

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

Status: Submitted

Last Updated: 09/03/2021 11:07 AM

Technical Review Coversheet

Applicant: New Schools for New Orleans, Inc. (S374A210033)

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 #6 - TSL - 6: 84.374A

Reader #3: *****

Applicant: New Schools for New Orleans, Inc. (S374A210033)

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 a comprehensive description of the current situation within the target schools/districts and identifies several areas of need for the proposed TSL project. They provide relevant student level data indicating students have high needs in terms of academic supports and mental health and educator workforce data that indicates that there are several areas of need related to teacher preparation, development, compensation, and retention. The application includes a description of strategies for leveraging current and past initiatives and improvement efforts, demonstrating that the proposed project is a part of a comprehensive efforts to improve teaching and learning.

Supporting Statements:

Strengths:

The applicant includes relevant data that shows that the target schools' population includes 98% students of color, 7% English Language Learners, 16% special needs students with a diagnosed disability, and 95% economically disadvantaged. (pgs. e14, e17) Furthermore, the data shows that more than 50% of students suffer underlying and pronounced effects of trauma. (pg. e30) The data clearly indicates that the target schools qualify as High Need Schools that would benefit from the interventions and new teaching strategies provided by the proposed project.

In terms of documenting student academic performance deficiencies, the applicant includes 2019 data that indicates that, on average, only 23% of students scored proficient on state assessment in core subject areas. (pg. e14) Only 30% of high school students performed at grade level on English Language Arts and math combined assessments in 2019, which is down from 33% in 2018. (pg. e18) These academic performance rates indicate a need for different teaching strategies and academic supports that can be developed with targeted teacher professional development provided by the project.

The applicant describes a variety of gaps, weaknesses, and challenges within the educator workforce that include a lack of robust career pathways, low compensation, inadequate instructional support, and a lack of having a voice in decision-making, which they purport leads to dissatisfaction and high rates of teacher turnover. Between 2016 and 2020, teacher attrition rates sustain at rates between 26% and 31%. (pgs. e21, e22, e31, e32) These gaps, weaknesses and challenges

are creating barriers to effective teaching and learning that can be addressed with the proposed project.

The applicant documents that there is currently low enrollment in Teacher Preparation Programs, which has led to a weak teacher pipeline. They report that 2020 research found that these programs, combined, graduate only 300 teachers, far short of the annual demand of between 700 and 900. (pg. e21) Further exacerbating the situation is that well-prepared Special Education (SPED) and English Language Learner (EL) educators are especially in short supply and in 2019, 38% of SPED classes were taught by out-of-field teachers. The target schools' current pathways do not support advanced certification in teacher shortage-areas, like SPED and EL. (pg. e22) Not having sufficient numbers of qualified educators means that schools are not effectively meeting the academic needs of students across the board and especially students with disabilities or other needs. This is further demonstrated by the revelation that the district is reporting that educators are not effectively implementing the Tier 1 state designed standards aligned curriculum. (pg. e25) To overcome this shortcoming, the applicant's project includes strategies for improving educators' instructional skills through training and targeted personalized support. (pg. e25)

In terms of documenting that the proposed strategies will complement and support current efforts for improving the Human Capital Management System and compensation system, the applicant has designed a project that builds on past system efforts for improving teacher qualifications, teacher recruitment, development and compensation and student academic performance. The project aligns professional development with high-impact residencies and project inclusion of two new schools that will benefit from a stronger more robust HCMS and compensation system. (pg. e26)

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 applicant presents a clear and robust description of their proposed project that includes a comprehensive overview of the Project Rationale and associated research that forms the foundation for the Rationale. The applicant includes a detailed list of the research studies that drive their strategies for improving teaching, learning, workforce recruitment, development, retention, and compensation. The application includes a comprehensive evaluation plan that provides for ongoing formal and informal performance feedback and periodic project progress assessment.

Supporting Statements:

Strengths:

The applicant includes a detailed list of the research studies that meet the What Works Clearinghouse standards that they have used to develop their Rationale, which includes a summary of the relevant outcomes and project component

alignment. (Appendix F, pgs. e161-e164, e198-e202, e33, e34) The applicant includes a comprehensive logic model illustration which articulates the project objectives and accompanying strategies. (pg. e34) Together, the research and the Logic Model demonstrates a strong project Rationale that is based in evidence-based research.

