

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

Status: Submitted

Last Updated: 07/16/2020 03:34 PM

## Technical Review Coversheet

**Applicant:** Gwinnett County Public Schools (S374A200027)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	25
<b>Sub Total</b>	30	25
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	14
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	25
<b>Sub Total</b>	45	39
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	104

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Gwinnett County Public Schools (S374A200027)

## Questions

### Selection Criteria - Need for Project

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

Reader's Score: 25

#### Sub

1. (i) 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:**

Strengths:

Gwinnett County Public Schools is seeking \$9,537,203.68 in funding to support the Teacher and School Leader Incentive Program project. The applicant has provided details on gaps and weaknesses in services that will be addressed with grant funding. As noted within the proposal 55% of the schools within the district are identified as high-need and 56.6% of enrolled students are eligible for free and reduced lunch (e20). This weakness appropriately communicates that high-need students should have effective teachers that are trained to support increased learning. It is commendable that district recognized the needs of the growing population. Gwinnett has placed major emphasis on addressing the skillset of novice teachers and administrators and note that yearly, high turnover impacts student achievement. In addition, there is also an apparent lack of support for novice teachers and these teachers are provided limited professional development (e21).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

2. (ii) 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 existing funding streams from other programs or policies supported by community, State, and Federal resources.

**General:**

Strengths:

Gwinnett has done a good job explaining efforts to enhance teaching and learning and has created local allocations within its budget. Professional development supports for educational stake holders are currently funded with general and titled allocations(e27). The supports include pre-service leader training, induction support, mentoring and professional learning sessions. The plan to build upon current efforts through utilization of grant funding is justified.

Weaknesses:

**Sub**

No weaknesses noted.

**Reader's Score:**

3. (iii) **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:**

Strengths:

The goal to retain and provide support for teachers and leaders is clear. Noted past efforts of success creating dashboards and overhauling the Performance-Based Teacher Compensation System (PBTCS) are commendable. It appears that there is an apparent effort to award teachers with their personal growth and increased student achievement. Desires to use current systems and build to support additional efforts can lead to increased improvements in teaching and learning.

Weaknesses:

No weaknesses noted.

**Reader's Score:**

4. (iv) **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:**

Strengths:

The applicant has included a detailed table that provides how the needs of the project will be addressed (e33). Plans to partner with education service providers who will assist with providing coaching and mentoring to novice principals and teachers can assist in addressing teacher engagement and turnover.

Weaknesses:

No weaknesses noted.

**Reader's Score:**

**Selection Criterion - Quality of the Project Design**

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

**Reader's Score: 25**

**Sub**

1. (i) **The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

Strengths:

Efforts to retain leaders and teachers are apparent. The detailed logic model on page 169 outlines plans to train,

**Sub**

support and evaluate teachers and principals. These key questions are critical in examining the effectiveness of processes within the district. The school district has provided research that job stability and preparedness, hand-on experience and mentoring are important characteristics of effective principals that are in charge with leading large, diverse schools (e35). The are clear examples to ensure that teachers are the owners of their learning and critical to conversations of effective learning. The district has as included current research cleared by the What Works Clearinghouse that supports mentoring can also strong influence teaching practices and student learning forward (e38).

**Weaknesses:**

There are plans to partner with the Carnegie Foundation for the Advancement of Teaching to increase science achievement and to build evaluate progress (e42). The district has not provided a clear rationale on why this content was selected and has not addressed what grade level science classes will be evaluated. Evaluation of a small subset of all courses can provide insight of learning using a larger audience. The chart on pages e24-25 identifies the percentage of students scoring proficient or above in high-need and lower-need schools. The written description does not support that evaluative feedback in science alone will lead to the intended outcomes for requested funding.

**Reader's Score:**

- 2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

**Strengths:**

Plans to collect feedback through surveys of teachers, students and parents as part of an effort to evaluate the principal and determine stakeholder satisfaction are justified (e43). Additional information that HCMS trackers, student achievement data, feedback from monthly professional development sessions and focus group demonstrate that there is an understanding that multiple forms of feedback can provide a deeper picture of the needs of stakeholders.

