

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

Status: Submitted

Last Updated: 09/03/2021 09:40 PM

Technical Review Coversheet

Applicant: Lansing School District (S374A210007)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	100
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	110

Technical Review Form

Panel #2 - TSL - 2: 84.374A

Reader #1: *****

Applicant: Lansing School District (S374A210007)

Questions

Selection Criteria - Need for Project

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

General:

Overview

The applicant presents strong evidence of the need for the proposed project, classifying needs as those related to educators, to students, to families, to the community, to COVID reentry, and to the 2017 TSL Disruption.

Strengths

The proposed project (REAP) will address five specific needs of the Lansing School District: the lack of resources to implement effectiveness-based Human Capital Management and Performance-based Compensation systems; the lack of sufficient capacity to objectively evaluate educator effectiveness across all schools; the lack of a process to connect educators with supports for effectiveness; the lack of strategies and resources to meet LSD equity plans; and the lack of short-term resources needed to integrate 2017 systems change disrupted by COVID-19 (pg. e27-e28). Student achievement in LSD will be improved by specific REAP improvement strategies are proposed for each defined gap/need (pg. e24-e27)..

The proposed project builds on existing initiatives focused on improving education for high-needs students (LSD Equity Audit, LSD Learning Pathways, LSD School Climate Initiative, LSD Social and Emotional Learning and Mental Health) and will provide a foundation for expanding student-centric improvement to include elevating educator effectiveness (pg. e28-e30).

The proposed project will expand existing reform and renewal efforts to attain a district turnaround to improve outcomes for students: LSD Instructional Coaching, LSD Career Ladder, Performance-based Compensation, LSD Magnet Schools of Choice, LSD 2017 Teacher and School Leader Grant Project to improve the quality of classroom instruction (pg. e30-e31).

The two-tier project design framework includes a Comprehensive Human Capital Management System and provides equator quality supports that address each of the identified needs areas and will result in improved student outcomes (pg. e31-e33).

Weaknesses

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

General:

Overview

The REAP project demonstrates a rationale supported by relevant research and outlines a plan for implementation that uses appropriate methodological tools to accomplish the stated objectives. A thorough evaluation plan will provide feedback and monitor progress toward intended outcomes.

Strengths:

The logic model identified a goal (improved student achievement by increased access to effective educators in high-needs schools) and four objectives that will guide the implementation of the REAP project (pg. e33-e39).

A talent management system (United Talent) will be purchased to track educator data and professional growth plans and provide evidence of progress toward goals (pg. e45).

An Educator Effectiveness Model (the Marzano Model) will be implemented to improve the systems for evaluating the quality of teaching and leadership (pg. e45).

Student growth measures will be included in accountability for outcomes and will represent 40% of the Educator Effectiveness Formula which will better align teacher evaluation and student academic achievement (pg. e46-e47).

Performance-based compensation (PBCS) will link salary advancement and promotion to educator evaluation results and willingness to serve the lowest performing schools and will provide incentives to teachers whose classroom performance leads to higher levels of student achievement (pg. e47).

Educator Quality supports include Professional Growth Tracks, Professional Development, Principal Network, Instructional Coaching, New Teacher Network, and Career Ladder will promote building capacity among teachers and administrators and lead to improved student achievement (pg. e49-e59).

An outside evaluator (EdShift, Inc.) will conduct the evaluation of the project and will use questions to guide the process. An evaluation timeline will outline the activities that are part of the evaluation plan and determine if data is collected in a timely manner (pg. e57 -e64).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

General:

Overview

The applicant presented a strong, well-defined management plan to describe the implementation and operation of the proposed project.

Strengths:

The personnel to be utilized/hired were described by position, including qualifications and responsibilities that will clarify how each position will support the success of the project by assigning specific tasks to each person (pg. e66-e68).

An implementation timeline for three years will outline the activities of the project by providing dates for completion of each task (pg. e68-e70).

By defining by quarter the activities planned and the persons responsible, as well as benchmarks for each year, the project management team will ensure on-time completion of the project (pg. e70).

