

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

Status: Submitted

Last Updated: 09/02/2021 10:45 PM

Technical Review Coversheet

Applicant: Winchester School Board (S374A210003)

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	24
Sub Total	100	96
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	3
Sub Total	5	3
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	104

Technical Review Form

Panel #3 - TSL - 3: 84.374A

Reader #1: *****

Applicant: Winchester School Board (S374A210003)

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 has provided relevant information regarding the need for the project. The application identifies gaps and weaknesses and will utilize existing funding streams from other programs to improve Relevant Outcomes. The applicant's plan includes supporting rigorous academic standards and using assessments to identify and address the needs of the target population. However, the applicant has not fully described the nature of all gaps that have been identified.

Supporting Statements:

Strengths:

Data that describes the lack of highly efficient teachers depicts specific gaps and weaknesses in services as well as a clear depiction of the needs that will be addressed such as a 44% retention rate for highly effective teachers and the lack of career ladder opportunities that are contributing factors to teacher turnover (e19-23). The REACH program provides useful strategies to integrate with or build on similar or related efforts to improve relevant outcomes and includes leveraging Title I and II funding to supplement the professional development, mentoring, and coaching which will aid in further supporting high-quality education and closing the achievement gap among students (e 24). Moreover, the proposed personalized learning approach curriculum, will clearly improve teaching and learning and support rigorous academic standards through an alignment with Virginia Standards of learning which establishes minimum expectations in core subject areas such as English, Mathematics, Science, History, and Social Studies and includes assessments that provide information on the proficiency level of students (e 25-26). Furthermore, needs assessments will support and successfully address the needs of the target population through identifying academic and infrastructure deficiencies that can be used to offer support services, intervention and facilitate improvement in schools. (e 23-30)

Weaknesses:

The applicant has not provided complete information regarding the nature of the gaps identified. For example, the

applicant has not provided details regarding why there is a lack of diversity among teachers within their district. This information is needed to assess the extent to which proposed strategies will effectively address deficiencies (e20-21).

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 applicant's design and rationale are clearly linked to relevant literature, a high-quality plan for project implementation, and selected strategies and tools that support enhanced academic achievement among students. Methods of evaluation are suitable and will include assessing the progress toward achieving intended outcomes which will occur through providing performance feedback and periodic assessment of progress.

Supporting Statements:

Strengths:

Within the logic model, evidence-based recruitment, hiring, and retention activities fully substantiate their design and provide a rationale that correlates with their overarching goal to redesign their division's existing Human Capital Management System (HCMS) and develop a Performance-Based Compensation System (PBCS) to attract and retain effective and diverse educators, increase teacher effectiveness, and improve access to effective educators in their division's seven high-need schools. The expected achievement is clear within the proposed logic model and the evidence-based activities effectively guide the proposed project design (e 18, 59). The applicant's Develop, Invest, and Engage methodologies which are based upon empirically based research, will sufficiently support project implementation and the achievement of project objectives through evidence-based activities such as innovative recruitment, implementing the Opportunity Culture Multi-Classroom Leadership (MCL) model, enhanced academic support, and high-quality professional development that has been proven increase academic success among students. These findings are based upon a high-quality literature review that details the improvement of student achievement and teacher and school leader outcomes especially with regards to high-need schools (e 36-39). Monthly check-in meetings with the evaluator to share updates on the evaluation process; sharing results of the formative evaluation and measures of implementation fidelity; and discussing interim evaluation findings are methods of evaluation that will clearly facilitate performance feedback and permit periodic assessment of progress by providing frequent opportunities for collaboration. Methods of evaluation will provide timely guidance for quality assurance and determine if adjustments will be needed for the program (e45).

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 has provided clear information that demonstrates that qualified personnel, financial resources, and management will build capacity and accomplish project tasks. They have demonstrated through a depiction of clearly defined responsibilities, timelines, and milestones that they can bring the proposed processes, strategies, and practices to scale and ensure that initiatives will be developed.

