

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

Status: Submitted

Last Updated: 08/10/2016 12:02 PM

Technical Review Coversheet

Applicant: Mastery Charter High School (U374A160071)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Sub Total	65	65
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Sub Total	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	4
Sub Total	20	19
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Sub Total	7	5
Total	107	104

Technical Review Form

Panel #18 - Teacher Incentive Fund - 5: 84.374A

Reader #1: *****

Applicant: Mastery Charter High School (U374A160071)

Questions

Selection Criteria - Significance

1. We will consider 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.

General:

Strength: Mastery Charter High School present a well developed plan for building local capacity to significantly improve their Performance-based Compensation Systems (PBCS) and Human Capital Management Systems (HCMS) that address increases in educator effectiveness and student achievement for 15 LEAs, 27 High Needs Turnaround Schools with over 13,000 High Poverty (90% avg. FRPL) with High Minority student populations (95% avg. Black or Hispanic Students) (p.e4, Appendix A-p. e128).

Mastery Charter is placing significant investment with non federal funds (\$20,561,319) as budget plans are to move forward as they are in the business of turning around schools regardless of grant selection. Mastery relies on strong teacher quality to achieve desired turnaround school improvements and student results as they offer their charter based services within the same neighborhoods where the students reside (p.4). Therefore, MOCHCS presents a strong model of teacher retention and effectiveness with the hardest to teach students in the hardest to teach places (p. e34-35).

Mastery 3.0 Opportunity Culture Human Capital Redesign Project (MOCHCS) will further the learning experience and success of a prior TIF grant (p.e35) so that their four core components: Talent Pipeline Development, Talent Management Systems and Data Analytics, Educator Development and Performance based compensation, can build capacity seamlessly for greater scale as they are one of the largest charter networks in Pennsylvania (p. e34-35) and the largest Renaissance Charter in Camden, New Jersey (p. e34-35).

Weaknesses:

None

Reader's Score: 20

Selection Criteria - Quality of Project Design

In determining the quality of the design of the proposed project, we will consider the following factors

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Reader's Score: 45

Sub Question

1. (1) 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.

Sub Question

General:

Strengths:

Mastery 3.0 Opportunity Culture Human Capital Redesign Project (MOCHCS) is improving their comprehensive Performance-based Compensation Systems (PBCS) and Human Capital Management Systems (HCMS) with significant evaluation and discovery from a TIF 3 grant. MOCHCS will now extend and develop their four core components: Talent Pipeline Development, Talent Management Systems and Data Analytics, Educator Development and Performance based compensation (pp. e36-39).

MOCHCS presents a well developed “straight line” model (p. e37) and approach to aligning expectations in the classroom with how they train and support teachers resulting in higher student outcomes and pay for performance. The key adjustments in TIF 5 redesign efforts includes (pp. e38-43):

- creating teacher residencies with RELAY Graduate School of Education and college partnerships’ for student teacher placements for increasing diverse teacher recruitment
- targeting hard to fill hires for both teachers and principals
- Creating predictive models for hiring with data analytics
- Developing and utilizing an improved Talent Management System (TMS)
- Rebranding marketing strategies to increase and extent reach for talent pool
- Creating strong incentive plans for hard to fill core teaching areas where regional competition depletes teacher retentions.

Under Educator Development, MOCHCS presents 3 well developed components to include a FUTURES program where teachers begin learning administrative leadership skills, Master Teachers working alongside Junior Teachers in the classrooms, and the Apprentice School Leadership (ASLs) Program keeps great Master teachers by offering both school administrative and teacher classroom opportunities instead of losing them to an AP role somewhere else (pp. e46-48).

MOCHCS presents a fair and thorough Teacher Advancement System (TAS) that will be further developed as Mastery does not have a step pay system allowing teachers to fall into four major teacher categories (Associate, Sr. Associate, Advanced, Master) utilizing 4 weighted areas with Student Achievement (45%), Instructional Effectiveness (35%), Values and Contributions (10%) and Student Perceptions (10%) (pp. e50-54). Leaders additionally will have a fair Mastery Management Model (M3) with 3 categories (Senior, Advanced and Master) for PBCS that will challenge and retain educators (pp. e54-57).

