

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

Status: Submitted

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## Technical Review Coversheet

Applicant: LEAD Public Schools (S374A230008)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	17
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	25
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	9
<b>Total</b>	110	106

# Technical Review Form

Panel #1 - TSL Panel - 1: 84.374A

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

Applicant: LEAD Public Schools (S374A230008)

## Questions

### Selection Criteria - Need for Project

#### 1. Need for Project (20 points)

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:

(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.

(ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

(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.

(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.

#### Strengths:

Overview: Overall, the strengths lie in LEAD Public Schools' comprehensive effort, career advancement opportunities, instructional support, partnerships, and prior grant project experience. However, weaknesses lie in limited detail on solutions and clarity on funding sources.

#### Strengths:

(i) The narrative provides a comprehensive assessment of the specific gaps and weaknesses in LEAD Public Schools. It identifies challenges related to educator needs, student needs, family needs, COVID reentry needs, and overall gaps and weaknesses in the education system. LEAD Public Schools convened a TSL Planning Task Force comprising a diverse group of stakeholders, including administrators, professionals, principals, teachers, and community partners. This collaborative approach ensures that multiple perspectives are considered in identifying and addressing the gaps and weaknesses. The narrative includes quantitative data to support the identified gaps and weaknesses. It provides statistics on educator turnover rates, vacancies, student achievement rates, graduation rates, poverty rates, and more. This data adds credibility and supports the need for intervention.(e23,e26)

(ii) LEAD Public Schools has implemented multiple complementary projects and initiatives targeting improvement across consortium priorities. These initiatives, funded through various sources, have focused on academic coherence, alignment to state standards, family engagement, educator quality improvement, and equitable access to high-quality educators. The RISE project can leverage the lessons learned from these initiatives and build upon their successes. Established Partnerships: LEAD Public Schools has established partnerships with organizations such as Teach for America, Blueprint, Nashville Teacher Residency, Lipscomb University, and regional/state universities for teacher recruitment and development. These partnerships provide a pipeline of highly qualified applicants and ensure a diverse pool of educators for LEAD schools. The implementation of Dean's List, an integrated communications and social-emotional learning data platform, demonstrates LEAD's commitment to effective communication with students and families. The platform addresses language barriers, supports family engagement, streamlines behavior management, tracks attendance, and delivers student progress updates. This strengthens the school-home connection and promotes a positive school culture. (e26,e28)

(iii) The proposed RISE project is part of a comprehensive effort by LEAD Public Schools to improve teaching and learning and support rigorous academic standards for students. It aligns with existing initiatives such as the Master Teacher Program, Instructional Managers Initiative, LEAD Heads of Schools Strategy, Nashville Teacher Residency Partnership, and the LEAD 2021 Teacher and School Leader Grant Project. This comprehensive approach ensures a coordinated and integrated approach to improving student outcomes. The Master Teacher Program provides opportunities for high-performing teachers to advance their careers and take on instructional leadership roles. This supports the continuous improvement and professional advancement of educators while providing them with elevated responsibilities and influence in their classrooms. The Instructional Managers and LEAD Heads of Schools play crucial roles in supporting and developing teachers and principals. Through embedded coaching, professional learning workshops, modeling best practices, and observation, these instructional leaders facilitate educator improvement and provide guidance in implementing evidence-based practices. (e26, e28)

Partnership with Nashville Teacher Residency: LEAD Public Schools' partnership with the Nashville Teacher Residency program helps recruit and train diverse and passionate teacher candidates to serve in traditionally underserved communities. This partnership strengthens the pipeline of well-trained educators, particularly in math and English, and provides residents with valuable classroom experience. LEAD's experience with the 2021 Teacher and School Leader grant project, focused on performance-based compensation and educator effectiveness, provides valuable insights and a foundation for the RISE project. The lessons learned from the previous initiative can be leveraged to improve and expand upon successful strategies. (e27, e29)

The proposed RISE project is designed to address specific needs identified by LEAD Public Schools. It focuses on enhancing the Human Capital Management System (HCMS) and providing educator quality supports to improve effectiveness. By aligning the project with identified needs, it ensures that resources are directed towards areas requiring improvement. Comprehensive Approach: The RISE project encompasses both Tier 1 (Comprehensive HCMS) and Tier 2 (Educator Quality Supports) services. This comprehensive approach ensures that multiple aspects of the education system, including talent management, evaluation, compensation, professional growth, and development, are addressed to support educators and improve student outcomes. (e27-29)

The project emphasizes data-driven decision-making by conducting an HCMS Equity Audit and utilizing the TEAM evaluation system. This allows for objective evaluation of educator effectiveness, increased alignment with student achievement, and the identification of areas for improvement. The project establishes a connection between educator evaluation results and professional learning opportunities. By linking evaluation outcomes to individualized professional growth plans, educators can access targeted supports to address their specific needs and improve their effectiveness. The RISE project builds upon the foundation of the 2021 TSL grant project. It seeks to sustain the reforms initiated during that project, expand the HCMS systems using a new data platform, and continue performance-based compensation strategies. This continuity ensures that progress made in the previous project is not lost and allows for further improvement and expansion.(e27,e29)