Supporting Statements:

Strengths:

The REACH Management Team will sufficiently support implementation and monitoring by utilizing a structured plan that is spearheaded by a highly qualified Project Advisor who holds a Doctor of Education in Organizational Leadership, a Master's in Education in Administration, and has over 35 years of education and leadership experience, and experience serving as a Project Director. This experience will undoubtedly allow the Advisor to administer the project efficiently, since he is likely to be familiar with project implementation and oversight (e45-46). The Project Director will fully ensure that tasks will be implemented on time and within budget through monthly monitoring and devoting 100% of his time and effort to project oversight and programmatic and fiscal management (e 45-46). Timelines and milestones are linked to key personnel and include timeframes and checkpoints for planning, management, evaluation, and professional development which provides a clear roadmap for the implementation of the proposed project. As such, the clear correlation between staff responsibilities and tasks and established milestones will enable the applicant to assess progress on an incremental basis. This will allow the project to stay on task and ultimately accomplish its goals and objectives (e 48-50).

Weaknesses:

None 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 narrative includes activities that support systemic change and sustainability through capacity building. The plan is strengthened by the inclusion of a multi-year financial and operating model and accompanying plan; the demonstrated commitment of partners; and evidence of broad support from stakeholders. However, the recruitment of participants is not noted.

Supporting Statements:

Strengths:

Proposed teacher achievement and professional development outcomes will clearly result in system change and improvement as the expected 3% increase in the number of teachers earning a summative evaluation rating of Exemplary will undoubtedly impact the overall academic quality of their district (e 40). The REACH program will clearly build local capacity to provide, improve, or expand services through implementing a rigorous curriculum that will support continued improvement among students and through providing professional development that will increase knowledge and skills as well as support a broad range of staff (e52). The continued use of local funds and in-kind resources will allow the full operation of the project beyond the length of the grant and includes the ongoing use of Title 1 funds that will supplement staff positions and professional development (e 56). The multi-year financial and operating model clearly supports the applicant's long-term sustainability plan by providing a depiction of how and when feedback from partners and funding initiatives will begin which will ensure that sustainability planning will be prompt and ongoing throughout the implementation of the project (e 55-56). Letters of support from partners and stakeholders provide sufficient evidence of the ongoing commitment to the project through descriptions of how they will continue to offer services such as staff recruitment and advertising which will maximize the program's success and ensure sustainability (e 56-57).

Weaknesses:

The narrative does not include a recruitment plan for professional development activities which is needed to depict the extent to which capacity will be built and sustained (e 55-56).

Reader's Score: 24

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 has provided a strategy concerning professional development opportunities in High-Need Schools. However, the applicant has not provided sufficient evidence of how they will meet the needs of students with disabilities and English learners.

Supporting Statements:

Strengths:

A teacher-driven professional development framework will clearly provide support to educators in High-Need Schools through collaboration with peers and providing feedback and modeling in evidence-based instructional practices which will assist with setting improvement goals that have a positive impact on low-income students. Offering professional development that will include project-based learning, personalized learning as well as equity and culturally responsive practices are topics that can be useful in understanding the needs and goals of students and can be used to tailor instruction to address those needs. (e 33-34).

Weaknesses:

The applicant has not provided comprehensive information regarding how professional development activities will sufficiently address students with disabilities and English learners. As such, the applicant has not provided a complete plan that will ensure that these groups will be provided with supportive instruction (e 33-34).

Reader's Score: 3

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:

(Maximum Points 5)

Reader's Score: 5

Overview:

The applicant has clearly described a "grow your own program," which will provide a pathway for minority candidates to enter the teaching profession.

Supporting Statements:

Strengths:

The "Grow Your Own" program will provide suitable strategies to attract underrepresented teacher candidates by providing \$20,000 of financial support from the Handley Trust to encourage minority teachers and teaching assistants to earn degrees or certifications in hard-to-staff subject areas. Hiring a Diversity Recruitment Specialist will be an effective strategy for sourcing candidates by providing dedicated staff who will focus efforts on ensuring that minority candidates are targeted through providing outreach to partnering HBCU's and local institutes of higher learning. (e 8, 31).

Weaknesses:

None noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Winchester School Board (S374A210003)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	18
Quality of Project Design		
1. Project Design	30	26
Quality of the Management Plan		
1. Management Plan	20	17
Adequacy of Resources		
1. Resources	25	21
Sub Total	100	82
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	3
Sub Total	5	3
Total	110	90

Technical Review Form

Panel #3 - TSL - 3: 84.374A

Reader #2: *****

Applicant: Winchester School Board (S374A210003)

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 identifies gaps in services, infrastructure and opportunities, including the nature and magnitude of these gaps. The applicant indicates that the project will use funding from other community resources and identifies that the project will integrate with related efforts to improve relevant outcomes. There is clear evidence that the project is part of a comprehensive effort to improve teaching and learning. It is likely that some components of the project design will successfully address the identified needs however, it is not clear that all components will support these efforts to fully address the needs of the target population.