**Weaknesses:**

The chart on pages e24-25 identifies the percentage of students scoring proficient or above in high-need and lower-need schools. The written description does not support that evaluative feedback in science alone will lead to the intended outcomes for requested funding.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project. 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:**

**Strengths:**

The applicant has done a good job providing a description of the project director. The goal that he will meet bi-monthly with TSL project management team is reasonable and demonstrates that there are specific responsibilities for this

individual to ensure project success. The applicant has provided a detailed timeline that describes the key milestones and leadership teams responsible for achieving the project objectives for the years of project funding and beyond (e48-51). Included in the timeline are efforts to partner with 4 organizations (University of Georgia, Learning Forward, NASSP, NYCLA) to provide content training, mentioning and coaching (e48-51).

Weaknesses:

Within the timeline the applicant indicates plans to “Define the teacher mentor role and align the job description with national standards and practices.” (e49) The timeline indicates that this will only occur in year one. More information is needed on how the role of mentor will be defined. Also, information is included on pages e37-38 on the caseload for each mentor. Plans to have two mentors support (43) novice elementary teachers and one teacher support (26) middle school novice teachers may be challenging and can impede on the desired personal relationship planned for each mentor to have with the novice teachers.

**Reader's Score: 14**

### **Selection Criteria - Adequacy of Resources**

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 25**

**Sub**

- 1. (i) The likelihood that the proposed project will result in system change or improvement.**

**General:**

Strengths:

Plans to incorporate project goals with that of the district’s Multi-year Strategic Initiatives and Priorities (SI&P) are reasonable. The Multi-year Strategic Initiatives gives a clear picture on how leadership, compensation and evaluation systems will be enhanced with funding. The detailed Leadership Development chart provides insight on how the priorities will lead to system change.

Weaknesses:

No weaknesses noted.

**Reader's Score:**

- 2. (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.**

**General:**

Strengths:

The description of efforts to supporting teacher and leadership learning are effectively presented throughout the application. Plans for the Offices of Leadership Development (LD) and Research and Evaluation to work with

**Sub**

partnering organizations demonstrates the ability to sustain the project and replicate information learned to support all schools within the district and improve learning opportunities (e53-55).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

- 3. (iii) **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.**

**General:**

Strengths:

The desire to commit \$12 million to support project goals will assist with sustaining upon completion of grant funding (e57). Also, efforts to collect continuous feedback demonstrates a value in stakeholder input and a commitment to systemic change (e57).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

- 1. **Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) **Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**
- b) **Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**General:**

Strengths:

On page e26 of the grant application are the census tract numbers for the five school schools located in Qualified Opportunity Zones. The applicant has also provided the student total enrollment at each school.

The applicant has done a good job explaining that the identified schools will be supported with funding to address a need to support novice teachers by providing mentors in a pilot program. Plans to create professional learning and coaching for administrators and teacher leaders are communicated with the focus on student learning in high-need school schools.

Weaknesses:

No weaknesses noted.

**Reader's Score: 10**

**Competitive Preference Priority #2 - Diverse and Effective Workforce**

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

**a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or**

**b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)**

**General:**

N/A

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/16/2020 03:34 PM



Status: Submitted

Last Updated: 07/24/2020 03:24 PM

## Technical Review Coversheet

**Applicant:** Gwinnett County Public Schools (S374A200027)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	24
<b>Sub Total</b>	30	24
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	23
<b>Sub Total</b>	45	38
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	0
<b>Sub Total</b>	5	0
<b>Total</b>	115	97

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Gwinnett County Public Schools (S374A200027)

## Questions

### Selection Criteria - Need for Project

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

Reader's Score: 25

#### Sub

1. (i) 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:**

Strengths:

The applicant identifies significant gaps and weaknesses that will be addressed through the proposed project design. The three critical areas include the need to increase the percentage of novice leaders in their high need schools, reduce disparities in teacher engagement and student performance at the high-need schools, and high levels of turnover for novice teachers at the high-need schools.

The applicant documents sufficient evidence of a plan to address the gaps and weaknesses by expanding their current novice teacher mentoring program to six schools and by increasing the number of mentors that will engage novice teachers (pg. 5-6).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

2. (ii) 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 existing funding streams from other programs or policies supported by community, State, and Federal resources.