#### **Weaknesses:**

(i) While the narrative identifies gaps and weaknesses, it does not provide detailed information about how the proposed project, RISE: Rigorous Instructional Supports for Educators, will specifically address each identified gap or weakness. More clarity is needed regarding the strategies, initiatives, and resources that will be implemented to overcome these challenges. (e23,e26)

While the narrative mentions the nature of the gaps and weaknesses, it does not provide a clear assessment of their magnitude. Without a clear understanding of the extent of these challenges, it becomes difficult to gauge the potential impact and effectiveness of the proposed project in addressing them. (e23,e26)

(ii) The narrative does not explicitly mention the specific funding sources for the existing initiatives and how they will align with the proposed RISE project. It would be beneficial to provide more clarity on how the project will leverage and coordinate with existing funding streams from community, state, and federal resources(e26,e28)

(iii)No weaknesses noted.

(iv) No weaknesses noted

## Selection Criteria - Quality of Project Design

### 1. Quality of the Project Design (25 points)

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:

- (i) The extent to which the proposed project demonstrates a rationale.
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

#### Strengths:

Overview: The proposed project demonstrates a thorough rationale, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives and the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

#### Strengths:

(i) The proposed RISE project demonstrates a rationale by addressing the specific needs and challenges faced by LEAD Public Schools in Nashville, Tennessee. The rationale is based on the high-need status of the schools, with all LEAD schools exceeding the minimum Economically Disadvantaged Rate and qualifying as high-need schools. The project rationale is further supported by the goal, objectives, and outcomes outlined in the proposal. The goal of improving student achievement by increasing access to effective educators in high-need schools aligns with the identified needs of the target population. (e37-e56) .The objectives, such as reducing equity gaps through an effectiveness-based Human Capital Management System, assessing educator effectiveness using validated tools, improving educator effectiveness through individualized learning and supports, and increasing student attainment of state academic performance standards, are all logical steps to address the identified needs and achieve the overall goal. (e37,e56)

(ii) Based on the provided information, it appears that the design of the proposed project includes a thorough review of the relevant literature and a high-quality plan for project implementation. The RISE Planning Task Force conducted extensive research on effective practices and evidence of effectiveness to inform the design of the LEAD Public Schools TSL vision. The project plan incorporates a prioritization of services based on school needs and a logic model that grounds RISE in strong theory. Furthermore, the project includes clear goals, objectives, and outcomes. The RISE Planning Task Force conducted a comprehensive needs assessment and designed strategies to support improvement in high-need schools. (e37-e56) The objectives are focused on reducing equity gaps, assessing educator effectiveness, improving educator effectiveness through individualized learning and supports, and increasing student attainment of state academic performance standards. These objectives are measurable and aligned with the project's goal. Additionally, the project implements a two-tiered approach to provide comprehensive supports and services. Tier 1 focuses on a comprehensive Human Capital Management System (HCMS) and includes elements such as recruitment, hiring, placement, retention, promotion, dismissal, compensation, and professional development. Each component is supported by evidence of effectiveness from relevant research studies.

Overall, the proposed project demonstrates a thorough review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools, such as the Tennessee Educator Acceleration Model (TEAM) rubric, to ensure the successful achievement of project objectives.(e37,e56)

(iii) The evaluation team, led by Carol Guse, has extensive experience in grants administration and program evaluation. Guse has worked on numerous federal and state government grants, including similar projects such as Teacher Incentive Fund and Teacher and School Leader projects. This expertise ensures a strong foundation for conducting the evaluation. (e55-61)

The use of the FORECAST model provides a structured and objective framework for evaluating the RISE program. The model encompasses four tiers of assessment, including constructing an action model, identifying progress markers, implementing assessment tools, and assessing outcomes. This comprehensive approach allows for a thorough evaluation of program implementation and impact. (e55, e61)

The evaluation employs a variety of data collection methods, including assessment scores, educator effectiveness data, participant surveys, site visits, and focus groups. This mixed methods approach allows for a more comprehensive understanding of the program's effectiveness and impact from multiple perspectives. (e55,e61)

The evaluation incorporates a quasi-experimental design, specifically propensity-score matching (PSM), to compare outcomes between the treatment group (LEAD Priority Level 1 schools) and the control group (LEAD Priority Level 2 and 3 schools). This design helps establish causal relationships and provides evidence of promise by comparing outcomes between different groups. (e55,e61)

The evaluation includes a set of performance measures and project-specific indicators aligned with the goals and objectives of the RISE program. These measures and indicators provide a clear framework for assessing progress and impact, including student achievement, educator effectiveness, equity, and human capital management.(e55,e61)

#### **Weaknesses:**

- (i) no weaknesses noted
- (ii) no weaknesses noted
- (iii)no weaknesses noted.

**Reader's Score: 25**

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

##### **1. Quality of the Management Plan (25 points)**

**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.**

#### **Strengths:**

Overview: The management plan demonstrates several strengths in terms of equal access, timely implementation, budget oversight, procedures, and personnel to achieve the objectives of the proposed project.