The applicant presents a clear plan for designing, refining, and implementing a comprehensive HCMS/PBCS across the district to increase the number and percentage of diverse, highly effective educators. (pg. e14, e33) They report that while all the project partners have an existing HCMS, each are in different stages of development and implementation, so they will be provided with support to build from and modify the current systems and/or design new systems that reflect the needs of their educators and unique challenges. (pg. e33) These strategies will likely result in a stronger educator workforce who are prepared for teaching and as a result will lead to improved student academic outcomes.

Another important component of the project is the development and implementation of a fair, rigorous, valid, and objective process to evaluate educator performance. The project will work closely with each partner district's HCMS Director, school leaders, and middle leaders to develop and implement new system components. Educators will be evaluated based on a combination of classroom observations and student achievement data. Classroom observations will be performed by target school middle leaders who have been trained and normed on the evaluation rubrics (such as COMPASS). Throughout the year, educators will participate in individualized professional development to increase instructional skills in identified areas, and middle leaders will work closely with educators to monitor progress. A final observation will be performed in the spring to assesses growth and effectiveness. (pg. e35) These strategies are effective means for providing educators with performance feedback and for planning responsive professional development opportunities.

A key strategy for facilitating the implementation of the new teacher improvement strategies includes providing leadership bonuses to instructional leaders to fairly compensate them, as they increase their responsibility and expand their sphere of influence to impact a greater number of students. (pg. e37) Each of the target districts will design a tiered approach to performance-based pay, ensuring that effective teachers and leaders are rewarded a bonus of, on average, approximately 10% of their salary. (pg. e38) Furthermore, the project will incentivize the recruitment, retention, and development of SPED/EL teachers by enabling target schools to implement at least one of the following strategies: (1) \$3,000 hiring bonuses, (2) higher pay scales and/or (3) \$3,000 advanced certification awards (pgs. e40, e41) These strategies will strengthen the educator workforce retention efforts.

Another critical component of the proposed project is the design and implementation of professional development strategies, emphasizing instructional leaders and SPED and EL instruction for all educators to improve instruction in inclusive and specialized settings. (pg. e39) The SPED and EL educators will participate in SPED and EL Hubs that enable them to learn from instructional best practices across the city, which help these specialized teachers learn to unpack standards, create standards-aligned lessons, scaffold and modify high-quality, standards-aligned curriculum with fidelity. (pg. e40) These strategies will strengthen teaching strategies for all students, especially those who are deemed special needs or English Language Learners.

In terms of providing ongoing performance feedback and periodic assessment of project progress, the project will contract with an independent evaluator to aid with the intermediate and Annual Progress Reports. The evaluator will provide feedback on implementation fidelity monthly and deliver an annual evaluation report (pg. e43) Professional Development analysis will be conducted semi-annually. There will be Quarterly evaluation meetings with the Project Team (pg. e49) The proposed evaluation strategies will likely result in timely and useful analysis and recommendations for project adjustments to ensure project effectiveness.

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 presents a comprehensive grant management plan that clearly defines the project objectives, associated activities, milestones, personnel responsibilities and timelines for implementation and completion. The management structure and operational plan is adequate to ensure project implementation within budget and within the proposed grant timelines.

Supporting Statements:

Strengths:

The applicant describes a plan to have the project led by a full-time Project Director who is supported by a consortium of partners. (pg. e49) The Project Director will work closely with applicant organization's Executive Director of Finance, who has worked on past federal grants to ensure financial compliance of all partner organizations. The organization's Chief Innovation Officer, who will be ultimately responsible for Grant Management and project success, is the architect and director of a continuum of organizational talent development programs. (pg. e50) The leadership team includes having a designated TSL Director at each of the participating schools who will serve as the project point of contact and will oversee the implementation of all school-level project strategies. (pg. e50) Finally, TNTP, a non-profit vendor will deliver technical assistance to the project partners on three main areas of support: (1) compensation design for school leaders, (2) career pathway development, and (3) leader development and support (pg. e50) The applicant has demonstrated that there is a strong project leadership team in place that has the experience, expertise and resources to effectively implement and management a project of the proposed scope and intensity.