Weaknesses:

None

Reader’s Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

General:

Strengths:

MOCHCS involved the collaboration of appropriate partners for maximizing the effectiveness of project services through the creation the Interdisciplinary Human Capital Team (IHCT) that includes a committee of teachers, principals, Network Support Team (NST) and collaborative partners who have signed management agreements to explore, implement and execute the TIF design once awarded (p. e57-59).

University partnerships (RELAY) will further add quality research for teaching and learning collaborations that will help both the LEA and the Colleges better prepare teachers for hard to work areas and populations (p. e58).

Sub Question

Weaknesses:
None

Reader's Score:

3. (3) The extent to which the proposed project is supported by a strong theory.

General:

Strengths:

The MOCHCS proposal is supported by a strong Theory (Opportunity Cultural Theory) which is based on scientific based current research and citing plus practical experiences from TIF 3 to increase more specialized staffing requirements and therefore impact student achievement (pp. e58-59).

MOCHCS created a smart analysis of what is still required from their Performance-based Compensation Systems (PBCS) and Human Capital Management Systems (HCMS) through their strong evaluation process and identified key areas for growth and revision. It is not simply a continuous improvement on a past TIF 3 grant but furthering the design into creative sub groups and categories that meet their current and specific needs assessments (pp. e58-63).

Weaknesses:
None

Reader's Score:

4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

General:

Strengths:

MOCHCS integrates wisely with their prior TIF 3 efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using their own existing operational funding streams from other programs or policies. They will utilize all their community, State and Federal resources as they have in-kind (\$20,561,319) of non federal dollars to support the \$16,709,533 requested (p.e59).

As public Charter Schools, Mastery will also seek funding support from William Penn Foundation, Philadelphia School Partnership and the Charter School Growth Fund (p. e59.) Their "all in" approach with Board approval in May 2016 for going forward with their revised PBCS and HCMS regardless of grant outcome makes them a great candidate for TIF funding as they clearly are invested in making critical progress for effective teaching and learning (p. e59).

Weaknesses:
None

Reader's Score:

Selection Criterion - Professional Development Systems

1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--

Reader's Score: 15

Sub Question

1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.

General:

Strengths:

MOCHCS has created a well developed full lifecycle of PD data through their well developed PD system from TIF 3 called the Mastery Value Added System (MVAS) along with a continuum circular model that presents an array of PD throughout the year (daily, weekly, quarterly)not just on breaks or summers (pp. e60-61).

Weaknesses:

None

Reader's Score:

2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.

General:

Strengths:

The strong Mastery Value Added System (MVAS) incorporates student achievement data to the required PD for that specific content, participating outcomes of the PD all linked to teacher observations and evaluations on yearly goals that improve teaching categories and student achievement (pp. e60-61).

Weaknesses:

None

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. 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:

Strengths:

The Mastery management plan is well developed to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks. The key staff members have excellent credentials and experience with TIF goals, strategies and implementation to ensure a successful grant (p. e62).

The MOCHCS milestones and timelines (Exhibit 4.1 p. e64-66) are clearly measurable, timely, aggressive, yet attainable with specific criteria for each goal and objective as well as the person held responsible for each objective. The deadlines are given for the yearly duration of the grant with phasing in of key critical components.

It is evident that Mastery did not design MOCHCS to win the grant but created a well developed proposal to continue attracting, growing to meet the growing demand for their services, and retaining the highest quality faculty and staff who can achieve optimal results with students (p. e62)

Weaknesses:
None

Reader's Score: 15

Selection Criteria - Adequacy of Resources

- 1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

Reader's Score: 4

Sub Question

- 1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

General:

Strengths:

MOCHCS has created a well developed full lifecycle of PD data through their well developed PD system from TIF 3 called the Mastery Value Added System (MVAS) along with a continuum circular model that presents an array of PD throughout the year (daily, weekly, quarterly)not just on breaks or summers (pp. e60-61).