Strengths: LEAD Public Schools prioritizes equal access and treatment for all participants, regardless of age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity, gender expression, or other protected class. This commitment promotes inclusivity and ensures that all stakeholders can participate fully in project activities.

LEAD plans to initiate RISE immediately upon funding and manage all grant activities according to a well-defined timeline. By closely monitoring implementation progress and utilizing evaluation tools, they aim to ensure timely completion of project tasks and milestones. (e62,e69)

The budget is designed to meet the project's goals and objectives while promoting sustainability. LEAD's Project Director and Chief Financial Officer will manage expenditures in accordance with regulations, prioritize allocations, and identify complementary programming and funds to expand the reach of RISE.(e62,e69)

LEAD has established clear management procedures for various aspects of the project, including grant initiation, equal access, records management, fiscal management, evaluation, and procurement. These procedures provide a structured framework for achieving project goals efficiently and effectively .(e62,e69)

LEAD has assembled a team of highly qualified educators and administrators with relevant expertise and experience to manage the implementation of RISE. The team includes a Project Director, Educator Quality Coordinator, HCMS Coordinator, Instructional Coaches, and other key personnel responsible for different aspects of the project. Their skills and knowledge contribute to successful project implementation.(e62,e69)

**Weaknesses:**

No weaknesses noted .

**Reader's Score: 25**

**Selection Criteria - Adequacy of Resources**

**1. Adequacy of Resources (30 points)**

**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:**

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

**Strengths:**

Overview: Overall, the project demonstrates a strong commitment to sustaining the RISE project beyond the grant period. The multi-year plan, partner involvement, stakeholder engagement, and sustainable practices contribute to the project's potential for long-term success.

Strengths: (i)

The project takes a comprehensive approach by implementing two tiers of support, Tier 1 focusing on comprehensive human capital management systems (HCMS) and Tier 2 focusing on educator quality supports. This comprehensive approach addresses multiple aspects of the education system and has the potential to bring about systemic changes that improve teaching and learning.(e69-70)

The project places a strong emphasis on equity by conducting equity audits, improving equity in employment

opportunities, ensuring access to effective educators for all students, and closing achievement gaps among different student groups. This focus on equity is essential for promoting system change and improvement and ensuring that all students have equal opportunities for success .(e69-70)

The project incorporates data-driven decision making by utilizing a new HCMS data platform, linking educator effectiveness data to HCMS decision-making, and increasing the objectivity and credibility of educator evaluation systems. This emphasis on data can lead to informed decision making and continuous improvement, contributing to system change and improvement.(e69-70)

(ii) The project identifies specific needs within LEAD Public Schools and proposes targeted strategies to address them. By focusing on improving human capital management systems and educator quality supports, the project aims to build capacity and meet the needs of high-need charter schools. (e71, e73)

The project offers a comprehensive approach by implementing both Tier 1 (Comprehensive HCMS) and Tier 2 (Educator Quality Supports) interventions. This comprehensive approach ensures that multiple aspects of the education system are addressed, leading to potential systemic improvements. (e71, e73)

The project includes a robust dissemination plan to share RISE products, lessons learned, best practices, and outcomes. By sharing information through a website, conferences, publications, and social media, LEAD Public Schools aims to promote replication and scalability of effective strategies beyond their own boundaries. (e71, e73)

LEAD Public Schools demonstrates a commitment to the project by providing a 50% non-federal match. This shows their investment in sustaining the project's impact and leveraging additional resources to support instructional and leadership coaching roles. (e71, e73)

(iii)

LEAD Public Schools demonstrates a comprehensive multi-year plan for sustaining the RISE project beyond the grant period. The plan includes specific timelines, ongoing evaluation, and the establishment of advisory committees to ensure continuous improvement and sustainability. (e73, e77)

The project highlights the commitment and involvement of various partners, including Lipscomb University, Tennessee Department of Education, Nashville Teacher Residency Program, EduShift, Inc., and others. Their contributions and collaborations enhance the project's long-term success and sustainability. (e73, e77)

Stakeholder Support: LEAD Public Schools emphasizes the importance of gathering feedback from stakeholders through a K-12 Insight Survey. This approach ensures that diverse perspectives are considered in assessing project quality, identifying sustainable practices, and informing future planning. (e73, e77)

The project outlines sustainable strategies for each component, such as institutionalizing the HCMS, realigning funds for professional development, revamping the salary schedule, and leveraging community partnerships. These practices aim to reduce long-term expenses and ensure the continued impact of the project.(e73,e77)

#### **Weaknesses:**

(i) no weaknesses noted

(ii)no weaknesses noted

(iii)no weaknesses noted



## Priority Questions

### Competitive Preference Priority - Competitive Preference Priority 1

#### 1. Competitive Preference Priority 1: Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

a. In one or more of the following educational settings:

- (1) Elementary school.
- (2) Middle school.
- (3) High school.
- (4) Career and technical education programs.

b. That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:

- (1) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.
- (2) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

#### Strengths:

Overview: To increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders, the Applicant presents a well-documented proposal using Evidence-Based strategies as evidenced throughout the proposal. However, career and technical opportunities were not explicitly discussed throughout the application.