The applicant's commitment to engaging under-represented groups in stakeholder roles as well as in the workforce will support the project goal by fulfilling the LSD equity plan (pg. e69-e70).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

- (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 serves 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.

General:

Overview

The applicant described a plan that utilizes adequate resources to produce the positive results described in the proposal. By leveraging district and partner resources, the applicant will utilize grant funds to achieve the desired changes in the district.

Strengths:

The implementation of the two-tier supports (HCMS and Educator Quality) will promote positive systemic change in the district (pg. e71-e72).

The project will create short-term, mid-term, and long-term systemic improvement by the implementation of the planned activities (pg. e71-e72).

Specific plans to build capacity in the school district to provide, improve, and expand services that meet the needs of the target population will support the sustainability of the project after federal funds end (pg. e73).

The project results will be disseminated in a variety of ways that will promote the success of the project for replication by others (pg. e73).

District funds will be utilized as the matching resources for the federal funding which will enhance the opportunities for sustainability (pg. e74-e75).

The multi-year plan of operation for finances that included identifying non-federal funding sources in year 3, partner commitment, stakeholder support, and sustainable practices will increase the likelihood of the project continuing after federal funds end (pg. e75-e76).

Several partners and their contributions to the project will provide a foundation for continuing the project after federal funding ends (pg. e76-e77).

Sustainability strategies were outlined by the applicant will increase the opportunities for continuing the project by leveraging district and partner resources (pg. e78).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

Under this priority, projects that are designed 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 as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.**
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.**
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.**
- d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.**

General:

Overview

The applicant outlines the REAP Career Ladder Strategy to create a leadership pipeline for high-need schools by implementing several programs: Aspiring Leaders Program for internal education leaders, Harvard Strategic Data Project (two-year program for current educators to strengthen capacity to use data), Micro-credentials for high performing educators, Badging to promote self-directed professional growth, and National Board Certification (pg. e17-e18).

Strengths:

Strategies for recruiting, selecting, preparing, supporting, and developing educators will lead to improved classroom instruction and greater student achievement (pg. e19-e20).

The Career Ladder program will support teachers to seek advanced certification and increase the chances of their staying in the profession (pg. e20).

High-quality professional development for teachers that is self-selected as to areas of need and interest and is high impact will address district priorities and improve classroom instruction (pg. e21).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

CPP2 - CPP2

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
 - a) **Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
 - b) **Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
 - c) **High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
 - d) **Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

General:

Overview:

The applicant describes plan to partner with WestEd to conduct an Equity Audit of the district's programs. Based on these findings, the district will develop a plan to eliminate bias in student and educator programs (pg. e22).

Strengths:

The Career Ladder program will nurture the professional growth of teachers with a focus on equity (pg. e23).

The REAP Advisory Board and REAP Professional Learning Team will actively recruit diverse members (pg. e23).

Professional development offered will focus on inclusivity and reducing bias in the workplace and school policies (pg. e23).

An HCMS audit will be used to identify school practices and strategies in need of improvement and will focus on finding opportunities to increase diversity of leadership (pg. e23).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

Last Updated: 09/03/2021 09:40 PM

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Last Updated: 09/03/2021 04:49 PM

Technical Review Coversheet

Applicant: Lansing School District (S374A210007)

Reader #2: *****

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CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	110

Technical Review Form

Panel #2 - TSL - 2: 84.374A

Reader #2: *****

Applicant: Lansing School District (S374A210007)

Questions

Selection Criteria - Need for Project

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

General:

Overview:

The application establishes a strong need for the project. The application aligns programs/strategies, grant activities, and the identified gaps, and completely defines how it will integrate with and build on similar or efforts within the districts included in the consortium. For instance, the application establishes how it is part of a comprehensive effort aimed at improving teaching and learning and details its plan for implementing robust initiatives aimed at effectively meeting the needs of the target population. e23-29

Supporting Statements:

Strengths:

The proposed data management system will improve upon the identified gaps in current student achievement and effective educators by utilizing a data-driven Human Capital Management System to assess and design a comprehensive effort to initiate, strengthen and sustain strategies supporting improvement in High-Need schools. e30