**General:**

Strengths:

The applicant identifies the need to provide services that address supporting teachers and school leaders, and have identified the various funding streams (i.e., local, Title I, Title IIA, Title III, and private grants) that will be used to provide training and development. The applicant has identified a budget of over \$2 million that will be allocated to investing in teaching and learning, clearly demonstrating a commitment to the proposed project objectives (pg. 9-10).

**Sub**

Weaknesses:  
No weaknesses noted.

**Reader's Score:**

- 3. (iii) 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:**

Strengths:

The proposed project is part of a larger effort to create a Human Capital Management System (HCMS) that provides consistency, shared goals, structure, protocols, and tools that will assist educators in collaboratively building instructional expertise. The applicant documents the various support and programs currently in place that will be leveraged (i.e., Aspiring Leader Program) to provide training in cohorts for teachers with aspirations for assistant principal positions. The applicant also provides details on the strategies for keeping teachers engaged (i.e., coaching and development training programs, staff development, and orientation programs). Pg. 12-14

Weaknesses:  
No weaknesses noted.

**Reader's Score:**

- 4. (iv) 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:**

Strengths:

(iv) The potential for success is high, as the proposed project has identified the need to increase the percentage of novice leaders by implementing a strong coaching and mentoring support system in high need schools to reduce turnover. Some of the strategies include providing three years of mentoring support to novice principals, piloting an expansion of their new teacher mentoring program to novice teachers in six of their high-need schools, and weekly face-to-face meetings with teachers (pg. 16).

The applicant provides for a Logic Model that addresses the problem of training and development. The proposed project aligns with the inputs (i.e., embedded structures and processes for training and support for novice teachers and leaders), activities (i.e., training and development of mentors and coaches, and evidenced-based professional development curriculum) that align with the objective of improving performance at the teacher and administration level (pg. 18-19, Appendix A).

Weaknesses:  
No weaknesses noted.

**Reader's Score:**

**Selection Criterion - Quality of the Project Design**

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Sub

1. (i) **The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

Strengths:

The applicant demonstrates a rationale, as evidenced by the Logic Model that focuses on improving the existing Human Capital Management System (HCMS). The applicant proposes to provide evidenced-based training using a 2014 study that explored McRel's Balanced Leadership Program that provided positive changes as it relates to principal efficacy and staff turnover. The proposed training aligns with the leadership framework and the responsibilities needed for the principal at the targeted schools. The applicant cites various research conducted (i.e., Allensworth & Hart 2018, Darling-Hammond 2010) that aligns with the overall goal of preparing strong teacher leaders through leadership and mentoring (pg. 18-23).

Weaknesses:

The applicant does not provide sufficient evidence of support as it relates to mentoring and coaching. The applicant is proposing to provide two coaches to provide personalized coaching support to 43 novice teachers in four elementary schools, one coach to service 26 novice teachers at the middle school, and one coach to serve 12 novice teachers at the high school level. The number of coaches does not appear to be adequate to serve the number of new teachers. More specifically, two coaches supporting 43 novice teachers at multiple schools could have challenges with effectiveness (pg. 20-21).

**Reader's Score:**

2. (ii) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

Strengths:

The applicant will provide for an evaluation model that could produce promising evidence of the project's effectiveness and areas in need of support. The applicant will provide for a formative and summative evaluation to include the collection and assessment of data and its impact on the targeted population. One of the strong areas of the evaluation process is that key personnel will be trained in improvement science during the first two years of the project, which will provide context to the overall project design (pg. 24-25).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

1. **The Secretary considers the quality of the management plan for the proposed project. 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:**

Strength:

The applicant presents a management plan that outlines the milestones for each year of the project. For example, in Years 1 and 3, they will conduct focus groups with novice leaders to identify gaps in the on-going support and training being provided. Also, throughout each year of the project, the applicant indicates that leadership support will be refined,

and participation in mentoring and coaching training will be aligned to the needs of each high need school for every year of the project (pg. 31).

The applicant documents the person(s) responsible for each milestone, and the milestone activities align with the overall goals. For example, Goal 2 consists of improving teacher retention through expanded mentoring for novice teachers. One of the milestones for this goal is to define the teacher mentor role and align the job description with national standards and practices during the first year of the project (pg. 29-31).