#### Strengths:

In supporting educators and their professional growth, the project will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing student population to support educators and their professional growth. Educators will receive real-time feedback to help them improve in key areas. The performance review system will also be redesigned with educators as partners to ensure evaluation metrics are transparent. By implementing these strategies and adopting new human capital practices, the project aims to build district leadership that mirrors the growing student population. Educators will receive real-time feedback, have a voice in the evaluation process, and access professional growth opportunities. This comprehensive approach will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce, ultimately enhancing the overall educational experience and outcomes for students.(e24,e26)

**Weaknesses:**

While the Applicant presents a well-documented proposal using Evidence-Based strategies as evidenced throughout the proposal. However, career and technical opportunities were not explicitly discussed throughout the application .(e24,e26)

**Reader's Score: 4**

**Competitive Preference Priority - Competitive Preference Priority 2**

- 1. Competitive Preference Priority 2:  
Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).**

**Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.**

**Strengths:**

Overview: To increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders, the Applicant presents a well-documented proposal using Evidence-Based strategies throughout the proposal.

Strengths: By increasing educator diversity, the applicant proposed that the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing student population. A system of professional learning for leaders focused on diversity, equity, and inclusion will ensure implements professional development that fosters an inclusive and supportive school climate for diverse leaders. They want to make sure that educator diversity can closely resemble the student population. They will ensure that educators of color received individualized support, professional development, and mentorship. (e24,e26)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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Status: Submitted

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## Technical Review Coversheet

Applicant: LEAD Public Schools (S374A230008)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	17
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	23
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	95
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	9
<b>Total</b>	110	104

# Technical Review Form

Panel #1 - TSL Panel - 1: 84.374A

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

Applicant: LEAD Public Schools (S374A230008)

## Questions

### Selection Criteria - Need for Project

#### 1. Need for Project (20 points)

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:

- (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.
- (ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.
- (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.
- (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.

#### Strengths:

##### Overview:

The application adequately demonstrates a need for the project by addressing some of the selection criteria but not others. The application grant activities identify and link programs/strategies to improve relevant outcomes. Across multiple examples, the application demonstrates how it is part of a comprehensive effort aimed at improving teaching and learning and describes its plan for implementing strategies aimed at successfully meeting the needs of the target population. The application is unclear in its identification of specific gaps in services.

##### Strengths:

- (i) Applicant has identified multiple barriers and needs that impede the success of students in the LEAD public schools including lack of professional learning and educator quality supports, chronic educator shortages with an average 35% turnover rate and 132 unfilled vacancies in 2021-2022 and 16 unfilled in 2022-2023. Two schools include Tennessee Department of Education state takeover turnaround schools, 100% of students qualify for free and reduced lunch, and average economically disadvantaged rates average 68%. These gaps will be addressed through launching a performance-based compensation program for retention and retainment of high-quality teachers as well as systematic focus on equity through a Micro-Credential learning in Educational Equity offered by Lipscomb University (e.16, e.19-e22). Across the six charter schools' math proficiency rates average 6% and reading proficiency rates average 12% demonstrating low performance across grade levels, with data supporting large achievement gaps between subgroups which will be addressed through the RISE Project Design Framework (e.21). LEAD schools serve 14 federal Qualified Opportunity Zones and 33.2% of students living in poverty, double the state and national average indicating that there is a strong need for implementation of a comprehensive effort to address the inequities of the area including enhancement of the LEAD educator evaluator system and providing educators with ongoing, differentiated, targeted, and personalized support (e.23).
- (ii) Applicant will build on related efforts to improve student outcomes through multiple funding streams including Title funds, foundation grants, state student allocations, Federal and State discretionary grants as well as through school improvement strategies currently in place which are being used to design and improve academic coherence, increase

alignment of instruction to state standards, improve family engagement, promote educator quality improvement, increase equitable student access to high-quality educators and elevate student academic and social outcomes (e.25-e.27).

(iii) The project is part of a comprehensive effort to improve teaching and promote student learning, and includes the LEAD Master Teacher Program, Instructional Managers Initiative, LEAD heads of Schools Strategy, Nashville Teacher Residency Partnership, LEAD 2021 Teacher and School Leader Grant Project which will utilize RISE to continue performance-based compensation strategies, initiate comprehensive improvement of the LEAD Human Capital Management System, and launch an Educator Quality Support System (e.27-e.29).

(iv) Through a tiered level of service RISE will address the aligned needs, gaps, and weaknesses identified by the planning task force as designated on the RISE Project Design Framework which will provide accountability for those staff, school leaders as well as stakeholders involved in the project (e.30-e.31).

#### **Weaknesses:**

(i) The proposed project lacks clarity regarding the severity with LEAD students being above the state average for college-going rates. The district has also demonstrated effective strategies to address teacher vacancies as there has been a decrease in teacher vacancies 132 to 16 in a year's time, thus failing to show the magnitude of the problem (e.20-e.21).

(ii) There is a lack of detail in the project design addressing the role the district's career and technical education program will play in the project. The proposal state that 9th and 10th graders will engage in college and career exploration through aptitude and interest assessment but does not offer further steps in the plan which is not adequately addressing another viable postsecondary outcome for students (e.26).