The applicant includes a comprehensive Implementation Plan (pgs. e167-e169) that details project strategies, activities, personnel responsible, milestones and timelines aligned with the project objectives. This is complemented by a detailed Grant Management Plan that outlines major project activities and milestones and identifies key personnel who are responsible for each. (pgs. e176-e181) Together, these plans demonstrate a strong plan for implementation, monitoring and assessing project progress so that the project occurs on time and within budget.

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 demonstrates that they have adequate resources to implement, manage and monitor the proposed project by providing a comprehensive set of budget worksheets and a reasonable description of a sustainability plan for the project beyond the grant funding period. The project is intentionally designed to provide autonomy and supports to the partner districts so that there are sustainable systems change across the schools.

Supporting Statements:

Strengths:

The project builds local capacity by providing high quality professional development with an emphasis on special education and English Language Learners. At the district level, the capacity is built through streamlining hiring and professional development, increasing knowledge and skills by having effective educators collaborate with and teach peers and through increasing district financial health by saving on hiring costs for new educators over the long term. At the school level, capacity is built by developing strategies for retaining effective educators who will share their leadership skills and knowledge with others, developing and implementing evaluation tools that make the process of identifying and training effective teachers more efficient. (pg. e53, e196) These strategies will likely increase the effectiveness of teachers and instructional leaders and foster long term retention of the workforce.

In terms of demonstrating that there is a financial plan for sustainability, the applicant has initiated external fundraising activities and has already secured a combination of local public and philanthropic funding to provide the required matching funds for the first two program years. (pg. e54) There is deep commitment from all stakeholders as documented with letters of support and commitment (Appendix C). Furthermore, to create operational sustainability, the program design enables ongoing analysis of the effectiveness of each strategy in achieving the aligned objective, allowing easy identification of strategies that have been maximized and can be ramped down when the grant expires, reducing cost sacrificing project outcomes. For example, a major project outcome is to increase the percentage and efficacy of SPED and EL educators. By strengthening this pipeline during the first 3 years of the project through hiring bonuses, credentialing, and retention strategies, the district will be able sustain project success and long-term financial stability after the grant period ends. (pgs. e53, e54)

The application includes comprehensive budget worksheets (pg. e194, e211-221) and a sufficient budget narrative (pg. e218) that demonstrates that there are adequate funds and resources to effectively implement and manage the proposed project. They demonstrate that there are the required matching non-federal funds and resources. (pg. e213) The proposed budget will ensure that the project can be effectively implemented on time and will fidelity.

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's proposed project emphasizes the creation and implementation of practices and strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators, with emphasis on meeting the needs of diverse learners, including students with disabilities and English learners.

Supporting Statements:

Strengths:

The proposed project meets the criterion for Competitive Preference Priority #1 by designing and implementing professional development strategies to increase effective educators, emphasizing instructional leaders and special education (SPED) and English language learner (EL) instruction for all educators. The strategies include identifying and preparing new instructional leaders with targeted, differentiated professional development; implementing recruitment and/or retention incentives (hiring bonuses, higher salary scale) for hard-to-place SPED/EL roles; and providing multiple avenues to improve EL/SPED instruction, including incentives to earn specialized, advanced certification. (pgs. e19, e20) These strategies working together will likely strengthen the district's capacity for recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators who can meet the unique needs of the students, including those with diagnosed disabilities and/or who are English Language Learners.

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 presents a project that is clearly designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. Project activities include the development and implementation of educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, supporting “grow your own programs” at the participating school districts, and providing high-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.

Supporting Statements:

Strengths:

The proposed project includes plans to design and implement strategies to increase teacher and leader diversity and support equitable HCMS/PBCS within each of the participating districts. To achieve this objective, the project will implement innovative strategies to recruit and prepare underrepresented teacher candidates; conduct equity audits to understand educators’ perceptions to influence the creation of an equity plan, which will provide a timeline for actionable steps to ensure an inclusive, equitable working and learning environment; and provide expert professional development to build awareness in all educators and HCMS staff to reduce racial and gender bias and ensure a sense of belonging for all students and staff. (pg. e20)

