

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

Status: Submitted

Last Updated: 07/31/2023 10:44 AM

Technical Review Coversheet

Applicant: Mastery Charter High School (S374A230022)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	18
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	22
Adequacy of Resources		
1. Resources	30	25
Sub Total	100	87
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	97

Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

Reader #1: *****

Applicant: Mastery Charter High School (S374A230022)

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:

Teacher Incentive Fund grants from previous years codified a teacher performance management program: Teacher Advancement System (TAS), along with student survey data. (e20)

The five instructional standards position the pedagogical development for teachers, who engage in reflection, coaching and professional development. (e22)

Teachers are evaluated in the middle of the year and at the end of the year. The evaluation has four areas that are measured with Student Achievement having the most weight of 45%. (e23)

The evaluation process prioritizes advancing abilities, rather than protecting seniority. Based on evaluation and performance results, teachers learn of their category and their salary for the following year during the end of year evaluation. (e22-23)

Weaknesses:

In spite of the larger issue of diminishing pipelines nationwide, the applicant does not explore research-based hypotheses that might help to explain these how these patterns unfold uniquely within their community and/or organization. (e20)

Reader's Score: 18

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:

A newly created set of Leader Competencies will guide the evaluation process for leaders, with technology-enabled performance management system. (e42)

The longstanding partnership with Relay Graduate School of Education will offer high quality professional development. (e45)

A Grow Your Own pipeline for students (resulting from the CTE program for high school students) along with the upcoming collaboration with the Center for Black Educator Development supports partnerships that lead to increase teacher diversity and retention. (e47)

Weaknesses:

The applicant does not draw from a review of relevant literature to expand upon important areas that will bring success to the program, such as the launch of Graduate Profiles, partnership with Urban Teachers for a residency program and compensation for teacher certification expenses. These initiatives are all impressive. However, a deeper description of each with accompanying research would have strengthened the application. (e49-e50)

Reader's Score: 22

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:

The Network Support Team (NST) conducts regular data reviews and will be responsible for management of the grant across the consortium of LEAs. (e59-e61)

Weaknesses:

Each school in the Mastery network will pay a management fee to the NST. Although every school will benefit from the grant, the flat distribution across the network would only make sense if every school were performing at the same level. (e46)

Reader's Score: 22

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:

Human Capital Management Systems (HCMS) directly impact student achievement or growth. (e70)

Teacher satisfaction, revealed through surveys to gather teacher feedback, contribute to performance and retention. (e71)

Weaknesses:

Student feedback could be gathered far more than twice each year in shorter forms. Distributing such forms (either electronically or on paper) could appear in classrooms or other environments to gauge a random sample at random points for measuring school climate. (e72)

Reader's Score: 25

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:

All proposed initiatives aim to increase educator retention by providing support, development, and increased opportunities that will encourage teachers to remain with the organization. (e15)

The planned CTE program will yield directly from the student body to serve students like them in the future. (e15)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

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:

The systems are being redesigned in response to comprehensive educator input and with an emphasis on transparency, calibration, and equity. (e16)

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/31/2023 10:44 AM

Status: Submitted

Last Updated: 07/28/2023 06:26 PM

Technical Review Coversheet

Applicant: Mastery Charter High School (S374A230022)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	18
Quality of Project Design		
1. Project Design	25	22
Quality of the Management Plan		
1. Management Plan	25	23
Adequacy of Resources		
1. Resources	30	28
Sub Total	100	91
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	101

Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

Reader #2: *****

Applicant: Mastery Charter High School (S374A230022)

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 applicant provides a strong need through the impact and reach of the students as a charter network of 14,000 students in grades K-12 (pg. e16). Mastery has a proven record in which the proposed project will build and the proposed project has developed a strong plan that includes six pillars of work based on human capital work (pg. e20).