**Reader's Score:** 17

### **Selection Criteria - Quality of Project Design**

#### **1. Quality of the Project Design (25 points)**

**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:**

- (i) The extent to which the proposed project demonstrates a rationale.**
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

#### **Strengths:**

Overview:

The project's design clearly addresses all elements of each of the selection criterion. It identifies a rationale and includes a high-quality review of the relevant literature, the use of appropriate methodological tools to ensure successful achievement of project objectives and identifies the extent to which the methods of evaluation will provide performance feedback and periodic assessment of progress toward achieving intended outcomes. Includes a high-quality plan for project implementation.

Strengths:

- (i) RISE is the result of an extensive research and review of proven human capital systems, performance-based

compensation strategies, educator evaluation protocols and educator improvement plans, and the strategies meet the U. S. Department of Education What Works Clearinghouse standards (e.32).

The proposed project's use of a validated logic model framework and aligned to the FORECAST evaluation strategy is likely to lead to sound project implementation due to the strong alignment between the proposed project activities and outcomes outlined in the logic model provided. (e.35-e36).

The RISE Planning Task Force was deliberate in the strategies selected which were supported by Evidence of Effectiveness studies meeting the U.S. Department of Education What Works Clearinghouse standards e.32).

(ii) Applicant has included a high-quality literature review that utilizes research and resources that are recent, to support the strategies proposed by the applicant. By utilizing strategies that have been well researched increases the likelihood of the proposed project's success (e.30-e.35).

The project plan provided in the applicant's proposal gives detailed implementation information including a School Priority Level Strategy to meet highest needs first, goals, objectives, and outcomes aligned, tiers of support, talent management and systems audit, educator effectiveness model, and a multitude of supports to ensure project implementation (e37-e55) Applicant will utilize appropriate measures which include an objective and structured evaluation, use of a quasi-experimental design (e.57-e.58).

(iii) The RISE: Annual Evaluation Timeline gives a view of intended evaluation of program milestones and benchmarks, With RISE: Goal, Objectives, GPRA Measures, Indicators promoting improvement and progress monitoring across all project outcomes (e.59-e.62).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 25**

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

**1. Quality of the Management Plan (25 points)**

**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.**

**Strengths:**

Overview:

The quality of the management plan adequately addresses all elements of each of the selection criterion. The management plan adequately achieves the objectives of the proposed project on time, and includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The budget adequately addresses the proposed plan with some clarity needed regarding travel expenses.

Strengths:

The project's timeline provides a clear roadmap for project implementation by including information on the project team members' job descriptions and bios, (e.64-e.66, e.86-e.93).

Includes a detailed timeline and responsibilities chart highlighting timelines for specific deliverables from all key partners and stakeholders involved in the project and clearly defined responsibilities by quarter, for each year of the project (e.66-e.69, as well as within budget (e.138-e.174).

The proposed project includes a budget that adequately describes amounts requested and their use, making it clear how all of the requested money will be used (e.111-e.134).

**Weaknesses:**

The project's budget, under travel, is requesting \$54,330 for educators to travel to self-selected professional learning. Bringing in professional development may be a less expensive option, rather than flying 30 teachers to various PD opportunities around the country. It is also unclear as to the need for the professional development travel request for National Board Certification for 6 educators at \$14, 910 per year as National Board Certification is a self-reflection process that takes place in the teacher's classroom (e.123).

**Reader's Score: 23**

**Selection Criteria - Adequacy of Resources**

**1. Adequacy of Resources (30 points)**

**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:**

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

**Strengths:**

Overview:

The project resources clearly address all elements of the selection criteria. The proposed project will likely result in system change or improvement, build local capacity to provide, improve, or expand services that address the needs of the target population, operate the project beyond the length of the grant, and demonstrates commitment of partners and broad stakeholders.

Strengths:

- (i) Through a two tiers of support approach RISE will promote systematic change through a variety of educator quality supports which include identification of strengths and weaknesses in the professional learning efforts, support for school leaders, instructional coaching, professional development, and career ladder to provide growth opportunities (e.70-e.71).
- (ii) The project addresses the rigor of educator effectiveness ratings, professional growth, and access to high-quality education allowing the project to build instructional capacity and impacting student learning (e.70-e.72)

The applicant has provided a dissemination plan to share the RISE products, lessons learned, best practice, implementation guides, outcomes, research and effective strategies to future LEAD schools as well as those outside the LEAD boundaries which will increase the likelihood of replication and build capacity beyond the LEAD schools (e.70-e.72).

- (iii) The project has the commitment of the district as evidenced by the 50% match and Match Intent and Ability Letter from LEAD Public Schools demonstrating that the district will have the needed resources to continue the project beyond the length of the grant (e.73, e.80).

RISE has a multi-year plan of operation as well as a financial planning procedure to support operating beyond the length

of the grant (e.74-e.76).