The proposed district renewal projects will improve academic and social outcomes, deliver rigorous content by elevating instructional quality in classrooms serving high-need students by building on lessons learned. e29

The proposed career-ladder based performance compensation system will improve teacher retention and stimulate improvements in overall school culture by elevating and rewarding educators; and promoting continuous educator improvement and learning. e12

Principal Network support will decrease the rate of principal turnover by providing principals with mentors and coaches to improve leadership practice. e12,19

The proposed recruitment, employment and retention strategies will expand the hiring of highly effective and diverse teachers by offering the performance compensation system. e12, 19

The proposed Multiyear New Teacher Network will improve the instructional expertise of new teachers educating Lansing students by supporting new teachers. e12,20

Weaknesses:

None.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

- (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.**

General:

Overview:

The project's design adequately addresses elements of the selection criterion. The proposed project is designed around a consistent rationale and includes a detailed logic model that aligns project activities and goals with intended outcomes. The project's design is rooted in current and relevant literature. The proposed methodological tools (FORECAST) and methods of evaluation are appropriate to ensure successful achievement of project objectives. e58, 37

Supporting Statements:

Strengths:

The proposed project's conceptual framework will likely lead to sound project implementation by providing aligned project activities and outcomes outlined in the logic model provided 76, 55

The detailed project plan will lead to a more organized project implementation by itemizing project tasks, assigning task owners, outlining timelines for specific project deliverables, and allowing all stakeholders to monitor progress in real time. e76,55

The detailed plans to implement a data analysis mechanism will assess project implementation by utilizing quantitative and qualitative assessments. e64,78

The timeline will allow for a meaningful assessment of progress to occur in time for course corrections to be made by providing dates on ongoing activities, e64

The proposed schedule will dictate when implementation data will be collected and analyzed in Year 1 -3 in Quarter 2 by providing timeframes for ongoing actions. e64

Feedback, multiple assessments, monitoring of components and analysis and dissemination of data of will be ongoing by facilitating improvement and sustainability strategies. e64-67

Weaknesses:

None.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

General:

Overview:

The management plan described by the applicant is adequate to achieve the objectives of the proposed project. There is a clear timeline. Roles for key personnel are clearly defined and sufficient staff time allotted to the project will demonstrate the applicant's ability to achieve project objectives on time and within budget. e67

Supporting Statements:

Strengths:

The project's timeline will provide a clear outline for project implementation by positioning key benchmarks with outputs and outcomes outlined in the logic mode. e66,67

Specific deliverables from all key partners and stakeholders involved in the project will improve productivity by offering support for the project. e66, 76

Proposed milestones will initiate continuous improvement and embrace data checkpoints by identifying areas where pivots in strategy of implementation may be warranted. e68

The proposed project's Advisory Board will monitor implementation and expenditures; review, update, timeline and Logic Model to facilitate project completion by convening quarterly meetings. e66-70

The proposed TBD Administrative Assistant will ensure efficient expenditure of funds by overseeing by fiscal resources. e67,70

The key personnel assigned to the proposed project will suggest an opportunity for the project to have a systemic impact on the organization's overall operation by stemming from multiple areas of interest, expertise and departments within the organization. e67

Weaknesses
None.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

General:

Overview:

The applicant considers the adequacy of resources for the project. It proposes the likelihood that the proposed project will: result in system change or improvement; build local capacity to provide, improve, or expand services; and has the resources to operate the project beyond the length of the grant to address the needs of the target population. e71

Supporting Statements:

Strengths:

Proposed student achievement, cultural diversity, and software systems implementation (Unified Talent software) will likely result in system change and improvement by providing, improving, or expanding serves that address the needs of the target population. e72-75

Improving and expanding the proposed Human Capital Management System and Performance-Based Compensation System will likely result in system change or improvement by providing training and professional development services. e68

Proposed resources to operate the project beyond the length of the grant will provide continued products and services for

the target population by providing commitments from partners. e71

Proposed resources to operate the project beyond the length of the grant will provide continued products and services for the target population by providing commitments from partners. e77

Commitment of partners and evidence of broad support from stakeholders (e.g., SEAs, teachers' unions) critical to the project's long-term success will incorporate and sustain curricula and strategies within the institution beyond the grant period by showing support for the project. e84