Strengths:

i. The applicant provides a strong need through the impact and reach of the students as a charter network of 14,000 students in grades K-12 (pg. e16). The student population is diverse and students from low income, and with high special needs. The applicant provides a strong need regarding the impact that covid has on students from underrepresented populations and the inequalities covid has further widened.

ii. Mastery has a proven record in which the proposed project will build and the proposed project has developed a strong plan through 2028 that includes six pillars of work based on human capital work (pg. e20). In addition, Mastery has a strong record of evaluation and has built capacity in improving school districts.

iii. The proposed project presents a comprehensive plan to improve students learning through several interventions of best teaching practices, successful teacher traits, and common measure of student success (pg. e22). The plan includes students' achievement, instructional effectiveness, mastery values, and student perception.

iv. The proposed project is highly likely to improve address the need of the target population because of the applicant understanding the needs of the target population and barriers students face that will result in institutional change. For example, recognizing the need to improve student retention and gaps in retention from Philadelphia schools and in particular retention gaps between white and persons of color (pg. e31).

Weaknesses:

Weaknesses:

The applicant is not clear regarding how educator recruitment has been an issue in the past and in their needs assessment in the planning for this proposed project, how educator recruitment barriers will be accounted (pg. e32).

Reader's Score: 18

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 strong rationale for the proposed project (pg. e31-41). The project includes important stakeholder feedback, internal data, and programmatic results that informed the development of the interventions in the project.

Strengths:

- i. The applicant provides a strong rationale for the proposed project (pg. e31-41). The project includes important stakeholder feedback, internal data, and programmatic results that informed the development of the interventions in the project. This needs assessment includes surveys and focus groups that illustrates the need to redesign the performance management system and to address equity challenges in school regarding staff.
- ii. The applicant bases the proposed activities and intervention on literature such as evidence that shows competency-based hiring, aligned systems that connect recruitment criteria to teacher evaluation expectations, early hiring, and targeted recruitment incentives. For example, the applicant provides details of the Linda Darling-Hammond's 2017 Learning Policy Institute literature review in which the proposed project is based on such as active learning, feedback, and job-embedded learning (pg. e37).
- iii. The applicant provides a comprehensive evaluation plan with performance measures appropriate to each objective and targets for each grant year (pg. e51). The applicant details that formative assessment will be collected and shares with leadership and stakeholders which will enable any immediate changes for improvement, if needed.

Weaknesses:

Weaknesses:

The applicant does not provide detailed information regarding the Mastery Value Added System and is it will keep the system or redesign it. (pg. e23).

Reader's Score: 22

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 applicant details a comprehensive management plan that is highly likely to contribute to the success of the proposed project (pg. e59-69).

Strengths:

i. The applicant details a comprehensive management plan that is highly likely to contribute to the success of the proposed project (pg. e59-69). The management plan includes a chart that details each activity and milestone during each year of the proposed project. More importantly, the applicant provides the qualifications and experience of each key personnel in the proposed project who is each highly qualified for the key roles.

Weaknesses:

Weaknesses:

The proposed project is unclear regarding the management fee at each school since each school signs an agreement and pays a management fee to the NST for services (pg. e59). It is unclear how this plan will build in the need for the specific needs and individuality of each school.

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 proposed project is a comprehensive approach to address systemic issues in the school district which will, by design, contribute to systemic change (pg. e70). The proposed project is highly likely to build capacity to meet the needs of the targeted population because of it being built on a needs assessment and having diverse stakeholders at the table and an active part of the decision-making process for change (pg. e71).

Strengths:

- i. The proposed project is a comprehensive approach to address systemic issues in the school district which will, by design, contribute to systemic change (pg. e70). This comprehensive approach to systemic change includes recruitment, hiring, professional development, compensation, and retention.
- ii. The proposed project is highly likely to build capacity to meet the needs of the targeted population because of it being built on a needs assessment and having diverse stakeholders at the table and an active part of the decision-making process for change (pg. e71).
- iii. The applicant provides details of building capacity and yielding results after the period of Federal funding has ended (pg. e72). The proposed project is by design built in sustainability through the reduction of cost after they are developed, matching funds continuing to support the proposed projects after Federal funding has ended, and the effectiveness of activities leading to cost reduction.

Weaknesses:

Weaknesses:

It is unclear that student feedback is adequate in the projected project at only twice a year, more student feedback will be beneficial to the success of the proposed project (pg. e71).

Reader's Score: 28

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 applicant addresses Competitive Preference Priority 1.). The project uses career advancement and development opportunities to offer increased responsibilities and compensation.

Strengths:

The applicant addresses Competitive Preference Priority 1 through a program that focuses on a school district and the project has a strong plan for examining equity and equitable access (pg. e14). The project uses career advancement and development opportunities to offer increased responsibilities and compensation.