Weaknesses:

None

Reader's Score:

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

General:

Strengths:

The applicant demonstrates that an operating plan approved by Board on May 2016, one time investments and piloting key evaluation, and split funding personnel will help sustain financially the activities conducted and systems developed under the grant once the MOCHCS grant period has expired (p. e59-69)

Weaknesses:

A budget category for personnel has nearly a million dollars (\$829,379) 5-year salary without benefits) for the Chief Talent Officer (CTO) posing an unjustified resource allocation with supplanting and unreasonable costs for grants personnel (Budget Narrative, p. e62).

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local**

Educational Agencies.

General:

Strengths: None

Weaknesses: The applicant does not qualify for the priority points as they are not considered a rural local educational agency.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strength:

MOCHS include a fully developed description of TIF equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator. (p. e30-33).

Weakness:

None

Reader's Score: 5

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Technical Review Coversheet

Applicant: Mastery Charter High School (U374A160071)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Sub Total	65	65
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	10
Sub Total	15	10
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	4
Sub Total	20	19
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Sub Total	7	5
Total	107	99

Technical Review Form

Panel #18 - Teacher Incentive Fund - 5: 84.374A

Reader #2: *****

Applicant: Mastery Charter High School (U374A160071)

Questions

Selection Criteria - Significance

1. We will consider 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.

General:

Strengths:

The applicant soundly describes the proposed project that will address the needs of the target population (pg. e32-34). The proposed project will likely build, improve and expand service for targeted populations based off the described innovative solutions. Moreover, Mastery's project entails a creative manner that will enhance teacher effectiveness, promote teacher leadership, retain effective teachers and provide mastery to their target population (pg. e33-61). The comprehensive project includes a detailed description of what is already being implemented and how Mastery plans to redesign services (pg. e52-54) to better serve staff and students. Not only does the proposal include teacher, administration and LEA input but it also includes student mindset data (pg. e51-52). The applicant further describes TMS and how they will use the TIF Funding to streamline their processes and build a more comprehensive, aligned system (pg. e53-54).

Weakness:

none

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors --

Reader's Score: 45

Sub Question

1. (1) 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.

General:

Strength:

The applicant sufficiently describes that "All Mastery Schools follow a common instructional program that is aligned to CCCS and developed by NST" (pg. e36- 37). The applicant goes on to describe how they will use TIF Grant funding to Redesign their Human Capital Management system to ensure teaching and learning and support of standards are of the highest caliber. MOCHCS completely describes four core focus areas that will make up and impact the human capital (pg. e36-54)

Sub Question

Weakness:
none

Reader's Score:

- 2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strength:

The applicant describes how the 15 LEAs and Mastery Charter Schools are connected through a common management organization that is already in place. It includes common management organization, school model, curriculum, data systems, and common Human Capital Management System. Attached in Appendixes are management plan agreements between MCHS and the LEAs (Appendix F). Moreover, the budget narrative exhaustively describes how members and partners collaborate for maximized effectiveness (pg. e193-205).

Weakness:
none

Reader's Score:

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

General:

Strength:

The applicant's proposed project is researched based supported by strong theory of Opportunity Culture (pg. e58-59) Throughout the proposal, the applicant interweaves the theory and demonstrates practical, real-world application that will enhance the proposed project.

Weakness:
none

Reader's Score:

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

General:

Strengths:

The applicant provides evidence of how the proposed project will be integrated and aligned to an existing strategic plan. Current funding streams will be used to contribute to the project and has already received board approval. (pg. e59).

Weakness:
none

Reader's Score:

Selection Criterion - Professional Development Systems

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

Reader's Score: 10

Sub Question

1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.

General:

Strength:

The applicant has demonstrated that each participating LEA has a high-quality plan for PD to help all educators in high-needs schools improve their effectiveness. The PD plan includes on-going PD on a daily basis, with weekly release time, monthly network PD, quarterly data days, additional content training, coaching based off educator needs and other training based off of educator interest/need (pg. e60). The applicant plans to use TIF funding to better streamline current practices and incorporate a more robust data collective to develop a more concrete process around assigning and tracking PD (pg. e61).

