted by instructional mentors and guided by professional teaching standards, rigorous student content standards, differentiated instruction, social and emotional learning, innovative technology, and other instructional priorities.

In this way, such strong programs not only advance the careers of experienced teachers who serve as instructional mentors, but also foster new teacher leadership in the process which addresses one aspect of the issue of sustainability. (e45-46)

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 organization clearly describes there will be periodic evaluations that include both short-term and long-term measurements, both formative and summative – this will help to guarantee the ability to make adjustments if the project is deficient in meeting its objectives and provides for continuous quality improvement. Project results are disseminated widely to the public as well as to stakeholders.

Sub Question

Strengths (if applicable):

The applicant organization describes its Induction Program Coordinator is responsible to collect data for project evaluation purposes and to prepare reports. The evaluation plan, as stated, carefully aligns with the general principles of effectiveness to ensure periodic assessment of progress toward achieving project objectives, use of results to refine, improve, and strengthen the program activities and performance measures, and makes the results available to stakeholders including the public. Periodic evaluation includes both short-term and long-term measurements, both formative and summative, to guarantee the ability to make adjustments if the project is deficient in meeting its objectives and provide for continuous quality improvement. Project results are disseminated widely to the public as well as to stakeholders. (e46-47)

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 application provided a clearly detailed chart of project activities indicating milestones, completion dates and deliverables. The management plan provided a list of key staff showing their credentials and indicating who will be responsible for implementing, monitoring and maintain the project activities. However, the narrative did not provide information regarding all grant years.

Strengths (if applicable):

The applicant organization clearly provided a detailed comprehensive chart for the project's activities showing the specific related objectives, the milestones involved, completion date(s) and the deliverables. An example of the detail provided relates to Objectives 1a, 1b, 3a, in which each school's relevant data will be analyzed including such items as teacher experience or effectiveness. That item is, depending on the award of the grant, will be completed by 11/6/2017 with data tables and analyses. (e54-57)

The management plan narrative included a list of key staff showing their credentials and who will implement, monitor and maintain the project's activities. Detailed position descriptions as well as academic credentials for those key positions were provided. Further, specific names, titles and percentage time commitment to the project were specified in a table including those positions not yet hired. (e51)

The applicant included in an appendix the resumes for the existing key personnel and job descriptions for the new Induction Program Coordinator, Lead Mentor, and Instructional Mentor positions. Further, they state that candidates will undergo a complete screening process and panel interview prior to any hiring decisions. A detailed table had a synopsis of the grant-funded positions, qualifications and specific responsibilities. (e52-54)

Weaknesses (if applicable):

The application did not clearly provide sufficient information for all years of the grant period and only stated that: "...and subsequent years as applicable to achieve project objectives on time and within budget." A yearly detail would have been

useful or even a yearly indication showing quarterly activities. (e54)

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: 5

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 organization stated that the district has already committed matching funds equal to 50% of the grant amount and which will come from a non-Federal source. They have fully committed to sustaining the project beyond the funding period.

Strengths (if applicable):

The applicant organization clearly explains that the proposed project costs will be shared with the District's strategic planning and continuous improvement efforts to greatly increase the potential for sustainability after the grant period ends. Further, the district has committed matching funds that will equal 50% of the amount of the grant which will originate from a nonfederal source (the district budget), and will not count as match for another federal grant. This support clearly indicates the district's intent to continue the project and provides evidence of the commitment to sustain project outcomes beyond the funding period. (e57)

Weaknesses (if applicable):

None noted.

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 application clearly states that the proposed Project PROPEL will blend with and link with the organization's strategic plan as well as other district efforts. For instance, the SDOC is using a combination of previously-mentioned financial resources to launch its Leadership Development Pipeline (depicted in the following graphic). Resources include a state grant, Title II funds, and a district line item. In the same way that the Leadership Pipeline provides a coordinated, comprehensive system for leadership development, PROPEL establishes a system for teacher career development at high-need schools. They will be using a combination of financial strategies to launch its Leadership Development Pipeline with resources funded through a state grant, Title II funds, and a district

Sub Question

budget line item. This will allow for the Leadership Pipeline to provide a coordinated, comprehensive system for leadership development, as PROPEL establishes a system for teacher career development at high-need schools. Strengths (if applicable):

The applicant organization clearly describes and has developed the specific needs for the district and the proposed program, PROPEL, is a careful response to those needs that were identified in multiple assessments and as a result of strategic planning sessions. The integration of the project design into the district's ongoing initiatives of improving teaching, learning and the support of rigorous academic standards is paramount. The project will align and link to the organizational strategic plan and other district efforts implemented through other sources. (e58)

An example of this is using a combination of financial resources to launch its Leadership Development Pipeline with resources funded through a state grant, Title II funds, and a district budget line item. This will allow for the Leadership Pipeline to provide a coordinated, comprehensive system for leadership development, as PROPEL establishes a system for teacher career development at high-need schools. (e58)

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 organization has clearly researched the important gaps with respect to student access to effective teachers. Strengths (if applicable):

The application clearly researched, developed and presented a needs assessment that revealed there were several gaps in student access to effective teachers at high-poverty schools. The proposed project intends to create an atmosphere to increase instructional quality and effectiveness at targeted sites. In order to provide relief for the gaps identified, their approach is to facilitate the attainment of National Board Certification for more teachers. Currently, only 2.1% (80/3692) of teachers district-wide have earned National Board Certification.