To meet the criterion for Competitive Preference Priority #2, the project prioritizes the recruitment of local teachers, who are significantly more likely to remain in “hard to staff schools”. The project includes strategies to strengthen the local educator pipeline through recruitment strategies that emphasize diversity and equity. To recruit diverse educators at the local level, each school will implement at least one of the following innovative educator outreach strategies, all of which have strong track records of success: “Grow Your Own” High School Program, New Teacher Cohorts, Reach University, and/or Relay Graduate School of Education or a university teacher residency program. As a result of these recruitment strategies, project partners will increase the percentage of local and diverse participants who progress in and complete local teacher preparation programs. To promote equitable systems, the non-profit vendor will conduct equity audits at each of the participating districts that will identify challenges to teachers’ access to leadership roles and fair compensation and reveal inequities in each district’s HCMS/PBCS. Professional development will be provided to all educators to increase awareness and reduce instructional bias; school leaders to build their own cultural agility and build an inclusive community where all staff feel a sense of belonging; and HCMS staff to reduce racial and gender bias across their HCMS/PBCS in order to foster an inclusive, equitable, and supportive workplace. Each partner district will create an equity plan, including timelines, data systems, and action plans to promote inclusive and bias-free HCMS practices. (pgs. e41, e42)

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted

Last Updated: 09/03/2021 11:07 AM

Status: Submitted

Last Updated: 09/03/2021 12:29 PM

Technical Review Coversheet

Applicant: New Schools for New Orleans, Inc. (S374A210033)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	23
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	98
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	108

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #2: *****

Applicant: New Schools for New Orleans, Inc. (S374A210033)

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:

The applicant presented a discussion that provided justification for the proposed project.

Strengths:

- (i) The proposed project will address gaps and weaknesses in services and infrastructure through partnering with stakeholders, implementing better initiatives, making financial investments, and incorporating evidence-based strategies (e. 18). The applicant noted weaknesses in the target area that included low skilled teachers, lack of teacher certifications, high teacher attrition, lack of in-service professional development sessions, and limited career pathways (e. 21-25). The proposed expansion of the program's human capital management system and implementation of a high-quality professional development model will address the challenges in the district through mentorship, teacher coaching, professional development plans, and teacher evaluations (e. 21-25).
- (ii) The proposed project will improve relevant outcomes from funding streams such as state funds, philanthropic funds, Teacher Incentive Fund, and SEED Grant (e. 26). The applicant explained that funding will support services that include instructional leadership sessions, teacher observation, professional development and training, performance compensation, and recruitment and retention of effective teachers (e. 26-27).
- (iii) The proposed project will improve teaching and learning as well as rigorous academic standards through services that include classroom placements and mentorship, teacher evaluations, instructional coaching, and developing personalized professional development plans (e. 29-30).
- (iv) The proposed project's design is complete and comprehensive because it address the issues, gaps, and weaknesses highlighted in educator surveys (e. 29). The applicant noted several areas of concern indicated by teachers that included limited career pathways opportunities, low compensation, lack of direction and guidance in classroom instruction, and lack of teacher empowerment (e. 32).
 - (i) The applicant did not provide a discussion that resolves the issue of teacher attrition and its impact of student outcomes. There was no detailed information cited regarding at what level and magnitude of teacher attrition present in the district that would justify specific services and programs.
 - (ii) No weaknesses noted.

- (iii) No weaknesses noted.
- (iv) No weaknesses noted.

Reader's Score: 23

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:

The applicant presented a comprehensive discussion regarding the components of the research design as well as the research/literature to support the project.

Strengths:

- (i) The proposed project logic model rationale provides a systematic approach to implement services that addresses recruit and retention, professional development and training, teacher certifications, teacher assessments, and teacher observations (e. 34). The logic model will included inputs, strategies, outputs, and outcomes (short-mid,-long) (e. 34). For example, to increase and prepare diverse educators the program will utilize the resources of stakeholders to fund teacher preparation programs and develop equity plans (e. 34).
- (ii) The proposed project evaluation plan utilizing process and outcome evaluation will provide valuation insight regarding the implementation of the services and activities as well as the impact and outcome of program services (e. 44-46).
- (iii) The program's proposed rubric-based feedback tool, program meetings, evaluations, and individual meetings will be used to identify program areas of growth and those that need revision (e. 48-49). The evaluation team will oversee this process and meet regularly with program partners, project director and staff, and stakeholders to discuss the evaluation methods and assessment (e. 48). The applicant noted that all meetings, focus groups, and interview notes will be analyzed quarterly (e. 45).

Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) No weaknesses noted.
- (iv) 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:

The applicant provided a management plan that met the conditions of the criteria. It was clear who would be responsible for the project as well as the groups to assist in collecting valuable information relating to meeting goals and objectives.

Strengths: The proposed project management plan is strong due to an established grant management team (e. 49). For example, the Chief Innovation Officer, who will work directly with the Project Director, has technical experience and expertise in grant management (e. 50). The applicant noted that the Project Director will work closely with the Executive Director of Finance to ensure financial compliance of all partner organizations (e. 50). The applicant provided strategies, activities, and milestones for the project (e. 43).

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:

The applicant presented a discussion that included aspirations of increased qualified and skill personnel, expanding capacity, and utilizing resources .

Strengths:

- (i) The proposed project expansion of the human capital management system and performance-based compensation system will demonstrate system change or improvements through collaborations with charter management organizations, the implementation of a more productive educator pipeline structure, enhanced retention strategies, functional career pathways, and personalized professional development plans (e. 51-52). The applicant presented narratives for short-term and long-term improvements that will align all the needs of the program (e. 52).**
- (ii) The project proposes a high-quality professional development model that will build local capacity through teacher collaborations, teacher, and leadership feed-back, observations, evaluations, and human capital management system and performance-based compensation questionnaires (e. 52). The applicant explained that these methods, along with program services, will create an efficient system that will increase the number of well trained and better compensated teachers (e. 52). Therefore, there will be less issues relating to teacher retention and attrition (e. 52).**
- (iii) The proposed project use of resources by stakeholders: school-support and teacher organizations, policy makers, and diversity, equity, and inclusion vendor will sustain the project beyond the length of the grant (e. 54-55). The applicant noted the project support from local public and philanthropic funding that will continue during and after the**

project has ended (e. 54)

Weaknesses:

- (i) No weaknesses noted.
- (ii) No weaknesses noted.
- (iii) 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:

The proposed SPED and EL Hubs will assist educators by providing instructional best practices in the areas of standards-aligned lessons, standards-aligned curriculum, and modifying with standards so that all students are learning grade-level standards (e. 40). The applicant explained that educators in the field will be provided professional development workshops to understand how modify lesson plans in the end will improve student outcomes (e. 40).

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:

Strengths:

The proposed educator outreach strategies aimed at inclusion and diversity will include outreach of local teacher preparation program at institutions of higher learning (e. 42). The effort in strong due to the program's concerted effort to increase minority participation through the implementation of equity audits that identify problem areas (e. 42). The program's Diversity Equity and Inclusion vendor will be important in this process because that person will bring awareness to the importance of mitigating institutional bias (e. 42).

Weakness:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 09/03/2021 12:29 PM

Status: Submitted

Last Updated: 09/03/2021 01:40 PM

Technical Review Coversheet

Applicant: New Schools for New Orleans, Inc. (S374A210033)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	22
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	97
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
 Total	110	107

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #1: *****

Applicant: New Schools for New Orleans, Inc. (S374A210033)

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 full and clear need for the project, as well as the magnitude of those needs. The applicant also clearly aligns those needs to the chosen strategies of the project. The applicant also demonstrates how the project will build upon similar efforts and is part of a comprehensive effort to improve teaching and learning. This project is likely to meet the identified needs of the population.

Strengths

The applicant has clearly identified needs, including the magnitude of those needs, at the systemic and individual levels (e21-25). As a whole the surrounding context has had difficulty with increasing retention rates, seemingly due to factors such as a lack of support to implement the new standards aligned curriculum (e32), better pay and opportunities for career advancement at their current career sites (e31). Pairing classroom teachers with instructional leaders and providing targeted, individualized instructional support is highly likely to positively influence curriculum implementation and overall teaching and learning, as teachers build their instructional capacity.

The applicant has also noted the negative effects of not having sufficient certified teachers in critical shortage areas such as special education (e22). In addition to the professional development embedded into this project, providing higher salaries, hiring and/or certification bonuses for critical shortage areas (e.g., SPED/EL), and promotions based on effective evaluations (e34), is likely to promote the retention and effectiveness of all educators and reduce the teacher shortage in critical subject areas.