The applicant has provided letters of commitment from a variety of partners and stakeholders including school leadership, higher education partners and partnering agencies demonstrating that there is both staff and community buy-in of the program which will increase the likelihood of support and resources beyond the length of program (e.94-e.98).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 30**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1:  
Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).**

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.**

**a. In one or more of the following educational settings:**

- (1) Elementary school.**
- (2) Middle school.**
- (3) High school.**
- (4) Career and technical education programs.**

**b. That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**

- (1) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.**
- (2) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

**Strengths:**

Overview:

The application adequately demonstrates promoting equity in student access to educational resources and opportunities. The proposed is designed to promote educational equity and adequacy in resources and opportunity for underserved students in elementary, middle, and high school settings. The project examines the sources of inequity and inadequacy and implements responses that include increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve as well as improve the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Strengths:

The project proposes to implement RISE into 6 public charter high-need middle schools and high schools and improve equitable access to high quality teaching and learning (e.15)



The project will expand recruitment of educators from regional teacher training programs with diverse pre-service teacher candidate enrollment and support (e.15).

By offering performance based compensation incentives, the proposed project will improve retention of high-quality teachers. Through the offering of these financial rewards, students will also benefit as their learning will be impacted by the quality teachers (e.15).

The project will reduce the impact of lack of equitable access to high-quality education opportunities which will reduce the gaps and elevate equity for low-income students and urban students of color (e.15).

Building on the success of the 2021 Teacher and School Leader grant, by including signing incentives, retention incentives, and student growth incentives that will strengthen the equity in teaching and learning outcomes (e.16).

The RISE New Teacher Network provides three years of new educator supports with include induction, plc's, and new teacher mentoring/coaching to support instructional excellence which will support the retention of new educators as well and continue to prepare them to be experienced in the field (e.33).

**Strengths:**

The project proposes to implement RISE into 6 public charter high-need middle schools and high schools and improve equitable access to high quality teaching and learning (e.15)

The project will expand recruitment of educators from regional teacher training programs with diverse pre-service teacher candidate enrollment and support (e.15).

Improve retention through performance-based compensation incentives (e.15).

The project will reduce the impact of lack of equitable access to high-quality education opportunities which will reduce the gaps and elevate equity for low-income students and urban students of color (e.15).

Building on the success of the 2021 Teacher and School Leader grant, by including signing incentives, retention incentives, and student growth incentives that will strengthen the equity in teaching and learning outcomes (e.16).

The RISE New Teacher Network provides three years of new educator supports with include induction, plc's, and new teacher mentoring/coaching to support instructional excellence which will support the retention of new educators as well and continue to prepare them to be experienced in the field (e.33).

**Weaknesses:**

There is a lack of detail in the project design addressing the role the district's career and technical education program will play in the project. The proposal states that 9th and 10th graders will engage in college and career exploration through aptitude and interest assessment but does not offer further steps in the plan which is not adequately addressing another viable postsecondary outcome for students (e.26).

**Reader's Score: 4**

**Competitive Preference Priority - Competitive Preference Priority 2**

- 1. Competitive Preference Priority 2:  
Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).**

**Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.**

**Strengths:**

Overview:

The application clearly demonstrates a project that supports a diverse educator workforce and professional growth to strengthen student learning with a design to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

Strengths:

The project will utilize targeted recruitment at partner institutions of higher education with diverse student enrollment to ensure a high-quality and diverse workforce (e.17).

According to the Logic Model the project includes outcomes of increasing the diversity of teachers by 10% after year 2 and 15% after year 3. With a plan that has been well thought out, as well as specific strategies in place, the likelihood of meeting this goal increases and will address diversity within the teaching staff (e.35).

The applicant states that the planning and program committees will reflect diversity and include persons of different genders, races, notional origins, colors, disabilities, and ages which will promote action plans that promote inclusive and bias-free human resource practices (e.106).

Implementation of performance incentives and a RISE career ladder (e.121)

as well as a teacher residency program will increase the proportion of well-prepared, diverse, and effective educators service students (e.10).

Implementation of a professional development micro-credentialing, through Lipscomb University, will allow for self-selected professional development from a menu of options that have been approved and identified as needed to support and retain a diverse workforce as well as strengthen student learning (e.110).

HCMS protocols will include expanded recruitment of educators from regional teacher training programs, including those at two Historically Black Colleges and Universities, Tennessee State University and Fisk University (e.15).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 07/31/2023 05:28 PM



Status: Submitted

Last Updated: 07/31/2023 11:52 PM

## Technical Review Coversheet

Applicant: LEAD Public Schools (S374A230008)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need	20	15
<b>Quality of Project Design</b>		
1. Project Design	25	25
<b>Quality of the Management Plan</b>		
1. Management Plan	25	23
<b>Adequacy of Resources</b>		
1. Resources	30	30
<b>Sub Total</b>	100	93
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 1</b>		
1. Promoting Equity	5	4
<b>Competitive Preference Priority 2</b>		
1. Diverse Workforce	5	5
<b>Sub Total</b>	10	9
<b>Total</b>	110	102

# Technical Review Form

Panel #1 - TSL Panel - 1: 84.374A

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

Applicant: LEAD Public Schools (S374A230008)

## Questions

### Selection Criteria - Need for Project

#### 1. Need for Project (20 points)

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:

(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.