Additionally, although numbers of teachers currently holding this national certification are generally low, comparison makes inequitable distribution of these teachers evident as only 35% hold positions at the project's targeted high-need schools while the other 65% serve lower-poverty, higher-performing schools. The average number of National Board Certified teachers at the targeted sites just barely exceeds one at 1.22. About half of the district teachers who received 2015-2016 ratings of Effective, Needs Improvement, and Unsatisfactory serve students at the targeted high-need schools, showing a relatively-even allocation. But, severe imbalance becomes apparent for Highly Effective teachers as only 36% of them teach at targeted high-need schools. The data collected also indicates that high-need schools employ a

disproportionate number of teachers working out of field with about 60% (446/747) of the District's out-of-field teachers work at the targeted sites. The proposed project will endeavor to provide classroom coaching for teachers to promote the use of effective instructional strategies.(e26-27)

Weaknesses (if applicable):

None noted.

(2) Overall Comments:

The applicant clearly describes that The AdvancED Accreditation Survey will collect school climate data in an effort to support continuous improvement towards closing the gaps. Additionally, the applicant identifies educational supports for teachers (e27).

Strengths (if applicable):

Most prominent among relevant factors used in determining gaps in equitable access to effective educators are effectiveness ratings in the district instructional evaluation system, which shows the frequency of effectiveness rating by site. It was discovered through analysis that the majority (64%) of highly effective educators teach at lower-poverty, higher-performing schools. The AdvancED Accreditation Survey used as part of this evaluation, provides insight regarding school climate, and survey results support continuous improvement planning. Staff responses to survey questions indicate a need for enhanced Evaluation and Support Systems. (e27)

Weaknesses (if applicable):

None noted.

(3) Overall Comments:

The applicant states they will examine Florida's Value Added Model (VAM) data to distinguish teacher performance across sites and identify trends in access to effective teachers for schools according to school performance and free/reduced lunch rates. (e28)

Strengths (if applicable):

The strategies are clearly defined and described in the proposal for closing the identified gaps – these are aligned to and consistent with Florida's Plan to Ensure Equitable Access to Excellent Educators, which aims "to ensure comparable distributions of high impact teachers across all school types." In accordance with Florida's plan, the district will examine Florida's Value Added Model (VAM) data to differentiate teacher performance across sites and identify trends in access to effective teachers for schools according to school performance and free/reduced lunch rates. (e27-28)

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 clearly provides a description explaining the district's policy of hiring personnel without discriminating on the basis of race, color, creed, religion, sex, physical disability, mental disability, age, marital status, sexual orientation, citizenship status, national or ethnic origin, and any other protected status. (e28)

Strengths (if applicable):

The applicant organization clearly states that they are committed to being an Equal Opportunity Employer and it is school district policy to make all personnel decisions without discriminating on the basis of race, color, creed, religion, sex,

physical disability, mental disability, age, marital status, sexual orientation, citizenship status, national or ethnic origin, and any other protected status.

This district policy underscores the fact that minorities are sought equitably for openings and carefully evaluated for departments or job classifications where there is underrepresentation. The district also adheres to a policy to ensure that the most-qualified individual is appointed to the job vacancy while complying with all civil rights laws and assurances. The Human Resources Department oversees the district hiring processes and procedures. As for all district positions, successful candidates for this project's openings will receive employment offers after the open recruitment and competitive screening phases. The project staffing for the proposed project will reflect a balance of race, gender, age, experience, and expertise.

Project PROPEL provides performance-based compensation for career advancements and innovative training to induct and support new teachers.

The project's coordinated recruitment efforts aligns with the district strategic plan of hiring qualified minority teachers and principals. The District Human Resources Department's Teacher Recruitment/Retention Specialist will be collaborating with project staff to conduct these activities. Examples might include developing additional partnerships with local postsecondary institutions and attending Florida Fund for Minority Teachers, Inc. events. (e28-29)

Weaknesses (if applicable):

None noted.

(2)

Overall Comments:

The applicant organization clearly describes their Human Resources Department oversees the district hiring processes and procedures. With respect to the district positions, successful candidates for project's openings will receive employment offers after the open recruitment and competitive screening phases. Additionally, the project's coordinated recruitment efforts will align with the district strategic plan with the goal of hiring qualified minority teachers and principals in order to attract and retain a diverse staff (e29).

Strengths (if applicable):

The applicant organization clearly describes that they realize that certain schools, perceived as more challenging, experience difficulty in accessing/retaining highly effective educators. The District's 2016-2017 Strategic Plan contains a goal for Talent Management to encourage them to recruit, develop, retain, and reward a highly-dedicated, high-quality workforce. A specific objective, 1C, states they will: "Retain at least 75% of participating mentee teachers at High-Need Schools annually." (e40-42)

Weaknesses (if applicable):

None noted.

Reader's Score: 5

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Technical Review

Applicant: The School District of Osceola County, Florida (U374A170098)

Reader #2: *****

	Points Possible	Points Scored
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Need for Project		
1. Need for Project	25	25
Selection Criterion		
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1. Project Design	20	17
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	18
Adequacy of Resources		
1. Adequacy of Resources	5	5
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

Panel #4 - TSL - 4: 84.374A

Reader #2: *****

Applicant: The School District of Osceola County, Florida (U374A170098)

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 project is aligned with the district's strategic plan and the system wide vision to improve teaching and learning and support rigorous academic standards for students. Goals one and two focus on student academic achievement and human capital management. The AdvancEd Accreditation Survey is an integral part of the district's efforts to inform all areas of the proposal.

Strengths (if applicable):

The proposal is part of a comprehensive effort to improve teaching and learning via the upgrading of the teaching staff. (e30-32) One of the goals of the project is the improvement of school grades and the district grade. Project activities will address needs identified in the AdvancED Survey for staff, students, and parent/community members. (e31)

Weaknesses (if applicable):

None

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:

SDOC will partner with the National Teacher Center in California to develop a mentor program and associated professional development for all levels of staff. NTC will prepare district leaders with the ability to continue their program after grant funding ends.