Weaknesses:

The applicant does not provide sufficient evidence of a high-quality management plan. One area of concern is how the teacher and mentor role will result in success. The applicant appears to only provide teacher and mentor support in the first year of the project, and the ratio of mentors to teachers is very low. For example, the applicant states that two mentors would support 43 elementary schools and one mentor for 26 schools. It is not clear how the applicant would achieve this stated objective within the stated timeline to ensure project effectiveness (pg. e37-38).

**Reader's Score: 15**

### **Selection Criteria - Adequacy of Resources**

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 23**

**Sub**

- 1. (i) The likelihood that the proposed project will result in system change or improvement.**

**General:**

Strength:

The applicant provides for a Logic Model that is responsive to the needs of the targeted school, and that is focused on improving the current instruction model through the recruitment and retention of effective teachers and school leaders. The applicant outlines the initiatives (i.e., leadership development, compensation and evaluation system, and transforming teaching and learning) that are strategic priorities for the district, that have strong potential for improving the current human capital management system (pg. 34).

Weaknesses:

No weaknesses noted.

**Reader's Score:**

- 2. (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

**General:**

Strength:

The applicant provides evidence of a systematic and ongoing quality improvement program to include a summer leadership conference for all principals, assistant principals, and district leaders. The applicant has also implemented a Continuous Quality Improvement (CQI) process that will focus on teacher and leader turnover and

**Sub**

how the proposed evidence-based professional development activities and practices will support the overall objectives of increasing training and support for teachers and teacher leaders (pg. 36-37).

Weaknesses:  
No weaknesses noted.

**Reader's Score:**

- 3. (iii) **The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project’s long-term success; or more than one of these types of evidence.**

**General:**

Strength:  
The applicant provides the framework for the performance-based compensation system that includes information on how teachers are eligible for awards. Letters of support from each of the partners are provided, indicating that they support the work to be accomplished and will support the project’s goals and objectives (appendix D).

Weaknesses:  
The applicant does not provide sufficient details on sustainability once federal funding ends. No details are provided that demonstrate that the identified partnerships and/or potential match will be provided.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

- 1. **Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) **Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**
- b) **Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**General:**

Strengths:  
a) The applicant provides evidence of their commitment to providing services to students in Qualified Opportunity Zones (QOZ) and outlines the district, census tract number, the school, and the number of students at the targeted school (pg. 8-9).  
b) The applicant proposes to pilot an intensive mentoring model for novice teachers at schools in the QOZ. The applicant cites data indicating that 28.6% of novice teachers who left the district indicated that they had a mentor from the same grade or subject, but the relationship was not effective. The applicant is proposing to pilot a more intensive mentoring component to address the identified challenges (pg. 9-10).

Weaknesses:  
No weaknesses noted.

**Reader's Score: 10**

**Competitive Preference Priority #2 - Diverse and Effective Workforce**

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

**a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or**

**b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)**

**General:**

N/A

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 07/24/2020 03:24 PM

Status: Submitted

Last Updated: 07/26/2020 08:28 PM

## Technical Review Coversheet

**Applicant:** Gwinnett County Public Schools (S374A200027)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	28
<b>Sub Total</b>	30	28
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	17
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	25	24
<b>Sub Total</b>	45	41
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	109



# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Gwinnett County Public Schools (S374A200027)

## Questions

### Selection Criteria - Need for Project

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

Reader's Score: 25

#### Sub

1. (i) 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:

##### Strengths:

Gwinnett County Public Schools (GCPS) submitted a proposal to accelerate gap closures and improve performance for all students, especially for those in their high-need schools, by providing targeted support for their teachers and leaders (pg. 18). With the support of the TSL grant, GCPS will be able to: expand the leader support model, identify and train teacher leaders, and provide embedded supports for novice or ineffective teachers (pg. 18). The entity noted that with recent developments affecting the economy and potentially impacting student academic and social-emotional needs; GCPS has identified three critical needs: Increasing percentage of novice leaders; Disparities in teacher engagement and student performance; and, high levels of turnover among novice teachers in high-need schools. The applicant established the importance of effective leadership as a driver for change and it is embedded in GCPS' Quality-Plus Leadership Academy (QPLA) (pg. 28). This project will provide an opportunity to develop richer professional learning experiences for leaders that will, in turn, improve their school's climate and culture, ultimately reducing teacher turnover (pgs. 33l)

##### Weaknesses:

None noted.