Because local educator preparation programs produce only about one third of the teachers needed for the school year (e21), this project proposes to implement efforts to retain the teachers it has through expanded career pathways and improved and aligned PD, which are both likely to increase educator satisfaction as their concerns for adequate support and growth are addressed and develop educator preparation programs. Direct PD to support effective implementation of new curriculum will undoubtedly increase student achievement on some level and it is highly likely that CMO-led preparation programs will develop more candidates for their schools and reduce the need for new educators. As

instructional strategies and implementation of the new curriculum improve for teachers, some level of advancement in student achievement is likely to be attained.

The applicant provides a detailed matrix showing the efforts upon which this program will build (e152). The proposed project will build upon similar efforts in the district to improve teaching and learning. All CMO partners currently have HCMS, but they are all in different stages of HCMS/PBCS development and implementation. With the support of SEED, TIF 3 and TIF 5 funding these CMOs established foundations for these systems (e.g. data use, financial incentives, etc.) (e25, e26). This project will support these CMOs in further developing these systems. Building upon current systems and structures in the district helps promote longevity of the interventions proposed by this project and create alignment across the educational system in the district.

This project is part of a comprehensive effort to improve teaching and learning in New Orleans (NOLA) since 2005 (e17). As evidenced by the multiple grants to improve teaching and learning (e.g., TIF 3 and 5, e20), NOLA has placed a concerted effort on improving teaching and learning and has shown gains. Improvements from the SEED grant led to more effective educators returning to their respective schools the subsequent year than in other schools in NOLA (e26). NOLA has also created policies and provided resources that encourage and support (1) the creation of new instructional leadership roles and (2) the utilization and effective implementation of high quality curriculum (e27). This comprehensive effort has shown a strong commitment to improving the academic achievement of NOLA's students, continuously. This level of support promotes sustainability of the project's outcomes.

Weaknesses

The applicant has placed heavy emphasis on the new curriculum not being implemented properly as a major factor negatively impacting student achievement but sufficient (e25) information to support this was not provided. Undoubtedly if a solid, research based curriculum is not implemented appropriately, it can lead to deficits in student learning, but no compelling evidence was provided to support this correlation for this context. As such, it is difficult to say with certainty that the proposed project will address the needs of the target population and particularly the students.

Similarly, the applicant emphasizes a direct link between teacher attrition and student achievement, with no research basis or compelling statistics to support this assertion or even quantify it (e.g., e17) and without such evidence, it is difficult to say with any manner of certainty that the proposed interventions will address the specific needs of this specific population and ultimately lead to gains in student achievement.

Reader's Score: 22

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 all elements of the selection criterion. In the application, and is also grounded in the relevant literature. The evaluation plan for obtaining regular performance feedback is robust and likely to provide ongoing information for mid-course corrections, if needed. The proposed methodological tools and methods of evaluation

seem appropriate to ensure successful achievement of project objectives.

Strengths:

The applicant has demonstrated a rationale for the proposed project, citing statistics around teacher attrition, average years of services and certification status (e35). To directly address these issues, NOLA has proposed to focus on retaining mid-and-high performing educators to allow them time to develop their skills and increase efficacy and also base hiring, promoting and incentivizing around evaluation data to ensure effective educators (e35). Keeping effective educators and retaining those showing promise of effectiveness with appropriate supports could be successful in helping build the teaching force for NOLA, and reduce the current gap between the number of teachers available through hiring and retention and the number of teachers needed to fully staff all classrooms.

The applicant has proposed a solid implementation plan that includes strategies, activities and milestones for each objective of the project (e167). The methodological tools cited for implementation also seem appropriate to the project. The plan documents, in detail, the critical steps necessary to put the project in place and achieve its objectives. It provides a step-by-step list of tasks with assigned owners and due dates. Having a detailed plan for implementation of the project will assist with keeping the project team on track and focused towards the intended outcomes.

Each CMO will further develop and tailor this implementation plan to meet the specific needs of their context. These plans were provided in pages e134-159. They also provided detailed information for each CMOS' implementation and demonstrate use of appropriate methodological tools. This further supports the likelihood that the project will be implemented successfully to achieve its intended outcomes.