Weakness:

none

Reader's Score:

2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.

General:

Strengths:

The Mastery Value Added System (MVAS) data system includes utilization of disaggregate (use) data information generated by the ESS system (pg. e145).

Weakness:

The applicant's description vaguely describes the MVAS data system that it currently utilizes to disaggregate (use) information generated by the ESS system. It is unclear how the LEAs use this information to identify the PD needs of individual Educators and schools. To strengthen the narrative, a more detailed, comprehensive description needs to be included.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. 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:

Strength:

The applicant describes the management plan to achieve the objectives. Mastery cites Exhibit 4.1, in the narrative document and appendixes supporting evidence of key project implementation milestones, timelines, and project owners. Additionally, evidence of individual project goals, as well as, a clearly defined team implements the timeline is adequately described throughout the narrative (pg. e62-66). It is clear the management plan and positions are adequate to complete the proposed project on time and within budget.

Weakness:
none

Reader's Score: 15

Selection Criteria - Adequacy of Resources

- 1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

Reader's Score: 4

Sub Question

- 1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

General:

Strength: The applicant reasonably describes the PBCS that are developed with teacher and leaderships input throughout the LEAs (pg. e57-58). Mastery plans to enhance current PBCS by adding and INSIGHT survey from educations and adding regular feedback loops (pg. e66-68).

Weakness:
none

Reader's Score:

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

General:

Strength:

Mastery's budget, budget narrative provides comprehensive details for a plan of sustainability for each program component of the proposed grant (pg. e190-205).

Weakness:

In the budget narrative, the Chief Talent Officer is being paid \$829,379, 5 year salary without benefits which is an exorbitant and unjustified amount of resource allocation (pg. e203).

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

General:

Strengths:

none

Weakness:

The applicant identifies High Needs Students in all of their schools and LEAs (pg. e128-129). Appendix A, extensively describes projected innovative practices that will be implemented from TIF 5 funding to improve curriculum, instruction, school culture and overall support to ensure an improvement in academic outcomes for students (pg. e131-171) but there is no mention of Rural LEAs being served.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strength:

The applicant convincingly provides a description of how the project will promote equity access to effective Educators for students from low-income families; the entire charter and management system designed specifically for that intended purpose. Within Appendix A, descriptors, metrics, key characteristics, performance expectations, calendar design (for both educators and students) and interventions are clearly outlined and documented (pg. e128-182). Moreover, the narrative describes how the proposed project will purposely use strong theory to ensure children from low-income families and minority backgrounds have effective teachers (pg. e31-32).

The applicant clearly identifies High Needs Students in all of their schools and LEAs (pg. e128-129). Appendix A, extensively describes projected innovative practices that will be implemented from TIF 5 funding to improve curriculum, instruction, school culture and overall support to ensure an improvement in academic outcomes for students (pg. e131-171).

Weakness:

none

Reader's Score: 5

Status: Submitted

Last Updated: 08/10/2016 12:02 PM

Status: Submitted

Last Updated: 08/10/2016 12:02 PM

Technical Review Coversheet

Applicant: Mastery Charter High School (U374A160071)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Sub Total	65	65
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Sub Total	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	4
Sub Total	20	19
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Sub Total	7	5
Total	107	104

Technical Review Form

Panel #18 - Teacher Incentive Fund - 5: 84.374A

Reader #3: *****

Applicant: Mastery Charter High School (U374A160071)

Questions

Selection Criteria - Significance

1. We will consider 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.

General:

Strengths: The applicant has an extensive history working with the target population (p.2). This demonstrates continued commitment to addressing the needs of the target population. The applicant's primary purpose is school turn-around. With the use of grant money the entire population can see improvements, since 100% of the population is high needs. Being the largest network of charter schools in the area (p.4) the applicant will reach the needs of many educators and students.