#### Reader's Score:

2. (ii) 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 existing funding streams from other programs or policies supported by community, State, and Federal resources.

#### General:

##### Strengths:

Gwinnett County Public Schools (GCPS) submitted a proposal to accelerate gap closures and improve performance for all students, especially for those in their high-need schools, by providing targeted support for their teachers and leaders (pg. 18). With the support of the TSL grant, GCPS will be able to: expand the leader support model, identify and train teacher leaders, and provide embedded supports for novice or ineffective teachers (pg. 18). The entity

**Sub**

noted that with recent developments affecting the economy and potentially impacting student academic and social-emotional needs; GCPS has identified three critical needs: Increasing percentage of novice leaders; Disparities in teacher engagement and student performance; and, high levels of turnover among novice teachers in high-need schools. The applicant established the importance of effective leadership as a driver for change and it is embedded in GCPS' Quality-Plus Leadership Academy (QPLA) (pg. 28). This project will provide an opportunity to develop richer professional learning experiences for leaders that will, in turn, improve their school's climate and culture, ultimately reducing teacher turnover (pgs. 33l)

Weaknesses:  
None noted.

**Reader's Score:**

**3. (iii) 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:**

Strengths:

Gwinnett County Public Schools (GCPS) submitted a proposal to accelerate gap closures and improve performance for all students, especially for those in their high-need schools, by providing targeted support for their teachers and leaders (pg. 18). With the support of the TSL grant, GCPS will be able to: expand the leader support model, identify and train teacher leaders, and provide embedded supports for novice or ineffective teachers (pg. 18). The entity noted that with recent developments affecting the economy and potentially impacting student academic and social-emotional needs; GCPS has identified three critical needs: Increasing percentage of novice leaders; Disparities in teacher engagement and student performance; and, high levels of turnover among novice teachers in high-need schools. The applicant established the importance of effective leadership as a driver for change and it is embedded in GCPS' Quality-Plus Leadership Academy (QPLA) (pg. 28). This project will provide an opportunity to develop richer professional learning experiences for leaders that will, in turn, improve their school's climate and culture, ultimately reducing teacher turnover (pgs. 33l)

Weaknesses:  
None noted.

**Reader's Score:**

**4. (iv) 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:**

Strengths:

Gwinnett County Public Schools (GCPS) submitted a proposal to accelerate gap closures and improve performance for all students, especially for those in their high-need schools, by providing targeted support for their teachers and leaders (pg. 18). With the support of the TSL grant, GCPS will be able to: expand the leader support model, identify and train teacher leaders, and provide embedded supports for novice or ineffective teachers (pg. 18). The entity noted that with recent developments affecting the economy and potentially impacting student academic and social-emotional needs; GCPS has identified three critical needs: Increasing percentage of novice leaders; Disparities in teacher engagement and student performance; and, high levels of turnover among novice teachers in high-need schools. The applicant established the importance of effective leadership as a driver for change and it is embedded in GCPS' Quality-Plus Leadership Academy (QPLA) (pg. 28). This project will provide an opportunity to develop richer professional learning experiences for leaders that will, in turn, improve their school's climate and culture, ultimately reducing teacher turnover (pgs. 33l)

Weaknesses:  
None noted.

Sub

Reader's Score:

**Selection Criterion - Quality of the Project Design**

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 28

Sub

- 1. (i) The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

Strengths:

The applicant utilized a logic model to specify the activities, outputs and outcomes that will be achieved through this grant (pg. 35). One of the three main goals of this project is to design a model for novice principal support that can provide leaders with the tools necessary to advance student achievement (pg. 35). A second goal of this project is to pilot an expansion of their new teacher mentoring program. The entity underscored that research has shown that high-quality induction programs can increase teacher effectiveness and improve student learning when implemented well (pg. 38). A third goal of this project is to redesign the professional learning opportunities for their leaders and teachers, providing more emphasis on building capacity in three key areas: utilizing equity-centered practices; building the social, emotional and cultural competence of both adults and the students they serve; and supporting innovative instructional strategies, including remote/digital learning through increased use of tools for student learning beyond the classroom (pg. 40). The applicant will track the TSL-established performance measures for the three components of the grant. This will result in the utilization of their continuous quality improvement (CQI) process to establish that they are making progress toward achieving their intended outcomes (pg. 42). Moreover, the applicant provided a table to show the additional instruments that would be utilized to evaluate their progress toward achieving intended outcomes; including, Q12 survey for teachers; Parent perception survey; Standards Assessment Inventory; Student Achievement data; and, focus groups (pgs. 43-44). A quasi-experimental design will be used to measure the effects of a 2-year intensive novice teacher mentoring program on teachers and students (pg. 44). Additionally, Student achievement measures will include scale scores from the state ESSA assessments in math and ELA, administered annually by GaDOE (pg.45).