Strengths (if applicable):

The services to be provided by the proposed project involve the collaboration of appropriate partners such as NTC who will work with SDOC to establish a model induction program by providing mentor preparation, development and ongoing support, a formative assessment model for new teachers, targeted professional learning for new teachers, and school leader capacity building. As part of SDOC's comprehensive effort to improve teaching and learning and

Sub Question

support rigorous academic standards, Project PROPEL will align with other district initiatives implemented through other sources.

Weaknesses (if applicable):
None

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 will coordinate with Title II funds earmarked for Instructional Leadership efforts and with state and local funding for professional development. Student performance is affected by instructional effectiveness which is affected by quality instructional leadership. At all levels, targeted professional development and effective mentoring programs have been proven effective.

Strengths (if applicable):

The proposal provides convincing details that the district will successfully integrate related efforts and programs from their own and from other funding sources to improve teacher effectiveness. As part of the SDOC comprehensive effort to improve teaching and learning and support rigorous academic standards, Project PROPEL will align with other district initiatives implemented through other sources. (e33)

Weaknesses (if applicable):
None

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

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:

SDOC's students, at the rate of 26.7%, live below the poverty level for Florida, which is below the poverty level for the country. The targeted schools for this project all earned a C on the state school assessment. The majority of teachers in these schools have one or fewer years of experience.

Strengths (if applicable):

The proposed project will address the needs of the students at risk by targeting those schools exhibiting the greatest need. It provides a strong plan to address their needs by improving the effectiveness of the teachers assigned to those schools. (e35-36) For example, the district specifically targets schools identified as high need. Relevant statistics revealed large populations of low-income students.

Sub Question

Weaknesses (if applicable):

None

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 students at the targeted schools suffer from weaknesses in opportunities such as high teacher turnover, less effective teachers, less experienced teachers and more out-of-field teachers. They propose to build capacity with a refined teacher evaluation and support system.

Strengths (if applicable):

The proposal demonstrates how the identified gaps (weaknesses in opportunities such as high teacher turnover, less effective teachers, less experienced teachers and more out-of-field teachers) will be addressed. An equity gap exists in teacher retention rates between high and low need schools. Increasing support and professional development for new and inexperienced teachers may help to address the weaknesses in services at the targeted schools. Also, Value Added factors do not reflect staffing in targeted schools. (e40)

Weaknesses (if applicable):

None

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: 17

Sub Question

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

General:

Overall Comments:

The rationale for the proposal is that more effective teachers have a greater positive impact on student achievement than less effective teachers. Therefore the proposal aims to create the position of Teacher/Mentor and reward those who receive that status, as well as those who achieve National Board Certification with additional compensation.

Strengths (if applicable):

The rationale is comprehensive in that it includes other initiatives currently funded from other sources and integrates with the district's over-all mission. (e41) The applicant organization clearly describes the proposed project's rationale is linked to the Absolute Priority 1: Human Capital Management System (HCMS) and Absolute Priority 2: Evaluation and Support Systems for Teachers. They explain that in order to support their mission of "Inspiring all learners to reach their highest potential as responsible, productive citizens," the project will direct additional resources to the 23 targeted high-need schools. In particular, activities will improve the human capital management system (HCMS) with expanded performance-based compensation system (PBCS) elements to increase teacher

Sub Question

effectiveness and in turn, increase student achievement. (e40-41)

Weaknesses (if applicable):

None

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 design of the project includes more and better teacher induction services, support and staff development. New teachers in particular will benefit from interactions and support from Instructional Mentors. NBC teachers and Mentor teachers will be paid additional stipends for their additional responsibilities.

Strengths (if applicable):

The design of the project is appropriate to because it targets the population most in need of support. Time, effort and money will be focused on the neediest teachers, thereby assisting the neediest students. (e45) The comprehensive programs proposed will include systematic protocols that help mentors and beginning teachers collect and analyze data of practice and student learning, use those data to make formative assessments, and identify and make adjustments to help students learn more. Other important structures include a community of practice for beginning teachers assisted by instructional mentors and guided by professional teaching standards, rigorous student content standards, differentiated instruction, social and emotional learning, innovative technology, and other instructional priorities. (e45-46)

Weaknesses (if applicable):

None

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 Induction Program Coordinator will be responsible for conducting the project evaluation. The evaluation will incorporate the Continuous Improvement Model, Total Education Resources Management System, FOCUS student record system and My Professional Growth System. The District Professional Development Council will oversee and collaborate.

Strengths (if applicable):

Grant activities will be evaluated in a comprehensive manner and valuable feedback will be reported to all appropriate stakeholders. (e46-47) The applicant organization describes its Induction Program Coordinator as responsible to collect data for project evaluation purposes and to prepare reports. The evaluation plan, as stated, carefully aligns with the general principles of effectiveness to ensure periodic assessment of progress toward achieving project objectives, use of results to refine, improve, and strengthen the program activities and performance measures, and makes the results available to stakeholders including the public. Periodic evaluation includes both short-term and long-term measurements, both formative and summative, to guarantee the ability to make adjustments if the project is deficient in meeting its objectives and provide for continuous quality improvement. Project results are disseminated widely to the public as well as to stakeholders. (e46-47)

Weaknesses (if applicable):

The evaluation, monitoring and reporting of the grant activities will be done by internal SDOC personnel, rather than an outside independent evaluator. (e46-47) This might negatively affect objectivity. Also, The proposal does not

Sub Question

provide sufficient detail as to how the evaluation and support system will operate. (e38)

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:

Grant funds will be used almost exclusively for the hiring and maintaining the positions of Induction Program Coordinator, Lead Mentors and Instructional Mentors. They will work together with an array of current district and school based personnel. Principals will also play a key role in the proposed project's implementation.