Multi-year financial and operating model and accompanying plan will ensure that the budget is consistent with the size and scope of the project and can accomplish the activities and goals of the proposal with the total amount of money requested by outlining expenditure and revenues for the project years. e73

Weaknesses:

None.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

Under this priority, projects that are designed 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 as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.
- d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

General:

Overview:

The application provided professional growth and leadership opportunities for diverse educators. Proposed projects are designed to increase the number of well-prepared experienced, effective, and diverse educators to meet the needs of diverse learners, including students with disabilities and English learners. e21

Supporting Statements:

Strengths:

The proposed REAP High Impact Professional Learning program will be offered by Michigan State University, Marzano Research, Learning Sciences International, Harvard University Strategic Data Project, and National SAM Innovation Project.

Stakeholders from traditionally-underrepresented groups will be recruited to serve on Advisory Boards, planning teams and committees by being reflected of persons of color; persons from non-English speaking households; persons with disabilities; persons of poverty – to learn about the needs of under-represented communities and groups. e17

Rewarding Educator Achievement & Performance, a Teacher and School Leader Incentive Program grant will improve educator effectiveness and support the professional growth of teachers and administrators by offering professional development. e21

REAP will facilitate educator growth and improvement by offering extensive professional learning for teachers, instructional personnel, assistant principals, principals and district administrators linked to individual needs identified during annual educator effectiveness evaluations. e17, 21

Reader's Score: 5

CPP2 - CPP2

- 1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
 - a) Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
 - b) Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
 - c) High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
 - d) Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

General:

Overview:

The application adequately addresses methods to increase educator diversity. The applicant proposes high-quality professional development opportunities to educators in High-Need Schools to meet the needs of diverse learners. These opportunities and resources will promote and support development of educator and school leader diversity.

Supporting Statements:

Strengths:

Lansing School District will serve an incredibly diverse urban region and has tremendous by accessing a diverse pool of potential stakeholders. e17-20

LSD will engage as many stakeholders as possible in the implementation and decision-making process impacting REAP and participating schools to broaden support for reform efforts by increasing engagement in education in underrepresented communities to promote school diversity. e17-20

LSD will include -underrepresented groups to serve on Advisory Boards, planning teams and committees – persons of color; persons from non-English speaking households; persons with disabilities; persons of poverty – to learn firsthand about the ever-changing needs of under-represented communities and groups to improve educator diversity by recruiting stakeholders from underrepresented populations. e17-20

LSD will hire and retain a diverse workforce by employing new teacher recruitment that connects LSD with partner universities serving Mid-Michigan and the Capital Area (Michigan State University, Central Michigan University, and Western Michigan University. e17-20

LSD will ensure that students learn from the best trained faculty whose educators reflect rich diversity by targeting, recruiting and hiring from diversified educator preparatory colleges. e17-20

Weaknesses:
None.

Reader's Score: **5**

Status: Submitted
Last Updated: 09/03/2021 04:49 PM

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Last Updated: 09/03/2021 06:21 PM

Technical Review Coversheet

Applicant: Lansing School District (S374A210007)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	100
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	110

Technical Review Form

Panel #2 - TSL - 2: 84.374A

Reader #3: *****

Applicant: Lansing School District (S374A210007)

Questions

Selection Criteria - Need for Project

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

General:

Overview

The applicant demonstrates a clear need for the project. The application connects the proposed projects strategies, grant activities, and the identified gaps. The applicant thoroughly describes how it will integrate with and build on similar efforts within the districts. 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 robust strategies aimed at successfully meeting the needs of the target population.

Strengths

The proposed needs are clearly described for the proposed targeted area. All of the schools in the targeted area meet the TSL definition of a high-need school, have a free-reduced lunch rate exceeding 50% and are impacted by significant equity issues, low performance and substantial achievement gaps among student subgroups (e16). The significant needs also include multiple barriers, including (1) Educator Needs; (2) Student Needs; (3) Family Needs (4) Community Needs; (5) COVID Reentry Needs; (6) 2017TSL Disruption and (7) Gaps and Weaknesses (e24-28). The proposed REAP (Rewarding Educator Achievement and Performance) project will address the identified needs impacting teaching and learning outcomes and equity issues impacting student achievement (e23-e28).