Weaknesses:

The applicant noted that this grant will provide an opportunity for one administrator from each level (elementary, middle and high) serving our high-need schools located within a QOZ to participate in the Learning Forward Academy, which is Learning Forward's flagship deep learning experience (pg. 41) Additional information regarding the selection process for this astute investment in personnel and how they will share and debrief this information/experiences with others was not communicated .

Reader's Score:

- 2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

Strengths:

The applicant utilized a logic model to specify the activities, outputs and outcomes that will be achieved through this grant (pg. 35). One of the three main goals of this project is to design a model for novice principal support that can provide leaders with the tools necessary to advance student achievement (pg. 35). A second goal of this project is

**Sub**

to pilot an expansion of their new teacher mentoring program. The entity underscored that research has shown that high-quality induction programs can increase teacher effectiveness and improve student learning when implemented well (pg. 38). A third goal of this project is to redesign the professional learning opportunities for their leaders and teachers, providing more emphasis on building capacity in three key areas: utilizing equity-centered practices; building the social, emotional and cultural competence of both adults and the students they serve; and supporting innovative instructional strategies, including remote/digital learning through increased use of tools for student learning beyond the classroom (pg. 40). The applicant will track the TSL-established performance measures for the three components of the grant. This will result in the utilization of their continuous quality improvement (CQI) process to establish that they are making progress toward achieving their intended outcomes (pg. 42). Moreover, the applicant provided a table to show the additional instruments that would be utilized to evaluate their progress toward achieving intended outcomes; including, Q12 survey for teachers; Parent perception survey; Standards Assessment Inventory; Student Achievement data; and, focus groups (pgs. 43-44). A quasi-experimental design will be used to measure the effects of a 2-year intensive novice teacher mentoring program on teachers and students (pg. 44). Additionally, Student achievement measures will include scale scores from the state ESSA assessments in math and ELA, administered annually by GaDOE (pg.45).

**Weaknesses:**

The applicant noted that this grant will provide an opportunity for one administrator from each level (elementary, middle and high) serving our high-need schools located within a QOZ to participate in the Learning Forward Academy, which is Learning Forward’s flagship deep learning experience (pg. 41) Additional information regarding the selection process for this astute investment in personnel and how they will share and debrief this information/experiences with others was not communicated .

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project. 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:**

**Strengths:**

The applicant articulated that their highly effective coordinated plan and their Cross-divisional expertise and support system will ensure fidelity for the implementation of this project (pg. 46). The entity noted that members of the divisions of School Improvement and Operations, Curriculum and Instruction, and Human Resources and Talent Management will collaborate with Leadership Development to ensure a cohesive project (pg.46). Additionally, the collective team will engage in periodic discussion, planning, implementation, and evaluation as part of a continuous quality improvement cycle to meet the goals and objectives of the project (pg. 46). The grant will be managed by a project director, along with other key project personnel that will meet bi-monthly as the core cross-divisional TSL project management team (pgs. 46-47). Moreover, formative and summative evaluations of progress coupled with education partner organizations will refine and strengthen the support for teachers. GCPS will work with several partner organizations (University of Georgia, Learning Forward, NASSP, and NYCLA) to assess, evaluate, and support teacher and leader development (pg. 48)

**Weaknesses:**

The applicant noted that the collective team will engage in periodic discussion (pg. 46), but it failed to define or hedge in what periodic discussion would look like.

**Reader's Score: 17**

## Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

Reader's Score: 24

### Sub

1. (i) The likelihood that the proposed project will result in system change or improvement.