Strengths

The proposed Human Capital Management System integrations that link tools into a single platform will support staffing goals by enabling more timely and effective decisions with regard to hiring and placement by making data more accessible in real time. e21-22

The implementation plan provides adequate evidence that it will increase staffing of minority teachers via the Grow Your Own program to support minority teachers and teaching assistants currently working within our division to earn degrees or certifications in hard-to-staff subject areas. e8, e22

Support from the Handley Trust will support teacher professional growth via their commitment to supporting the Grow Your Own component. e31

Weaknesses

The proposed PBCS is intended to enhance academic outcomes by identifying most effective teachers, however the extent to which the project will accomplish and the rationale for the approach is not adequately clarified, and rather the applicant presents this. e19-20, e22

The proposed PBCS is not adequately supported by the evidence, and in fact some evidence presented in the review of literature possibly suggests a contrast with the proposed model. E.g. "While the researchers concluded that the results suggest that merit pay could improve student test scores, they cautioned that attention should be paid to program design and implementation," signaling that the program is not sufficiently evidence-based. e39

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 application demonstrates a clear rationale for the proposed project and provides a strong logic model. There are adequate methodological tools to ensure achievement of project objectives. While some evidence presented in the review of literature thoroughly supports the project design, there is some evidence presented that possibly undercuts the overall design.

Strengths:

The MCL model implementation plan will support increases in achievement for more students by incorporating opportunities to refine the implementation process based on current, reliable data. e35

The REACH goals and the Theory of Change will likely support high-quality outcomes in learning opportunities for both educators and students by offering teacher leadership roles that will consistently provide the appropriate professional development for the other educators in the particular school, while incorporating ongoing feedback through formative and summative evaluations. e43-45

The logic model supports the program design by outlining clear short- and long-term outcomes increasing the likelihood that the benchmarks will be met throughout. e59

The review of literature adequately provides evidence to support the MCL model approach. E.g., Brookings Institution study indicating student gains in reading and math (additional comments below). e39

Methodological tools thoroughly support implementation by indicating specific baseline data, goals, and measurement tools. When the correct tools are chosen to measure intended outcomes, more accurate and ongoing feedback and needed improvements can occur. e40

Weaknesses:

The evidence presented in review of literature largely supports the overall structure of the proposed project, however, some evidence may not fully align with the proposed PBCS plan. The applicant indicates that "While the researchers concluded that the results suggest that merit pay could improve student test scores, they cautioned that attention should be paid to program design and implementation," otherwise the funds used for this purpose may not actually have the intended outcomes. e39

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 seems largely adequate to meet the objectives of the proposed project. The management plan includes clearly-defined responsibilities, timelines, and milestones.

Strengths:

The proposed timeline supports project REACH implementation by clearly identifying milestones, as well as the project owners responsible for achieving them. Specific dates that deliverables are due are indicated. Each goal of the REACH program (e.g. Goal 1: Design, expand, and implement HCMS and PBCS) is indicated in its own section of the timeline, and each goal in the timeline references the objective in the Project Reach implementation plan that it addresses. e48-50

Funding request is reasonable to support the implementation of activities. Adequate and appropriate consideration are given to staffing, project evaluation and applicable performance-based compensation over the duration of grant. e135-167

Responsibilities for the tasks indicated are likely to support the project's success as the needed positions seem designated to appropriate personnel and are well-aligned with experience. e61-79

The milestones of the REACH project management plan are allocated to appropriate individuals or teams of staff whose expertise will support the achievement of the milestones (Multi-Classroom Leader Specialist, Data Analyst, Diversity Recruitment Specialist). e48-50

Program plan will support the overall success of the project as it is modeled on the success of other initiatives in our division, including a 2019 U.S. Department of Education, Education Innovation and Research (EIR) Early-Phase grant, to ensure that the objectives of our project are achieved on time and within budget. e45-46

Weaknesses:

Some management plan evidence is inadequately linked to outcomes, and this is presented as an "opportunity to study how a redesigned HCMS and PBCS positively impacts student growth and academic achievement". However, this also underscores the presence of unknowns. e18-19

Reader's Score: 17

Selection Criteria - Adequacy of Resources

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**
- (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 narrative adequately describes activities that support systemic change and sustainable local resources. The project is supported by a long-term financial plan, local partner commitment and evidence of community support.