(ii) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

(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.

(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.

#### Strengths:

##### Overview:

The need for the project is spelled out in some detail, with weaknesses in services and resources noted and the severity of the need largely identified. In addition, the project provides sufficient detail on how it will build upon existing efforts in this area. The overall goal of improving student achievement is clearly stated. Finally, it is highly likely that the design of the project will be effective in meeting the students' needs. There is one weakness in the application, however. (pp. e 9-10)

##### Strengths:

(i) The application does a good job of noting which specific gaps or weaknesses in services and infrastructure will be addressed. For example, one of the gaps to be addressed is the equity gap in terms of high-quality teachers for students in high needs schools. (p. e 10)

(ii) The applicant proposes to address this gap in teaching expertise in part by revamping their Human Capital Management System. Another gap identified is the need to increase teacher classroom performance. The project means of addressing this concern is to provide targeted and specialized professional development. (p. e 10)

(iii) One of the outstanding features of the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards. Much of the focus of the work to be done, including the revision of the incentive pay system and the human resources management operations is student performance being raised to meet high academic standards. For example, the project will serve six schools with a total of 2,614 high-need students. All the schools have an Economically Disadvantaged Rate exceeding 50% of enrollment. In addition, the targeted population is impacted by significant equity issues in terms of quality of instruction, and low performance and acute achievement gaps among student subgroups. (p. e 14)

(iv) The proposal and its comprehensive approach to the problems it has identified is appropriate to, and will successfully address, the needs of the target population. For example,

The project will aid teachers and their schools and students by providing professional learning and personalized support through job-embedded coaching, professional learning choices for teachers, opportunities, and a variety of other professional growth avenues, such as micro-credentials, National Board Certification, and involvement in the National SAM Innovation Project. All of this support will aid teachers who want to improve their practice and career and improve outcomes for their students. (p. e 14)

**Weaknesses:**

- (i) A weakness in the application is the lack of clarity regarding the needs of the students in the selected schools and the severity of their needs, especially in comparison with state and national performance data. For example, the two high schools in the targeted population had a higher graduation rate than that of the state and of the US. Similarly, the postsecondary enrollment figures for one of the high schools is higher than the state or nation, while the other is almost equal to that of the state. (p. e 21)
  
- (ii) Another weakness in the application is the lack of detail in the project design regarding the role that the district's career and technical education program will play in helping students to succeed. For example, the proposal states that 9th and 10th graders will engage in college and career exploration and take aptitude and interest assessments, the description of the remaining steps in the career aspect of their educational experience stops there. This oversight makes it challenging to assess if the project will truly address the needs of the targeted population, since it does not adequately account for another viable postsecondary outcome for students, success in the workplace. (p. e 26)
  
- (iii) None observed.
- (iv) None observed.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Design**

**1. Quality of the Project Design (25 points)**

**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:**

- (i) The extent to which the proposed project demonstrates a rationale.**
- (ii) The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.**
- (iii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

Overview:

The applicant provides a design that is of high-quality, with details that include a rationale that will guide the project, a thorough and extensive review of the supporting research and best practices underpinning the work, and excellent tools and methods of evaluation that will guide the project will performance feedback along the way. (p. e 33)

Strengths:

- (i) The application demonstrates a rationale that is clear and well supported and is one that will provide support for the underpinnings of the work to be done in grant. The application makes note of the grant planning committee having

completed extensive research and review of proven human capital management systems, performance-based compensation strategies, educator evaluation protocols and educator improvement plans. All these elements comprise the rationale for the project. (p. e 32)

(ii) This applicant's grant planning task force thoughtfully considered its selection of school improvement strategies, concentrating on those which are supported by Evidence of Effectiveness studies that meet U.S. Department of Education What Works Clearinghouse. One example is the research titled "Impact of the New Teacher Center's New Teacher Induction model on teachers and students." (p. e 32) Added features of the design note a thorough, high-quality review of the relevant literature, as noted above, and a high-quality plan for project implementation with the use of appropriate methodological tools. For example, to improve teacher performance, the project will institute a career leader strategy that promotes teachers attaining National Board Certification. (p. e 33)

(iii) The project provides several methods of evaluation which will provide performance feedback and permit periodic assessment of progress for the work of the grant. For example, it will measure the number of teachers who have professional growth plans, the number of principals who will benefit from the revised leadership effectiveness assessment, and the number of effectiveness incentives distributed that contribute to the recruitment, retention, of teachers and impact student growth. Other supports and their impact will be measured. One such support is through individualized Professional Growth Plans, that reflect individual teacher improvement needs which are identified during annual effectiveness evaluations. (p. e 36)

**Weaknesses:**

- (i) None observed.
- (ii) None observed.
- (iii) None observed.