#### General:

##### Strengths:

The applicant highlighted that a Multi-year Strategic Initiatives and Priorities (SI&P) process was identified to ensure that appropriate attention, resources, and management oversight is provided throughout the district. Moreover, GCPS, articulated that the following three initiatives are included in the focus of the SI&P and are particularly relevant to this project: (1) Leadership development; (2) Compensation and Evaluation Systems; (3) Transforming teaching and learning and teacher support (pg.51). The applicant noted that these internal initiatives align with the goals of the TSL project. Thus, the applicant established that GCPS is deeply committed to developing structures for improvement that last well beyond the life of this grant and GCPS is funding a majority of the personnel, and fully funding the PBCS. (pgs. 52-53). Additionally, the entity astutely underscored that GCPS will provide a significant financial commitment of over \$12 million annually, coupled with in-kind contributions of over \$1 million in numerous district leader positions to ensure the success of this project; thus, resulting in long-term improvements in teaching and learning throughout GCPS (pg. 57).

##### Weaknesses:

The applicant noted that each year, GCPS hosts a summer leadership conference for all principals, assistant principals and district leaders (pg. 53). However, the applicant failed to note if teacher leaders are included in that leadership conference.

#### Reader's Score:

2. (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.

#### General:

##### Strengths:

The applicant highlighted that a Multi-year Strategic Initiatives and Priorities (SI&P) process was identified to ensure that appropriate attention, resources, and management oversight is provided throughout the district. Moreover, GCPS, articulated that the following three initiatives are included in the focus of the SI&P and are particularly relevant to this project: (1) Leadership development; (2) Compensation and Evaluation Systems; (3) Transforming teaching and learning and teacher support (pg.51). The applicant noted that these internal initiatives align with the goals of the TSL project. Thus, the applicant established that GCPS is deeply committed to developing structures for improvement that last well beyond the life of this grant and GCPS is funding a majority of the personnel, and fully funding the PBCS. (pgs. 52-53). Additionally, the entity astutely underscored that GCPS will provide a significant financial commitment of over \$12 million annually, coupled with in-kind contributions of over \$1 million in numerous district leader positions to ensure the success of this project; thus, resulting in long-term improvements in teaching and learning throughout GCPS (pg. 57).

##### Weaknesses:

The applicant noted that each year, GCPS hosts a summer leadership conference for all principals, assistant principals and district leaders (pg. 53). However, the applicant failed to note if teacher leaders are included in that

**Sub**

leadership conference.

**Reader's Score:**

- 3. (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.**

**General:**

**Strengths:**

The applicant highlighted that a Multi-year Strategic Initiatives and Priorities (SI&P) process was identified to ensure that appropriate attention, resources, and management oversight is provided throughout the district. Moreover, GCPS, articulated that the following three initiatives are included in the focus of the SI&P and are particularly relevant to this project: (1) Leadership development; (2) Compensation and Evaluation Systems; (3) Transforming teaching and learning and teacher support (pg.51). The applicant noted that these internal initiatives align with the goals of the TSL project. Thus, the applicant established that GCPS is deeply committed to developing structures for improvement that last well beyond the life of this grant and GCPS is funding a majority of the personnel, and fully funding the PBCS. (pgs. 52-53). Additionally, the entity astutely underscored that GCPS will provide a significant financial commitment of over \$12 million annually, coupled with in-kind contributions of over \$1 million in numerous district leader positions to ensure the success of this project; thus, resulting in long-term improvements in teaching and learning throughout GCPS (pg. 57).

**Weaknesses:**

The applicant noted that each year, GCPS hosts a summer leadership conference for all principals, assistant principals and district leaders (pg. 53). However, the applicant failed to note if teacher leaders are included in that leadership conference.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

- 1. Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**General:**

**Strengths:**

The applicant has six schools located within one of three Qualified Opportunity Zones within their district. These include four elementary, one middle and one high school. The schools, and census tract numbers were provided (pg. 25).

**Weaknesses:**

None noted.

**Reader's Score: 10**

**Competitive Preference Priority #2 - Diverse and Effective Workforce**

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

**a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or**

**b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)**

**General:**

Strengths:

The applicant has never had a TIF or TSL grant.

Weaknesses:

No weaknesses identified.

**Reader's Score: 5**

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**Status:** Submitted

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