Strengths:

The Opportunity Culture Multi-Classroom Model leverages the skills of teachers with a record of academic and leadership achievements by having these teachers lead student classroom instruction part-time and lead small cohorts of their peers part-time. This model will promote sustainability by being cost-neutral in nature. e55-56

REACH components align with the applicant's strategic plan, indicating commitment to a multi-year financial and operating model to ensure project activities continue after federal funding ends. e55

There is evidence of local funds that will help sustain the project beyond the grant term. The Winchester Education Foundation has committed to providing Come Back to Teach grants of \$2500-\$5000 to encourage diverse students to return to Winchester Public Schools to teach, as evidenced in their commitment letter. e56

The REACH plan's goal to retain and increase the number of exemplary employees year over year will support ongoing and continuous academic performance by ensuring an increasing pool of quality educators. e40-41

The REACH plan multi-year operating model will likely result in system change as they are aligned with strategic planning, underscoring commitment to the project. e55

Weaknesses:

Adequate information is not included for professional development components, which could possibly inhibit the learning from progressing and/or present much time, effort and funds from ultimately being lost. e34-40

Reader's Score: 21

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 applicant successfully addresses Sub-Criterion A in discussing leadership opportunities for educators. The proposed teacher-led Opportunity Culture Multi-Classroom Model, in which successful teachers lead cohorts of their peers part-time, is an opportunity for teachers to learn from and support one another, acting as mentors and coaches. This model implements a peer-led development strategy that will prepare, support and develop teachers serving in high-need schools. This model will support teacher growth with co-teaching and professional modeling, leading to teacher professional growth and improved academic outcomes for students. e34-35

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:

Strengths:

The applicant adequately addresses Sub-Criterion B in discussing professional growth and leadership opportunities for diverse educators, particularly as an alternative path into being a leader in education, but not necessarily wanting to attain an advanced degree in Administrative Leadership to become a principal. The proposed teacher-led Opportunity Culture Multi-Classroom Model, in which successful teachers lead cohorts of their peers part-time, provides professional growth opportunities for high-quality diverse teachers, cohort leads, and will support the retention of diverse educators. e34-35

Weaknesses:

The applicant inadequately addresses Sub-Criterion A in discussing the district’s development of a partnership with an HBCU in order to support strategies. The partnership with Virginia State University (HBCU) was mentioned, however the specific plan by which diverse staff will be gained is not yet clearly formed.

Reader's Score: 3

Status: Submitted

Last Updated: 09/03/2021 01:12 PM

Technical Review Coversheet

Applicant: Winchester School Board (S374A210003)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	22
Quality of Project Design		
1. Project Design	30	26
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	93
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	4
Sub Total	5	4
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	102

Technical Review Form

Panel #3 - TSL - 3: 84.374A

Reader #3: *****

Applicant: Winchester School Board (S374A210003)

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 narrative covers key components that develop a picture of a needs for a project based on gaps and weaknesses that supports the plan to build teacher efficacy through leadership development. The applicant describes the use of funding streams to support the project and discusses how the program is a part of comprehensive efforts. The applicant further describes how the needs of students and schools will be met through this leadership model.

Strengths

The applicant will address gaps in services by providing leadership opportunities by leveraging existing funding. Using Title I and Title II funding, the program will fund positions that assure alignment to the state's educator evaluation system which uses standards of learning (SOL) components. These positions include mentor and teacher leaders.

Teacher evaluations are stepped in student performance goals (pages e29-e30). This information will be used to determine leadership opportunities. When teachers meet SOL goals, they will be afforded with leadership opportunities. This will enable high performing teachers to be provided with substantial leadership opportunities. In doing so, the applicant expects that high performing teachers will be able to reach students with the greatest needs (pages e18-e36).

The needs that are identified appear to be addressed by the proposed project. The results from the needs assessment show that teachers and administrators agree that there is a problem with teacher turnover (page e20). To address this need, 90% of respondents agreed that teachers should receive compensation for taking on leadership roles. In this way, the project design has met the need identified in the narrative.

Weaknesses

Some data points are unclear for establishing the need. Achievement proficiency for students does not significantly lag behind state levels (page e20). For example, in writing, the state achievement proficiency is 76% versus the target area's proficiency rate of 73%. It is also unclear how the school quality indicators will be used in the selection of teachers for leadership opportunities.