Strengths (if applicable):

The applicant organization clearly provided a detailed comprehensive chart for the project's activities showing the specific related objectives, the milestones involved, completion date(s) and the deliverables. An example of the detail provided relates to Objectives 1a, 1b, 3a, in which each school's relevant data will be analyzed including such items as teacher experience or effectiveness. That item is, depending on the award of the grant, will be completed by 11/6/2017 with data tables and analyses. (e54-57)

The management plan narrative included a list of key staff showing their credentials and who will implement, monitor and maintain the project's activities. Detailed position descriptions as well as academic credentials for those key positions were provided. Further, specific names, titles and percentage time commitment to the project were specified in a table including those positions not yet hired. (e51)

The applicant included in an appendix the resumes for the existing key personnel and job descriptions for the new Induction Program Coordinator, Lead Mentor, and Instructional Mentor positions. Further, they state that candidates will undergo a complete screening process and panel interview prior to any hiring decisions. A detailed table had a synopsis of the grant-funded positions, qualifications and specific responsibilities. (e52-54)

Weaknesses (if applicable):

The proposed budget reflects initial year expenses only. No evidence was presented as to how the objectives will be met on time and within budget for subsequent years. (e54)

Reader's Score: 18

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: 5

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.

Sub Question

General:

Overall Comments:

The grant proposal calls for 50% matching funds from the district. The New Teacher Center is the project partner and will work with the district to build sustainability for the time period after the grant funds end.

Strengths (if applicable):

The proposal provides an appropriate demonstration of commitment on the parts of both the district and the NTC to build the district's capacity so that the program will continue as standard operating procedure in the future. (e47)

The district's plan clearly explains that the proposed project costs will be shared with the District's strategic planning and continuous improvement efforts to greatly increase the potential for sustainability after the grant period ends. Further, the district has committed matching funds that will equal 50% of the amount of the grant which will originate from a nonfederal source (the district budget), and will not count as match for another federal grant. This support clearly indicates the district's intent to continue the project and provides evidence of the commitment to sustain project outcomes beyond the funding period. (e57)

Weaknesses (if applicable):

None

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 proposal for teacher induction activities and mentor teacher positions will be incorporated into the current district leadership pipeline so that there is a clear career pathway from new teacher through master teacher, AP, principal and executive leadership.

Strengths (if applicable):

SDOC clearly describes and has a plan to address the specific needs of the district with the proposed program. PROPEL is a careful response to the needs that were identified in multiple assessments and as a result of strategic planning sessions. The integration of the project design into the district's ongoing initiatives of improving teaching, learning and the support of rigorous academic standards is paramount. The project will align and link to the organizational strategic plan and other district efforts implemented through other sources. (e58)

An example of this is using a combination of financial resources to launch its Leadership Development Pipeline with resources funded through a state grant, Title II funds, and a district budget line item. This will allow for the Leadership Pipeline to provide a coordinated, comprehensive system for leadership development, as PROPEL establishes a system for teacher career development at high-need schools. (e58)

Weaknesses (if applicable):

None

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**

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:

Overall Comments:

The district employs 3,682 teachers, of whom only 80 possess National Board Certification. However, these are distributed more among the high performance schools (65%) than high needs schools (35%).

Strengths (if applicable):

The application clearly researched, developed and presented a needs assessment that revealed there were several gaps in student access to effective teachers at high-poverty schools. The proposed project intends to create an atmosphere to increase instructional quality and effectiveness at targeted sites. In order to provide relief for the gaps identified, their approach is to facilitate the attainment of National Board Certification for more teachers. Currently, only 2.1% (80/3692) of teachers district-wide have earned National Board Certification.

Additionally, although numbers of teachers currently holding this national certification are generally low, comparison makes inequitable distribution of these teachers evident as only 35% hold positions at the project's targeted high-need schools while the other 65% serve lower-poverty, higher-performing schools. The average number of National Board Certified teachers at the targeted sites just barely exceeds one at 1.22. About half of the district teachers who received 2015-2016 ratings of Effective, Needs Improvement, and Unsatisfactory serve students at the targeted high-need schools, showing a relatively-even allocation. But, severe imbalance becomes apparent for Highly Effective teachers as only 36% of them teach at targeted high-need schools.

Weaknesses (if applicable):

None

Overall Comments:

The district used their evaluation and rating protocols to determine the gaps in staffing patterns and educator support.

Strengths (if applicable):

Most prominent among relevant factors used in determining gaps in equitable access to effective educators are effectiveness ratings in the district instructional evaluation system, which shows the frequency of effectiveness rating by site. It was discovered through analysis that the majority (64%) of highly effective educators teach at lower-poverty, higher-performing schools. The AdvancED Accreditation Survey used as part of this evaluation, provides insight regarding school climate, and survey results support continuous improvement planning. Staff responses to survey questions indicate a need for enhanced Evaluation and Support Systems. The majority of respondents answered the related questions positively. However, the data did reveal areas for improvement. While 68% agree that a professional learning program is designed to build capacity among all school professional and support staff members, even less (62%) agree that a formal process is in place to support new school staff members in their professional practice. (e27)

Weaknesses (if applicable):

None

Overall Comments:

SDOC will examine the Value-Add Model to discern trends correlating teacher performance with student performance in high and low poverty schools.

Strengths (if applicable):

The strategies are clearly defined and described in the proposal for closing the identified gaps – these are aligned to and consistent with Florida’s Plan to Ensure Equitable Access to Excellent Educators, which aims “to ensure comparable distributions of high impact teachers across all school types.” In accordance with Florida’s plan, the district will examine Florida’s Value Added Model (VAM) data to differentiate teacher performance across sites and identify trends in access to effective teachers for schools according to school performance and free/reduced lunch rates.