**Reader's Score: 25**

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

**1. Quality of the Management Plan (25 points)**

**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.**

**Strengths:**

Overview:

The management plan is largely adequate to successfully govern a project of this size and scope. There are objectives and timelines provided that will help ensure the implementation of the project within budget and on time. However, there is a weakness in the application in the lines of authority and in reporting structures. (p. e 62)

Strengths:

The proposal provides evidence of the adequacy of the management plan to achieve the objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones. First, the budget is complete and detailed. It is fiscally efficient while

providing adequate funding for the comprehensive nature of the project. (p. e 63)

The proposal and the management plan connect the parts of the project, including administrators, math and ELAR

teachers, school staff, students, and the service provider to provide valuable input into the project. In addition, the proposal thoughtfully lays out important areas that the management plan will deal with. They include ensuring equal access and sizeable rewards for all interested teachers and principals, based on revised and authenticated performance reviews. These staff will be recruited or retained to participate in the project and will be invested in student academic achievement in their classrooms and schools. (p. e 62-63)

The application provides a high level of detail regarding project personnel, their qualifications, their responsibilities, and the timeline for accomplishing assigned tasks. For example, the advisory board plays a large role in project oversight. It consists of many staff, including the CEO, principals, district staff and leadership, and teachers. The project director has tasks and timelines laid out for his accomplishment. They include daily implementation support, the coordination of the Leadership Council and its meetings, and the supervision of all grant staff. (p. e 65)

**Weaknesses:**

A weakness in the application is the lack of clarity regarding the reporting structure for the project. For example, the project director is named as having primary responsibility for implementation of the program and oversight of the grant personnel, but it is not clear to whom the project director reports for guidance and correction, if needed. (p. e 65)

**Reader's Score: 23**

**Selection Criteria - Adequacy of Resources**

**1. Adequacy of Resources (30 points)**

**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:**

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

**Strengths:**

Overview:

The application provides strong evidence that the project described has the necessary resources, including financial and organizational commitment to see the grant to its successful conclusion. In addition, the project clearly will build local capacity and likely result in improvement in the key areas laid out. Furthermore, the applicant provides solid proof of its commitment to seeing these proposed reforms through beyond the life of the grant. (p. e 69-71)

Strengths:

- (i) Given the detailed nature of the proposal and its solid research-based approaches to solving the problems of the schools identified, it is highly likely that a project such as this one will result in system change and/or improvement. For example, the project has a solid component that calls for a comprehensive educator-based human capital system, one that will start with an equity audit to learn what the baseline for the work is. In addition, and based on the findings of the audit and the implementation of the revised human resources system, the project will set up a thoughtful and well researched performance-based incentive program for teachers and principals alike in order to fuel effective educational practices that lead to student performance. (p. e 17)



(ii) The proposal as written and described is likely to build local capacity to provide, improve, or expand services that address the needs of the targeted population. All the pieces are in place in order to do so. For example, the project has in mind a refreshed human resources approach, one that includes recruitment of diverse educators, as well keeping highly qualified ones, and providing individualized training for those who aspire to teach better. The long run outcome is that teachers will feel more involved and rewarded for their efforts and understand that the system is a fair one, with equity for all who wish to participate. (p. e 17-18)

(iii) The application does have the resources to operate the project beyond the length of the grant. The proposal includes a detailed multi-year financial and operating model and plan. As evidence of its continuing commitment to improving outcomes for high needs schools and their students, the district has instituted a variety of programs that are aligned with the goals of this grant. Some of those efforts include Achievement First Math, Reading Reconsidered, and The Seminar Curriculum Sequence, which is a multi-year college ready program developed by the district's college and career counselors. The applicant notes that it has invested in these kinds of diverse school improvement programs through multiple funding streams – Title funds, foundation grants, state student allocations, and Federal and local dollars. It pledges to continue the work of the grant at its end, just as it has sought help in other places to assist with its overall mission to help under-served students who are most in need. (p. e 25-26)

**Weaknesses:**

None observed.

**Reader's Score: 30**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 1**

**1. Competitive Preference Priority 1:**

**Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).**

**Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.**

**a. In one or more of the following educational settings:**

- (1) Elementary school.**
- (2) Middle school.**
- (3) High school.**
- (4) Career and technical education programs.**

**b. That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**

- (1) Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-of-field, and novice teachers compared to their peers.**
- (2) Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

**Strengths:**

## Overview:

The application largely meets the criteria, with one weakness noted in its approach to the problems identified.

## Strengths:

The applicant proposes a thoughtful project designed for educational equity in terms of resources such as qualified and diverse teachers and leaders to better educate underserved students. (pp. e 35-36)

**Weaknesses:**

A weakness in the proposal in the lack of consideration given to career and technical education programs to help the project achieve its goals. (p. e 26)

**Reader's Score:**      4

**Competitive Preference Priority - Competitive Preference Priority 2****1. Competitive Preference Priority 2:**

**Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).**

**Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.**

**Strengths:**

## Overview:

The applicant has a solid plan to provide the needed support to increase the number and quality of teachers needed to improve student performance in the targeted schools. (p. e 10)

## Strengths:

The project will meet these goals in large part by developing data systems, timelines, and action plans to improve their human resources practices to promote and support development of educator diversity. (pp. e 69-71) In addition, the applicant will recruit from traditionally-underrepresented groups to serve on Advisory Boards, planning teams and committees. (p. e 17)

**Weaknesses:**

No weakness observed.

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 07/31/2023 11:52 PM