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 narrative provides an adequate overview of outcomes expected from the project as well as supporting research studies that justify the activities in the project. The rationale is supported with some research for various components while others are lacking. The applicant describes methods of evaluation for the project.

Strengths:

The logic model provides a thorough description of information to support the project (page e59). The logic model depicts inputs such as personnel currently employed by the LEA who will conduct activities. These activities include providing teacher-driven professional development to improve teacher and school leader effectiveness. These activities positively affect the outputs for the target population by demonstrating a seamless connection to input, activities and outputs. Goals are presented with baselines, performance targets and methods of measurements (pages e39-e42). Consequently, the applicant provides appropriate performance targets consistent with starting baselines. The logic model also provides both short-term, medium-term, and long-term outcomes. The logic model therefore incorporates data and activities to affect outcomes.

The applicant provides relevant literature and research that substantially support the project design (pages e111-e117). Specifically, state reports and research provide the basis for the teacher evaluation system with training materials. Other research supports activities within the project design such as mentoring for beginning teachers.

The evaluation and feedback methods are effective for the project design (pages e42-e45). The applicant will use a mixed-methods approach that combine formative and summative data that will be used to inform the project at various points. For example, monthly check-ins will be used to provide updates to the evaluator.

Weaknesses:

The narrative is lacking evidence to show if minority teachers are likely to be retained as it does not clearly describe how or if such teachers will be paired with existing minority teachers. It is also unclear as to how or why the diversity is low compared to the percentage of minority students. Since the applicant indicates that 11% of its teaching population is minority, this information is needed in the narrative (pages e18-e36).

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 is provided to sufficiently describe how the project components will be carried out. Included in the narrative are personnel designated for activities as well as a timeline for activities.

Strengths:

The management structure is sufficient for delivering project objectives and delivering project activities as personnel are well qualified to deliver project activities on time and within budget (pages e45-e50). The management plan incorporates personnel who are qualified for administering project activities. The project advisor is the Director of Human Resources who has over 35 years of education and leadership experience. Moreover, the project advisor has grant administration experience. Other members of the staff include a full-time project director, a data analyst, a diversity recruitment specialist, a beginning teacher specialist, a multi-classroom leader specialist, and a digital learning facilitator (pages e45-e50). Their duties are outlined and clearly support project management plan. For example, the project director will oversee the day-to-day operations of the project; the data analyst will collect vital information to monitor program progress; the diversity recruitment specialist will ensure a diverse number of personnel will participate in the project; the beginning teacher specialist will pair teachers with mentors; the multi-classroom leader will assign leadership opportunities and provide feedback; and the digital learning facilitator will manage online assessments of personnel.

Weaknesses:

None 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 comprehensive narrative describes how the activities will result in change, building capacity and extend beyond the period of grant funding. As the applicant is building on existing activities, the likelihood of the project activities to have sustaining impact are clear in the narrative.

Strengths:

The applicant provides a compelling and detailed narrative to address this criterion (e51-e57). The applicant used its needs assessment to determine the use of funds (e118-e127). The results of the needs assessment indicated the desire of teachers to increase capacity for teacher leadership rather than compensation solely based on student achievement. Thus, the applicant provides sustainability through leadership development. Activities within the project are building the capacity of teacher selected for multi-classroom leadership opportunities. Activities will be sustained through capacity building and will lead to long term retention of teachers by providing opportunities for long-term professional growth (pages e51-e57). The multi-year model for professional develops capacity for participating teachers.

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:

Strengths:

The applicant provides a mentoring program for new teachers (page e32). By doing so, mentors will provide intensive, weekly support to their mentee during their first year of teaching with a gradual decrease of support by the end of the third year; conduct classroom observations; participate in the evaluation process of their mentee; and support their mentee in implementing classroom strategies. Mentoring will provide teachers with high-quality professional development. As evidence by supporting research, the mentoring program will target teachers early in their careers. Mentoring and coaching beginning teachers will enable them to develop more effective instruction and feel a better sense of community with the district.

Weaknesses:

The narrative does not sufficiently describe how it will increase the number of teachers who obtain additional certifications. This may include national board certification or other designations.

Reader's Score: 4

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 indicates that it will promote a “grow your own” mindset within the program (page e23). The applicant will do this by providing mentors and other activities to beginning and career teachers. The applicant aligns its activities with state policies and programs for teacher recruitment and leadership development to provide high-quality professional development. The applicant does this by incorporating the state teacher training materials into its project design.

Weaknesses:

None noted.

Reader's Score: 5

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