Weaknesses (if applicable):

None

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:

Overall Comments:

SDOC has a strong policy of not discriminating against anyone for any position the applicant is qualified to fill. They actively recruit minorities, women and the handicapped for any area where they are underrepresented. Staffing for this project will reflect a balance of age, gender, race, experience and expertise.

Strengths (if applicable):

The applicant organization clearly states that they are committed to being an Equal Opportunity Employer and it is school district policy to make all personnel decisions without discriminating on the basis of race, color, creed, religion, sex, physical disability, mental disability, age, marital status, sexual orientation, citizenship status, national or ethnic origin, and any other protected status.

This district policy underscores the fact that minorities are sought equitably for openings and carefully evaluated for departments or job classifications where there is underrepresentation. The district also adheres to a policy to ensure that the most-qualified individual is appointed to the job vacancy while complying with all civil rights laws and assurances. The Human Resources Department oversees the district hiring processes and procedures. As for all district positions, successful candidates for this project’s openings will receive employment offers after the open recruitment and competitive screening phases. The project staffing for the proposed project will reflect a balance of race, gender, age, experience, and expertise.

An

Weaknesses (if applicable):

None

Overall Comments:

The project’s coordinated recruitment efforts will align with the district strategic plan with the goal of hiring qualified minority teachers and principals. The District Human Resources Department’s NCLB Teacher Recruitment/Retention Specialist will collaborate with project staff to conduct these activities.

Strengths (if applicable):

SDOC clearly describes that they realize that certain schools, perceived as more challenging, experience difficulty in accessing/retaining highly effective educators. The District’s 2016-2017 Strategic Plan contains a goal for Talent Management to encourage them to recruit, develop, retain, and reward a highly-dedicated, high-quality workforce. A specific objective, 1C, states they will: “Retain at least 75% of participating mentee teachers at High-Need Schools

annually." (e40-42)

Weaknesses (if applicable):
None

Reader's Score: 5

Status: Submitted

Last Updated: 07/13/2017 02:31 PM

Status: Submitted

Last Updated: 07/13/2017 02:27 PM

Technical Review

Applicant: The School District of Osceola County, Florida (U374A170098)

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	24
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	5
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	111

Technical Review Form

Panel #4 - TSL - 4: 84.374A

Reader #3: *****

Applicant: The School District of Osceola County, Florida (U374A170098)

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:

This applicant describes a comprehensive effort to improve teach and learning to support rigorous academic standards for students. The applicant identifies two strategic goals: 1) raise graduation rates, college and career acceleration, state assessment performance, and school grades; 2) addresses Talent Management and aims to improve the rates of teacher turnover, high-performing teacher recruitment, teacher attendance, and instructional vacancies. This goal focus on human capital management. (e29-30). Additionally, the project activities will address needs identified in the AdvancED Accreditation Survey for staff, students, and parents/community members.

Strengths (if applicable):

This applicant describes a comprehensive effort to improve teach and learning to support rigorous academic standards for students. Specifically, the applicant's goals are to are to enhance the use of the HCMS and performance-based compensation, improve the teacher evaluation and support system, increase the instructional quality and effectiveness, establish a two-step teacher career ladder, and increase the student achievement. Examples of activities are instituting a new teacher induction system through development of instructional mentors for beginning teachers and delivery of targeted professional learning, facilitating advancement opportunities like National Board Certification via supplements, refining recruitment/retention efforts, and creating model classrooms. (e16) The applicant identifies two strategic goals: 1) raise graduation rates, college and career acceleration, state assessment performance, and school grades; 2) addresses Talent Management and aims to improve the rates of teacher turnover, high-performing teacher recruitment, teacher attendance, and instructional vacancies. This goal focus on human capital management. (e29-30). Additionally, the project activities will address needs identified in the AdvancED Accreditation Survey for staff, students, and parents/community members. The District's 2016-2019 Strategic Plan grounds Academic Success and Talent Management activities in the Marzano instructional framework. These initiatives include alignment of the Marzano instructional framework to the feedback model and teacher evaluation process and provision of coaching to principals (feedback on feedback). (e32)

Weaknesses (if applicable):

No Weakness.

Sub Question

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 will partner with the New Teacher Center to to establish a model induction program by providing mentor preparation, development and ongoing support, formative assessment model for new teacher, targeted professional learning for new teachers, communities of practice for mentors and new teachers, and school leader capacity building. (e33)

Strengths (if applicable):

The applicant states The New Teacher Center, an independent nonprofit organization with impact spanning districts across the United States, will work with SDOC to establish a model induction program by providing mentor preparation, development and ongoing support, formative assessment model for new teacher, targeted professional learning for new teachers, communities of practice for mentors and new teachers, and school leader capacity building. (e 33).

Weaknesses (if applicable):

No Weakness.

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 District Instructional Leadership and Faculty Development Grant (state funding); the Title II, Part A - Teacher & Principal Training & Recruiting Funds (federal through state funding); and the District's Professional Development Department line item (district/local funding) will subsidize those activities.

Strengths (if applicable):

This applicant is using a combination of financial resources to launch its Leadership Development Pipeline. The District Instructional Leadership and Faculty Development Grant (state funding); the Title II, Part A - Teacher & Principal Training & Recruiting Funds (federal through state funding); and the District's Professional Development Department line item (district/local funding) will subsidize those activities. In the same way that the Leadership Pipeline provides a coordinated, comprehensive system for leadership development, PROPEL establishes a system for teacher career development at high-need schools. (e33)

Weaknesses (if applicable):

No Weakness.