Weaknesses:

Weaknesses:

No weakness noted.

Reader's Score: 5

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 addresses Competitive Preference Priority 2. The applicant cites data that the 24 schools are high-need schools with from low-income families and qualifying for free or reduced lunch.

Strengths:

The applicant addresses Competitive Preference Priority 2 through citing data that the 24 schools are high-need schools with from low-income families and qualifying for free or reduced lunch (pg. e15).

Weaknesses:

Weaknesses:

No weakness noted.

Reader's Score: 5

Status: Submitted

Last Updated: 07/28/2023 06:26 PM

Status: Submitted

Last Updated: 07/29/2023 02:02 AM

Technical Review Coversheet

Applicant: Mastery Charter High School (S374A230022)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	17
Quality of Project Design		
1. Project Design	25	21
Quality of the Management Plan		
1. Management Plan	25	22
Adequacy of Resources		
1. Resources	30	25
Sub Total	100	85
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	95

Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

Reader #3: *****

Applicant: Mastery Charter High School (S374A230022)

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 applicant's proposal wants to enhance the capacity of Mastery's Human Capital Management System through five project components: 1) Redesign Performance Management Systems; 2) Cultivate Internal Leadership Talent; 3) Strengthen New Teacher Induction; 4) Expand Teacher Pipeline Initiative; and 5) Refresh Communication to support Talent outcomes. pg. e11.

Strengths:

- i) Mastery schools in Pennsylvania have seen the supply of teachers drop by two-thirds over the past decade leading to high-record shortages, with vulnerable communities most severely affected. pg. e28. The retention gap between White teachers and teachers who are persons of color persists, with a gap of 3 percentage points on 2021-22 according to the applicant. The retention gap is also a significant disparity among Mastery campuses in this gap; while some schools showed remarkable increases in persons of color retention; other similarly large declines. pg. e31. Despite Mastery's positive track record as a charter network in the region, our student proficiency levels need substantial improvement according to the applicant. pg. e17.
- ii) Mastery has received resources in a pair of consecutive Teacher Incentive Fund grants (TIF 3 from 2010-2015 and TIF 5 from 2016-2021). The grants provided a framework from which to evolve a research-based, progressive human capital approach that is responsive to stakeholder input, driven by data, and focused on student achievement. pg. e20.
- iii) The project's objectives are to Increase Student Achievement; Improve Educator Retention Outcomes; and Demonstrate Annual Improvement on GPRA Measures. pg. e11.
- iv) Retention of instructional staff and school leaders who are early in their Mastery careers remains low, prompting a great expenditure of recruitment and selection resources each year according to the applicant. pg. e31. Expanding teacher pipeline initiatives is one way of meeting the needs of the target population as outlined by the applicant. Mastery mentions that there are significant gaps between white and persons of color in teaching staff to serve their communities. The grants would provide a teacher pipeline to strengthen the capacity for diverse staffing. The project would also designate ways to increase student achievement.

Weaknesses:

Weaknesses:

Although we have reduced the number of Master campuses with high turnover (based on an internal definition that looks at historical and current data) compared to pre-COVID, there remains a wide range of retention outcomes among our schools, as reported by the applicant. pg. e30. Educator retention concerns need to be addressed according to the applicant. pg. e30. Since there is a wide range of outcomes that need to be addressed and if improvements made through TIF 3 and TIF 5 did not lay a foundation to assist teacher retention, the need for the project may require further evaluation. pg. e 20.

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: 1) Redesign Performance Management Systems; 2) Cultivate Internal Leadership Talent; 3) Strengthen New Teacher Induction; 4) Expand Teacher Pipeline Initiative; and 5) Refresh Communication to support Talent Outcomes. pg. e18

Strengths:

- i) The applicant points out that the NWEA MAP assessment result, for instance, positive correlation between teacher retention and student growth, particularly for teachers who have been at Mastery for at least three or four years. pg. e18-19. The rationale is that long-term retention goals at Mastery should be accomplished according to the applicant. pg. e19.
- ii) The applicant's proposal describes leadership development initiatives, where Mastery's stance on development includes research-related literature following the logic of Leverage Leadership 2.0 in which a core set of principles are levers for consistent, transformational, replicable growth to develop an effective school leader who can execute quality instruction and culture. Pg. e39 Training follows the 70-20-10 model from the Center for Creative Leadership a research-based guideline for how leaders learn and grow best through a ratio of experiences. pg. e39. A high-quality plan for this component's implementation and appropriate methodological tools would ensure success for this project's objectives.
- iii) The project activities are designed to advance the following Objective and Performance Measures in the pursuit of the goal of a best-in-class human capital system where the most effective excellent educators stay at Mastery, to continue to grow, and positively impact children year after year. pg. e51 Project Objectives Chart #1 thru #3 i.e., #1 Student Achievement, #2 Improve Educator Retention Outcomes, #3 Demonstrate Annual Improvement on GPRA measures. pg. e52-e56.

Weaknesses:

The Mastery Value-Added System (MVAS) has run its course as a useful tool according to the applicant. MVAS does not accurately and equitably reflect teacher influence on student achievement. pg. e32. In the Need for the Project section, it is stated by the applicant that improvement of the MVAS for student outcomes measurement tool would be made. pg. e20. The MVAS needs to be updated or replaced.

Reader's Score: 21

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 Network Support Team works with each school and pays a management fee for their services. All collaborators are fully aligned to one mission, one vision, and one model in their everyday practice, and are accustomed to working together as the usual course of business.

Strengths: Mastery's NST has led several large federal grant programs and numerous smaller private and state grants, with grant management focused on budget, timeline, and outcomes. A project activities/milestones chart outlines who is the responsible key person for general project implementation, redesigning performance management systems – teacher and leader evaluation, cultivating internal leadership talent, strengthening new teacher induction, and expanding teacher pipeline initiatives. Pgs.e65-e68.

Weaknesses:

Individual schools may have individual issues that the Network Support Team and administration may have difficulty with. One model may not fit everyday practices for some school site programs.

Reader's Score: 22

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: Mastery Schools are financially health, and have a robust, comprehensive, and conservative financial planning structure that prioritizes organizational health and success. Pg. e73

Strengths:

i) The applicant describes that it is critical to note that the activities proposed herein are to be embedded in an existing system that will cradle and support the new initiatives-established Mastery norms and practices such as a robust coaching model, an intensive professional development approach, program monitoring by the NST, the common academic foundation, school staffing models that promote autonomy and a focus on instruction. etc. pg. e70. Embedding into an existing system can result in a system change or improvement.

ii) The applicant describes that many of the activities build capacity in school- and NST-based staff who will carry on that investment through increased efficiency, effectiveness, and longevity at Mastery pg. e72

iii) From a financial standpoint, the grant project is designed to be sustainable beyond the grant period in several ways: Some of the activities start at a higher cost and then become less cost-effective down the road, matching funds proposed by Mastery can come into play, cost reductions can occur, for example, a decrease in teacher turnover reduces recruitment costs and school budget can absorb some of the costs of new initiative as time goes by pg.e72.

Weaknesses:

The applicant's proposal describes that Mastery's traditional funding sources are predictable and stable: local funding, State and Federal funding. and competitive grants and fundraising. pgs. e74-e75. Juggling different funding sources needs strong planning beyond the grant period.

Reader's Score: 25

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 applicant's project is promoting equity in student access to educational resources and opportunities, and competitive preference priority.pg.11.

Strengths:

The proposed project promotes educational equity and adequacy in resources and opportunities for underserved students in all the schools in the Mastery Charter school system. pg. e15. Mastery Charter Schools meets the Department of Education's definition of "underserved "with all schools containing a high concentration of poverty. pg. e15.

Weaknesses:

no weaknesses

Reader's Score: 5

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 will be supporting a diverse educator workforce and professional growth to strengthen student learning. pg. e11

Strengths:

The applicant reports that all the schools associated with Master Charter Schools are defined as "high-need schools "under the TSL program. pg. e11 The proposed project is designed with a focus on hiring, supporting, and retaining an effective and diverse educator workforce at Mastery, as evident in the performance measures set for this project. pg. e11.

Weaknesses:

no weaknesses

Reader's Score: 5

Status: Submitted
Last Updated: 07/29/2023 02:02 AM