To obtain performance feedback and periodic assessment data, the project will rely on multiple methods of periodic evaluation throughout the year (e.g., focus groups, interviews, surveys, etc. e45). Project teams will receive updates quarterly, allowing for mid-course corrections (e45), if necessary. An annual evaluation report will also be conducted (e42).

The outcome evaluation includes several tools for measuring related to each need the project is designed to address (e.g., student achievement, educator quality and satisfaction, retention data, residency enrollments). Quantitative targets for each of the performance measures will also be developed on the basis of prior year results for each, allowing for an individualized focus on areas of growth for each CMO (e46). This helps ensure that components of the project are appropriately evaluated and monitored for progress throughout the project, which ultimately increases the likelihood of positive impacts on the results of the project.

Weaknesses:

None cited.

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 provided management plan is detailed, with timelines and seems adequate to achieve the objectives of the proposed project. The project has also identified key personnel to support the project who have past experience with such

endeavors, which will help increase the chances that the project is completed on time and within budget.

Strengths:

The applicant provided a management plan (e176), with clearly identified activities, milestones and owners. The project has also identified several key personnel with experience running similar programs and in some cases, working on other TIF grants in New Orleans. (e49-51). A full time NOLA TSL Project Director will also be hired to support the overall project and each CMO, will ultimately be responsible for the implementation of its program (e50). That helps increase the likelihood that the project will be completed on time and within budget. Each CMO also provided a detailed implementation plan for its network (e167-169).

Weaknesses:

None Cited.

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 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.**

General:

Overview

The proposed project is likely to lead to systemic change and build local educator capacity through targeted PD, performance bonuses and other supports. The applicant has demonstrated broad support for the program and promising results for future funding to sustain the program.

Strengths:

Because this project will build upon similar efforts in the district to improve teaching and learning and also has a broad reaching impact of 27 schools (e20), it is likely that it will lead to system level improvements. The targeted PD supports (e59) will also likely improve educator capacity and ultimately student learning across the CMOs. Educator supports, such as EL and SPED hubs will also help educators share best practices and build capacity across the network of schools (e44).

The applicant has presented a plausible multi-year operating model that is likely to lead to sustainability. The lead applicant has significant experience overseeing large budgets from public and private funding (e19) and has a history of securing funding to support such projects. CMO will also allocate funding toward the project, and NOLA-PS' Systemwide Needs Fund

Will supports recruitment and retention strategies and serves as another potential source of revenue as funding (e51) for the project. Letters of support from a variety of stakeholders have been provided starting on page e51 (building leaders, teachers, parents, Louisiana Dept. of ED, etc.). Demonstrated support from such a broad

array of stakeholders increases buy-in and supports sustainability beyond the grant's end.

Weaknesses:

None cited.

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:

Strengths:

The project proposes to implement innovative strategies to recruit and prepare underrepresented teacher candidates; conduct equity audits to understand educators' perceptions to influence the creation of an equity plan, and provide expert PD to build DEI awareness in all educators and HCMS staff to reduce racial and gender bias (e20).

The project will also utilize three strategies to improve instructional quality for students in SPED/EL programs: (1) participation in SPED and EL Hubs to share practice; (2) PD to improve the SPED/EL instruction will be provided to all educators to improve instruction in inclusive and specialized settings; and (3) provide monetary incentives/rewards for recruitment, retention and specialized professional growth (e44). These strategies will directly address all of which are likely to result in positive outcomes for students and educators.

Weaknesses:

None cited.

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:

Strengths:

The applicant will work with each CMO to implement Innovative recruiting strategies to attract diverse candidates. PD will be provided to all educators to increase DEI awareness and reduce instructional bias; 2) leaders to build their own cultural agility and build an inclusive community where all staff feel a sense of belonging; and 3) HCMS staff to reduce racial and gender bias across their HCMS/PBCS in order to foster an inclusive, equitable, and supportive workplace. Each CMO will also develop its own equity plan to address identified DEI issues (e42). This is a direct and comprehensive plan for ensuring diversity and equity.

Weaknesses:

None cited.

Reader's Score: 5

Status: Submitted

Last Updated: 09/03/2021 01:40 PM