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: 24

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:

This project specifically targets schools identified as high need. The 23 participating schools earned a grade of C based on academic performance. (e35) However, the applicant does not identify what services they will provide to address those needs.

Strengths (if applicable):

This project specifically targets schools identified as high need. The 23 participating schools earned a grade of C based on academic performance. The average free/reduced lunch rate is 93%. Staffing increases the possibility of underachievement at these challenging schools. Of the 677 district instructors with one year of experience or less, about 60% (404/677) teach students at high-need schools. And 58% (235/404) of those teachers have 0 years' experience, which far exceeds the district percentage of first year-teachers at 36%. (e35)

Weaknesses (if applicable):

The applicant fails to identify what services they will provide to address underachievement in challenging schools. (e35)

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 states the proposed project will build the capacity of high-need schools to serve students. (e38) The applicant further cites data stating that relevant statistics revealed large populations of low-income students, limited numbers of National Board Certified Teachers, high numbers of out-of-field teachers, and other circumstances that particularly affect these schools' academic achievement.

Strengths (if applicable):

The applicant states the proposed project will build the capacity of high-need schools to serve students. (e38) The applicant further cites data stating that relevant statistics revealed large populations of low-income students, limited

Sub Question

numbers of National Board Certified Teachers, high numbers of out-of-field teachers, and other circumstances that particularly affect these schools' academic achievement. Further exacerbating the sites' hardships and increasing the possibility of underachievement are ongoing public school funding reductions. The applicant provides a chart illustrating schools that exceed 50% free/reduced lunch. The applicant further posits that Only 2.1% (80/3692) of teachers district-wide have earned National Board Certification. Comparison makes inequitable distribution of these teachers evident, as only 35% of them hold positions at these high-need schools while the other 65% serve lower-poverty, higher-performing schools. Further, data shows that high-need schools employ a disproportionate number of teachers working out of field. About 60% (446/747) of the District's out-of-field teachers work at the targeted sites. (e38-40). An equity gap also exists with years of teaching experience.

Weaknesses (if applicable):

No Weakness

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 applicant states this project addresses Absolute Priority 1: Human Capital Management System (HCMS) and Absolute Priority 2: Evaluation and Support Systems for Teachers. The program activities will target teachers specifically, but they align with other initiatives that affect school leaders. Specifically, programs will amalgamate to form a comprehensive approach that improves school personnel quality at all levels. For example, the main project features include Learning Sciences International (LSI) Master Observer Training, Side-by-Side Calibration for District Leads and Side-by-Side Coaching for Principals. (e41) The applicant further provides a logic model depicting how activities will be executed. (appendix)

Strengths (if applicable):

The applicant states this project addresses Absolute Priority 1: Human Capital Management System (HCMS) and Absolute Priority 2: Evaluation and Support Systems for Teachers. (e40) This project will direct additional resources to the 23 targeted high-need schools. Specifically, activities will improve the human capital management system (HCMS) with expanded performance-based compensation system (PBCS) elements to increase teacher effectiveness and thereby increase student achievement. The project's Two-Step Career Ladder will provide highly effective instructors with the opportunity to receive compensation for (1) earning National Board Certification to mark their accomplished teaching and (2) assuming the role of Teacher Mentor to guide and motivate novice colleagues. The program activities will target teachers specifically, but they align with other initiatives that affect school leaders. Specifically, programs will amalgamate to form a comprehensive approach that

Sub Question

improves school personnel quality at all levels. For example, the main project features include Learning Sciences International (LSI) Master Observer Training, Side-by-Side Calibration for District Leads and Side-by-Side Coaching for Principals. (e41) The applicant further provides a logic model depicting how activities will be executed. (appendix)

Weaknesses (if applicable):

No Weakness

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 addresses the need of the target population through various conduits. For example, the CET Program is designed to provide direct training for peer coaches and clinical supervisors. The SDOC makes the course available through its online education site, Moodle. (e45) In partnership with the New Teacher Center, Project PROPEL will structure a teacher induction and development program to cultivate highly effective teachers at the schools that need them most. The New Teacher Center's solutions emerged from decade of research. Strategies meet beginning teacher needs by creating multiple support structures for beginning teachers. The instructional mentor acts as the primary Resource.

Strengths (if applicable):

The applicant notes that Florida authorizes induction funding in statute, the state does not currently provide such funding. The resulting limited resources constrain district ability to extend beyond the current Clinical Educator Training (CET) state model. The CET Program is designed to provide direct training for peer coaches and clinical supervisors. The SDOC makes the course available through its online education site, Moodle. (e45) In partnership with the New Teacher Center, Project PROPEL will structure a teacher induction and development program to cultivate highly effective teachers at the schools that need them most. The New Teacher Center's solutions emerged from decade of research. Strategies meet beginning teacher needs by creating multiple support structures for beginning teachers. The instructional mentor acts as the primary resource. Additionally, other important structures include a community of practice for beginning teachers facilitated by instructional mentors and guided by professional teaching standards, rigorous student content standards, differentiated instruction, social and emotional learning, innovative technology, and other instructional priorities. (e45-46)

Weaknesses (if applicable):

No Weakness

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

Sub Question

General:

Overall Comments:

The applicant states the Induction Program Coordinator will collect data for project evaluation purposes and prepare reports. The evaluation plan will align with general principles of effectiveness to ensure periodic assessment of progress toward achieving project objectives; use of results to refine, improve, and strengthen the program activities and performance measures; and availability of the results to stakeholders (including the public). Regular meetings (at least twice a year) will enable continuous assessment of progress in meeting project objectives. Routine review of survey and performance data will aid in determining if/which adjustments are necessary. The SDOC will report annually on the progress achieved, barriers encountered, and efforts to overcome these barriers. The performance assessment report will include data for the applicable Government Performance and Results Act (GPRA) measures.