To address the needs of the targeted area, the proposed project will build on district, state and federally funded projects to improve relevant outcomes by (e28-e29). improving learning environments, strengthening mental health support systems, increasing social and emotional learning supports for vulnerable students, and reducing violence impacting schools, students and families (e30).

The needs of the targeted area will also be addressed by a comprehensive effort to improve teaching and learning and support rigorous academic standards for students through increasing equity in access to highly effective educators that have been exposed to high-quality academic opportunities (e30). The needs will also be addressed by incorporating REAP which will expand instructional coaching to support teaching and learning in STEM, Social Studies, Equity, Special Education, ELL Instruction and Social and Emotional Learning (e31). They will also implement a Career Ladder Strategy, Performance-based compensation plan, and Magnet Schools of Choice (e31-32). A career ladder strategy, performance - based compensation plan and Magnet Schools of Choice will also address the proposed needs noted (e31-e32).

The needs of the proposed project will be appropriately met by revising the current framework for professional practice evaluation tool to increase rigor and improve alignment between educator performance ratings and student achievement with a minimum of 40% of evaluation ratings determined by student growth outcomes (e32). Additional appropriate proposed project activities are delineated in the Project Design Framework (e32-e33).

Weaknesses

None noted

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

- (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.**

General:

Overview

The applicant provides a strong project design. The application connects the proposed projects strategies and grant activities to strong evidence-based research and a logic model, which provides a strong rationale. The applicant provides a thorough review of relevant literature that supports a high-quality plan for project implementation. The applicant provides a solid evaluation plan that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Strong evidence is noted in the narrative noting the proposed project and its layers of support will provide the targeted area with a mechanism to make effectiveness-based HCMS decisions, improve instructional leadership, enhance classroom education, improve equitable access to quality teaching for all students and raise achievement in high-need, low-performing schools.

Strengths:

A clear rationale is evidenced by strong to moderate research, as evidenced by What Works Clearinghouse, on teacher training, evaluation, and compensation (e35). This research supports the applicant's proposal to provide three years of new educator supports including induction orientation, new teacher professional learning communities and new teacher mentoring / coaching to support instructional excellence (e35). Appropriate research to support the proposed career Ladder Strategy is also evidenced in the narrative (e35). Additional clearly connected researched evidenced by What Works Clearinghouse is provided in the narrative (e34-e37). The logic model provided clearly connects the inputs, activities, and outputs to the proposed projects short and long-term outcomes (e37-e39; e84-e85). Each of the activities in the logic model are also aligned to the research described in the narrative (e37-e39).

A project design that is high-quality is evidenced by, a design to implement a comprehensive, transformative project that will raise student academic achievement through increased educator effectiveness and elevated equity in learning for all students (e39). A project design that will implement services targeted for highest needs students and schools, is evidenced by a School Priority Level strategy to identify schools most in need of improvement (e40). The research for each of the proposed activities is clearly articulated (e41-e57).

The proposed project design includes a solid evaluation plan that will be appropriately evaluated by a contracted evaluation company EduShift (e57). Four proposed objectives and performance indicators to meet the overall goal of improving student achievement by increasing access to effective educators in high-need schools are appropriately described (e41; e46-e47). Appropriate methodological tools that will ensure successful achievement of project objectives

are described. For example, evaluators will utilize the research-based FORECAST (FORmative, Evaluation, Consultation, And System Techniques) model to guide an objective evaluation structure (e57). Two clearly described research questions are noted and clear processes for answering those research questions are noted in the narrative (e58). The project design is also supported by the use of an outcomes-based evaluation with treatment and control groups (e59). Also to support and effective design the methods of evaluation twill provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. Quantitative and qualitative data will be collected and analyzed by using an appropriate effective size (0.25) and data analysis process (ANOVA) (e60). A detailed evaluation timeline is also evident in the narrative (e63-e64). Evaluators will collect baseline data for each measure to facilitate progress monitoring/promote improvement across project outcomes (e60-e62). The project design is supported by a detailed evaluation timeline with noted benchmarks (e63-e64).