Weaknesses: None

Reader's Score: 20

Selection Criteria - Quality of Project Design

1. In determining the quality of the design of the proposed project, we will consider the following factors

--

Reader's Score: 45

Sub Question

1. (1) 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.

General:

Strengths: The applicant's current instructional model is more student centered (p.5). Based on current research this will improve teaching and learning. The applicant strives for improving human capital will directly benefit teaching and learning by placing effective educators in classrooms.

Weaknesses: None

Reader's Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

Sub Question

General:

Strengths: The applicant collaborates extensively. The management agreements prove that collaboration is a regulated requirement (p. 28). The applicant is well prepared to collaborate since each LEA operates identical. The applicant will create a team to include teachers and leaders to handle implementation of grant funds. This is intelligent so that during implementation there will be a collaborative focus on a making any needed improvements.

Weaknesses: None

Reader's Score:

3. (3) The extent to which the proposed project is supported by a strong theory.

General:

Strengths: The applicant's plan is built upon a strong theory of human capital (p. 29). Improving the capacity of teachers and leaders to influence student achievement. The Opportunity culture frame plus professional development is the basis of the applicant's plan.

Weaknesses: None

Reader's Score:

4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

General:

Strengths: The applicant has a strong foundation in teaching and learning for the target population. The applicant's plan is already aligned to organization plans in place. The applicant received the TIF 3 grant and will continue to extend and improve those efforts as well. The applicant listed private funders as well. The applicant is clearly ahead in every aspect of planning for this proposed project.

Weaknesses: None

Reader's Score:

Selection Criterion - Professional Development Systems

1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--

Reader's Score: 15

Sub Question

1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.

General:

Strengths: The applicant is invested in providing quality professional development opportunities. The applicant provides multiple ways for development beyond the school day and year (p.31). This allows for more learning

Sub Question

opportunities and reaches different learners. The PD calendar shows their continuous commitment in creating effective educators.

Weaknesses: None

Reader's Score:

- (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

General:

Strengths: The applicant plans to use data from the evaluation and support system to identify professional development needs (p.31). The leaders and teachers will access to such data, leading to more self-advocacy amongst teachers. The matrix the applicant plans to create will be helpful in locating the correct PD opportunities (p. 32).

Weaknesses: None

Reader's Score:

Selection Criteria - Quality of the Management Plan

- 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:

Strengths: The applicant's goals, objectives and outcomes are clearly specified and measurable. The responsibilities of team members practical. The milestones deadlines are reasonable and allow for check points throughout the grant period.

Weaknesses: None

Reader's Score: 15

Selection Criteria - Adequacy of Resources

- In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

Reader's Score: 4

Sub Question

- (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

Sub Question

General:

Strengths: The applicant collects feedback from teachers twice a year, which is a great amount of data (p.37). A committee of educators is already in place to examine current systems (p.28). The applicant's also receives a tremendous amount of data from regular feedback loops. This will make educators feel more powerful in that their concerns and suggestions are regularly heard (p.38).

Weaknesses: Chief Talent Officer has almost one million dollars salary over the 5-year grant period. This is an unreasonable expense for grant funding.

Reader's Score:

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

General:

Strengths: The applicant's experience grant funded programs is evident in their plans to continue after the grant period. One-time investments, increasing staff capacity and using only what is successful is key to a smart budget (p.39). The applicant mentions other cost saving plans as staff cuts later during the grant period and reduction of work hours. The applicant has alternatives for cost savings if needed such as discontinuing a less successful program.

Weaknesses: None

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

General:

Strengths: None

Weaknesses: Applicant does not qualify.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

General:

Strengths: The applicant's plans are aligned with the state plan to provide equity access to effective educators. Improvement to human capital and teacher effectiveness would likely increase the access to effective educators (p.3). I am unsure as to whether this alignment will be completely effective since the applicant will compete with the neighboring district for such effective teachers. The applicant also referenced improving marketing and coordination with teacher preparation programs. The applicant does not mention how to recruit experienced and effective educators, which would be valuable as well. Recruitment of novice teachers does not seem cost effective.

Weaknesses: None

Reader's Score: 5

Status: Submitted
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