Strengths (if applicable):

The applicant states the Induction Program Coordinator will collect data for project evaluation purposes and prepare reports. The evaluation plan will align with general principles of effectiveness to ensure periodic assessment of progress toward achieving project objectives; use of results to refine, improve, and strengthen the program activities and performance measures; and availability of the results to stakeholders (including the public). Periodic evaluation includes both short-term and long-term measurements (formative and summative) to guarantee latitude for adjustments if the project is deficient in meeting its objectives (continuous improvement). (e46) The proposed program evaluation activities will incorporate the District's commitment to a Theory of Change represented by the four stages of the Continuous Improvement Model (CIM). CIM consists of key parts like analyzing data, developing timelines, providing quality instruction/services, and frequently assessing students for understanding. (e46) The Induction Program Coordinator will collaborate with the District Professional Development Council for guidance in planning, implementing and assessing project activities. Specifically, the Induction Coordinator will work to ensure that the project yields high-quality services and disseminates results to the public and other stakeholders. (e 47) Regular meetings (at least twice a year) will enable continuous assessment of progress in meeting project objectives. Routine review of survey and performance data will aid in determining if/which adjustments are necessary. The SDOC will report annually on the progress achieved, barriers encountered, and efforts to overcome these barriers. The performance assessment report will include data for the applicable Government Performance and Results Act (GPRA) measures.

Weaknesses (if applicable):

No Weakness

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:

This applicant provides an adequate management plan to achieve the objectives of the project within budget. For

example, the Project Director will coordinate the District's Professional Development Programs to ensure the optimal human resource development to support and facilitate successful educational programs throughout the District. (e50) Additionally, the Project Director will also oversees maintenance of MyPGS, which manages employee professional learning and in service credit record; providing support to educators new to the SDOC via mentor programs, New Teacher Orientation, and New Educator Symposiums; planning/delivering district professional development through the Title II, Part A Federal Program; serving as a mentor to school level administrators; facilitating development of district-wide professional learning opportunities for standards-based instruction aligned to the Marzano Instructional Framework for over 4,000 teachers, district instructional coaches, and administrators; and collaborating with the Professional Development Council to assess and meet professional learning needs. (e50) However, the timeline does not specify responsible personnel for each stated objective. For example, the applicant did not denote who will compile 2017-2018 teacher experience/effectiveness rating data. (e56)

Strengths (if applicable):

This applicant provides an adequate management plan to achieve the objectives of the project within budget. For example, the Project Director will coordinate the District's Professional Development Programs to ensure the optimal human resource development to support and facilitate successful educational programs throughout the District. (e50) Additionally, the Project Director will also oversees maintenance of MyPGS, which manages employee professional learning and in service credit record; providing support to educators new to the SDOC via mentor programs, New Teacher Orientation, and New Educator Symposiums; planning/delivering district professional development through the Title II, Part A Federal Program; serving as a mentor to school level administrators; facilitating development of district-wide professional learning opportunities for standards-based instruction aligned to the Marzano Instructional Framework for over 4,000 teachers, district instructional coaches, and administrators; and collaborating with the Professional Development Council to assess and meet professional learning needs. (e50) Further, the Chief of Staff for Teaching, Learning and Learning will oversee the development of school leadership development programs, professional development programs for all staff, and high-quality evaluation systems and procedures in a culture of continuous improvement. (e50-51) Participating school principals will fulfill duties specific to the grant, such as supervising the Teacher Mentors, in addition to general school administration. Other examples include: facilitating the hiring process for Teacher Mentors, coordinating new teacher mentoring and training activities, and identifying/recruiting teachers to pursue National Board Certification. The applicant also provides resumes for the existing key personnel and job descriptions for the new Induction Program Coordinator, Lead Mentor, and Instructional Mentor positions. (e52/appendix) The timeline clearly illustrates related objectives, milestones, completing dates and deliverables. (e56)

Weaknesses (if applicable):

The timeline does not specify responsible personnel for each stated objective. For example, the applicant did not denote who will compile 2017-2018 teacher experience/effectiveness rating data. (e56) Additionally, the applicant fails to provide sufficient information for each year of the granting period for proposed activities. As such, the applicant does not provide an adequate management plan demonstrating that project objectives can be achieved. (e54)

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: 5

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:

This project's cost sharing combine with the District's strategic planning and continuous improvement efforts increase the potential for sustainability after the grant period ends. The SDOC has committed matching funds that will equal 50% of the amount of the grant, will originate from a nonfederal source (the district budget), and will not count as match for another federal grant..(e57)

Strengths (if applicable):

This project's cost sharing combine with the District's strategic planning and continuous improvement efforts increase the potential for sustainability after the grant period ends. The SDOC has committed matching funds that will equal 50% of the amount of the grant, will originate from a nonfederal source (the district budget), and will not count as match for another federal grant.(e57) The New Teacher Center will work with the SDOC to build, support, and sustain these results-oriented activities that increase the teacher effectiveness. As part of its approach, the New Teacher Center aims to build in sustainability along the way and releases resources (after thorough training) for continued use. Program staff, along with district leadership and professional development council members, will collaborate with the New Teacher Center and other stakeholders to develop a comprehensive sustainability plan over the course of the grant-funded project. (e57)

Weaknesses (if applicable):

No Weakness.