Weaknesses:

None noted

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

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

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

General:

Overview

The applicant clearly provides a structured grant management plan to ensure thorough, timely, efficient implementation of the proposed project with fidelity to the project design. Intentional management connecting project administrators, educators, partners, school personnel, students, families, and community representatives is evident and will ensure inclusive involvement of diverse stakeholders that aligns the proposed project to the needs of the target audience. The management plan is well developed and will ensure that the objectives of the proposed project will be met on time and within budget, including clearly defined responsibilities, timelines.

Strengths:

The proposed management plan is designed to achieve the objectives of the proposed project on time and within budget by ensuring equal access for participation across all services regardless of actual or perceived age, gender, race, ethnicity, religion, disability, veteran status, sexual orientation, gender identity or other protected class (e65). The management plan also describes appropriate project oversight by the project director and the university finance office who will manage expenditures in accordance with state and governmental regulations and will prioritize allocations to ensure completion of project (e65). The planning taskforce appropriately designed the budget to meet the goals and objectives to ensure equal access and promote sustainability of strategies (e65). Uniquely an overall project oversight including creating a budget committee, equity committee and sustainability committee will be done by an advisory board with representation from all key stakeholders (e64). An appropriate management team with the appropriate time commitments and skills to manage the proposed project is evidenced by project director, education quality coordinator, HCMS Coordinator, Administrative assistant, principal coaches and new teacher leaders that will commit an appropriate amount of time into managing the proposed project (e67-e68). The management plan provides strong evidence it will be carried out on-time and within budget by providing a comprehensive timeline with key milestones and benchmarks along with budgeted items that are clearly aligned to the proposed activities (e69-e70).

Weaknesses:

None noted

Selection Criteria - Adequacy of Resources

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

General:

Overview

Substantial evidence that they have resources to operate the project beyond the length of the grant, including a multi-year financial and operating model and accompanying plan is clearly noted in the narrative. They have also provided detailed evidence that demonstrates a commitment of a plethora of diverse partners. They have a clear plan for gathering stakeholder feedback. Stakeholders have also committed to the development of a multi-year financial plan that is critical to the project's long-term success. The applicant will leverage diverse district and partner resources to implement a Teacher and School Leader grant project that promises lasting, positive results that will extend beyond the grant period. The applicant also has an appropriate dissemination plan to share lessons learned, best practices, implementation guides, outcomes, research, and effective strategies.

Strengths:

The resources provided will clearly promote positive and lasting system changes that will improve outcomes for schools, educators and students by leveraging diverse district and partner resources to implement the Teacher and School Leader grant project that promises lasting, positive results that will extend beyond the grant period (e71). The systemic changes will also clearly occur by realigning resources to help build long-term capacity to increase student achievement and promote systemic change in teaching and learning (e71). Also, through a two-tiered approach, the applicant will appropriately promote system change and improve student outcomes (e72-e73).

Appropriate evidence is noted in the application that ensures the proposed project will provide the targeted schools with the resources to improve human capital management systems and strengthen educator quality supports (e73-e74) by implementing multiple, robust talent management and software systems to streamline operations of its HCMS and increase transparency and efficiency in decision-making (e73). Extensive professional development and Career Ladder strategies will nurture growth of educators and increase the overall quality of leadership / instructional practice in all schools, with emphasis on raising achievement in highest-need schools to increase equitable access for highest need student (e74). They will also present data and results at conferences, complete and disseminate implementation guides and share results through published articles in publications (e74).

The project will be appropriately sustained after funding ends through the 50% required non-federal funds match (e74) and by scaling effective practices and catalyzing replication of services to expand reach of federal investment in the project (e74). Funding will be available through appropriate sustainable practices by implementing a multi-year plan of operating and financial plan that includes adjusting practices and improving systems based on audit findings (e75). A strong commitment from appropriate partners by Michigan State continuing their long-term support of teachers and administrators serving targeted schools by offering access to teacher and administrator workshops, online professional learning and coaching designed to help educators raise student achievement and implement research-based educator evaluation systems with fidelity (e76). Experts from the Michigan Association of Secondary School Principals will provide coaching to district and school administrators/principals in the completion of educator effectiveness evaluations (e77)

Coaching will provide secondary shadow observations of educator effectiveness to promote long-term-interrater reliability of evaluations and raise the applicants' confidence in the objectivity of effectiveness (e77).

Weaknesses:
None noted

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).

Under this priority, projects that are designed 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 as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

- a) Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
- b) Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.
- c) Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.
- d) Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

General:

Overview:

The applicant provides strong evidence that they have a proposed project that will support educators and their proposed growth. A strong plan to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, and School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction is evident throughout the application. High quality professional development is also evidenced by multiple examples throughout the narrative.

Strengths:

A comprehensive approach to recruiting, selecting, preparing, supporting, and developing talented individuals to serve as mentors, instructional coaches, and school leaders in high-need schools is appropriately described by building a pipeline of instructional leaders including a comprehensive Career Ladder that prepares educators who attain highly effective performance ratings to succeed in leadership roles and raise student achievement (e17). The Career Ladder strategy includes an Aspiring Leaders Program, professional development from the Harvard Strategic Data Project, Micro-credentialing, badging and opportunities for National Board Certification (e18).

The applicant has also outlined a comprehensive plan to recruiting, selecting, preparing, supporting, and developing talented individuals to improve instructional quality and raise student achievement. The proposed REAP Improvement strategy will strengthen the screening and selection process to assess the effectiveness of prospective teachers,

principals, and administrators by identifying candidates who understand and embrace the LSD instructional vision (e19). The applicant will also collaborate with WestED to develop and implement a plan to recruit, employ and retain minority educators (e19). A clear plan for selecting diverse educators is also evident.

To increase the number of teachers with state or national advance educator certifications in a shortage area the applicant will clearly use the Career Ladder strategy to provide highly effective educators with opportunities to attain state certification, national board certification and/or multiple micro-credential certifications (e20).

An innovative approach to professional development for all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners is evidence by the proposed project including opportunities for educators to self-select professional development from a menu of options that are research-based and approved by the district (e20).

Weaknesses:

None noted

Reader's Score: 5

CPP2 - CPP2

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
 - a) **Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include “grow your own programs,” which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
 - b) **Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
 - c) **High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
 - d) **Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

General:

Overview:

The applicant provides strong evidence of increasing educator diversity. They have created a solid plan to focus on underrepresented teacher candidates by providing professional growth and leadership opportunities that will help to influence school, district and state policies in order to improve diversity. The applicant also describes clear data systems, timelines and action plans for promoting bias free human resources that promote and support educator and school leader diversity.

Strengths:

Through a district-wide equity audit the applicant will determine any systemic biases that may impact equity in professional development opportunities and equity in student opportunities. This audit will clearly help the applicant to identify barriers that reduce representation across diverse groups and help them to devise a plan to overcome these barriers and improve representation of traditionally underrepresented groups in the targeted community. The applicant also has a clear plan to use the data from the audit to develop recruitment marketing and support plans that increase educator diversity, promote retention of diverse educators in targeted schools and improve representation of traditionally under-represented groups in the school's faculty, administration, and staff (e22).

The Career Ladder strategy is an appropriate strategy to ensure professional growth and leadership opportunities for diverse educators, by including opportunities to influence school, district, or state policies to improve educator diversity (e22).

Varying professional development opportunities that are focused on increasing inclusivity and reducing bias in instruction, workplace, and school policies/procedures are appropriately provided by providing workshop opportunities for educators. There are appropriate opportunities that can be self-selected and are related to two critical themes (school climate and equity and social and emotional learning). Micro-credentialing is also provided and will be offered at three historically Black Colleges and Universities (e23).

Significant data systems, timelines, and action plans are in place for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity. For example, they will conduct an equity audit and a HCMS audit to identify systems, policies and plans that need to be revised to better engage traditionally under-represented groups in the field of education (e23).

Weaknesses:

None noted

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 06:21 PM