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:

Project PROPEL (Producing Results through Osceola's Professional Educator Ladder) will align with the organizational strategic plan and other district efforts implemented through other sources. For instance, the SDOC is using a combination of previously-mentioned financial resources to launch its Leadership Development Pipeline (depicted in the following graphic). Resources include a state grant, Title II funds, and a district line item. In the same way that the Leadership Pipeline provides a coordinated, comprehensive system for leadership development, PROPEL establishes a system for teacher career development at high-need schools. (e58)

Strengths (if applicable):

Project PROPEL (Producing Results through Osceola's Professional Educator Ladder) will align with the organizational strategic plan and other district efforts implemented through other sources. For instance, the SDOC is using a combination of previously-mentioned financial resources to launch its Leadership Development Pipeline

Sub Question

(depicted in the following graphic). Resources include a state grant, Title II funds, and a district line item. In the same way that the Leadership Pipeline provides a coordinated, comprehensive system for leadership development, PROPEL establishes a system for teacher career development at high-need schools. (e58) Both projects address the current unavailability of mentorship opportunities and lack of structured professional advancement pathways

Weaknesses (if applicable):

No Weakness

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:

Overall Comments:

This applicant provides supporting data illustrating that high-need schools employ a disproportionate number of teachers working out of field as a significant gap. Specifically, approximately 60% (446/747) of the District's out-of-field teachers work at the targeted sites. (e26-27)

1) This applicant SDOC's Instructional Assessment System is designed to contribute toward the achievement of goals identified in the District Plan pursuant to state statute. The system also supports district and school improvement plans and promotes actions that are consistent with the Osceola County Education Association (OCEA) Instructional Contract: Article XII (Teacher Assessment). The applicant notes that about half of district teachers who received 2015-2016 ratings of Effective, Needs Improvement, and Unsatisfactory serve students at the targeted high-need schools, showing a relatively-even allocation. However, only 36% of them teach at targeted high-need schools. Data also shows that high-need schools employ a disproportionate number of teachers working out of field. Specifically, approximately 60% (446/747) of the District's out-of-field teachers work at the targeted sites. (e26-27)

No weakness.

The applicant notes that The AdvancED Accreditation Survey will collect school climate data in an effort to support continuous improvement towards closing the gaps. (e27). Additionally, the applicant identifies educational supports for teachers. However, he applicant does not provide information on school resources and how staffing patterns exacerbate

the gaps identified. (e27)

2) The applicant states they will employ The AdvancED Accreditation Survey. This survey provides insight regarding school climate which support continuous improvement planning. Staff responses to survey questions indicate need for enhanced Evaluation and Support Systems. (e 27) The survey results revealed that while 68% agree that a professional learning program is designed to build capacity among all school professional and support staff members, even less (62%) agree that a formal process is in place to support new school staff members in their professional practice. The proposed project incorporates strategies that will improve the Evaluation and Support System for teachers by developing Instructional Mentors for Beginning Teachers (with 0-3 years' experience). The project will enhance the HCMS's existing Performance-Based Compensation schedule with the addition of supplements for professional advancements, like National Board Certification.

No Weakness.

The SDOC will examine VAM data to differentiate teacher performance across sites and identify trends in access to effective teachers for schools according to school performance and free/reduced lunch rates. For example, the applicant will support highly effective teachers in communicating their successful practices to other educators. The applicant states that PROPEL will also provide support to teachers to share best practices. (e28)

3) The proposed strategies for closing the identified gaps are aligned to and are consistent with Florida's Plan to Ensure Equitable Access to Excellent Educators. (e27) Specifically, the SDOC will examine VAM data to differentiate teacher performance across sites and identify trends in access to effective teachers for schools according to school performance and free/reduced lunch rates. For example, the applicant will support highly effective teachers in communicating their successful practices to other educators. This project will cultivate a team of instructional mentors, who will build the capacity of their less-experienced colleagues. The additional support will improve instructional quality and educator retention. PROPEL will also empower teachers who hold National Board Certification to develop schoolwide strategies, share best practices, establish model classrooms, and provide follow-up support to teachers. (e28)

No weakness.

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:

Overall Comments:

The applicant provides a description denoting the district's policy is to hire personnel without discriminating on the basis of race, color, creed, religion, sex, physical disability, mental disability, age, marital status, sexual orientation, citizenship status, national or ethnic origin, and any other protected status. (e28)

Strengths (if applicable):

The applicant states the school district policy is to make all personnel decisions without discriminating on the basis of race, color, creed, religion, sex, physical disability, mental disability, age, marital status, sexual orientation, citizenship

status, national or ethnic origin, and any other protected status. (e28) This policy ensures that minorities, including the physically challenged and women, are sought equitably for openings and carefully evaluated for departments or job classifications where there is underrepresentation.

Weaknesses (if applicable):

No Weakness.

Overall Comments:

The applicant states The Human Resources Department oversees the district hiring processes and procedures. As for all district positions, successful candidates for this project's openings will receive employment offers after the open recruitment and competitive screening phases. Specifically, the project's coordinated recruitment efforts will align with the district strategic plan with the goal of hiring qualified minority teachers and principals. (e29) However, the applicant does not indicate how the proposed project will coordinate and/or retain qualified minority teachers and principals.

Strengths (if applicable):

The applicant states The Human Resources Department oversees the district hiring processes and procedures. As for all district positions, successful candidates for this project's openings will receive employment offers after the open recruitment and competitive screening phases. Specifically, the project's coordinated recruitment efforts will align with the district strategic plan with the goal of hiring qualified minority teachers and principals. (e29) The applicant notes the Florida's Plan involves supporting highly effective teachers in communicating their successful practices to other educators. For example, the project will cultivate a team of instructional mentors that will build the capacity of their less-experienced colleagues to improve retention. (e27-28)

Weaknesses (if applicable):

No Weakness.

Reader's Score: 5

Status: Submitted

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