

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

Status: Submitted

Last Updated: 08/10/2016 05:48 PM

Technical Review Coversheet

Applicant: New Schools for New Orleans (U374A160040)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	105

Technical Review Form

Panel #15 - Teacher Incentive Fund - 16: 84.374A

Reader #1: *****

Applicant: New Schools for New Orleans (U374A160040)

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, New Schools for New Orleans (NSNO), is a non-profit organization applying for TIF funding in partnership with twenty LEA's located in New Orleans, LA. The proposal impacts thirty high needs charter schools including primary, magnet, college preparatory and high school (e 13). U. S. Census data reveals 22.7% of families living in poverty compared to the national average of 11.5%. All partnering schools serve a population of 84% or more economically disadvantaged compared to 68% for the state. A detailed table illustrating this fact is shown on pages 10-11.

Weaknesses: None noted.

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

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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.

General:

Strength: The proposed project will serve as a model for how a decentralized system of schools can balance standardization with customization based on the needs of educators in each LEA. It builds upon the applicant's previous experience in managing a 2010 TIF grant in partnership with eight Charter Management Organizations (CMO). That experience has informed the planning for this proposal with its focus on sustaining systems previously built and extending them to a Performance Based Compensation System (PBCS). Project activities closely align to the State's Plan for Ensuring Equitable Access to Excellent Teachers for all students (p. 15; F5 p.1).

Weaknesses: None noted

Reader's Score:

Sub Question

- 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: Partner collaboration exists between the non-profit organization and six partner charter management organizations that participated in the prior TIF grant as well as two vendors, The New Teacher Project (TNTP) and the Relay Graduate School of Education (p. 30). As part of their responsibility for continued implementation of the project, participating CMO's will oversee the collaboration of appropriate partners for maximizing the effectiveness of project services.

Weaknesses: None noted.

Reader's Score:

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

General:

Strengths: The proposal builds upon lessons learned from the success of the previous TIF initiative. Specifically, an analysis from that TIF survey, by partner TNTP, found a relationship that teachers who had set professional development goals tended to stay in classrooms longer than those not having such goals (p.33). Research is also cited showing a strong Human Capital Management System (HCMS) with evaluation and support systems at the center can lead to student achievement (p. 34). A Logic Model is found in Appendix C.

Weaknesses: None Noted.

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 initiative states using existing funding streams to supplement costs of grant activities. (p. 36). Participating CMO's will contribute non-TIF funds to support salary and benefits of full-time Relay teachers as well as the cost of targeted professional development for educators. Once a CMO implements a PBCS, they are responsible for an increasing cost share of the PBCS in each year of the project period (p. 35).

Weaknesses: None noted.

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**

Sub Question

educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.

General:

Strength: Based upon prior TIF grant experience, targeted professional development opportunities will be available for both struggling and effective educators. Targeted professional development can improve efficacy for struggling educators, while also allowing successful ones to build capacity to take on additional roles and responsibilities, increasing their impact on students (p. 37).

Weaknesses: None noted.

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: All partner CMO's have experience analyzing disaggregated information generated by their evaluation and support system. This allows for identifying areas of need and/or improvement and offering professional development to build skills in those areas (p. 36). The Project allows each CMO to design and refine a formal teacher career pathway allowing effective teachers opportunities to continue their development (p. 37).

Weaknesses: None noted.

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: As the lead applicant, NSNO will be the central contact as well as Project Manager and fiscal administrator for the TIF Project and will build on the efforts of its 2010 TIF grant to ensure grant objectives are successfully met (p. e 13). Their model of partnership, investment and support as well as their strong track record of impact in New Orleans is discussed. Steps to be taken to ensure a smooth implementation include holding CMO partners and vendors accountable for program information to all relevant parties and managing communications with the U.S. Department of Education and the Project external evaluator (p. 39). A detailed management plan with milestones, activity owners and timeline is presented. (app F7). Detailed resumes for key personnel are also included (app D2).

Weaknesses: None noted

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: 5

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: As part of the grant, each CMO will be required to document its ongoing implementation. This includes a requirement to document how they will seek out educator feedback in the creation of the PBCS. A detailed table summarizing how each CMO intends to incorporate educator feedback into the PBCS is included as Appendix F3. A summary of the process to modify HCMS as well as educator feedback channels is also recorded .

Weaknesses: None noted.

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: NSNO will assist each CMO with capacity building by offering technical assistance and content expertise to enable financial sustainability. Each CMO is required to take on an increasing cost share of the PBCS in each year of the grant. Participating CMO's will contribute non-TIF funds to support salary and benefits of full-time Relay teachers as well as the cost of targeted professional development for educators. (p. 35). CMO's have signed Memos of Understanding committed to fully sustain the cost of the PBCS after the grant period ends (Appendix E1).

Weaknesses: None noted.

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:

The applicant was not awarded points under Competitive Preference Priority 1 because it is not seeking eligibility under this priority.

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 project has been developed to be consistent with the State's Plan for Ensuring Equitable Access to Excellent Teachers for all students. A copy of the State Plan is provided in Appendix F5. Project activities are aligned with the plan's overarching statewide human capital strategy to dramatically increase student achievement by ensuring every child is taught by an effective teacher (p. 15).

Weaknesses: None noted.

Reader's Score: 5

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Technical Review Coversheet

Applicant: New Schools for New Orleans (U374A160040)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	105

Technical Review Form

Panel #15 - Teacher Incentive Fund - 16: 84.374A

Reader #2: *****

Applicant: New Schools for New Orleans (U374A160040)

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 proposed project will clearly build target areas' capacity to provide, improve, or expand services that address the needs of the target population. All schools partnering with the program are high-need because they are high-poverty, with 50% or more of their enrollment from low-income families. (page e24) The applicant clearly demonstrates that students in the city's high-need schools deserve equitable access to well prepared and effective educators. (page e33) Because of open enrollment policies, these charter schools have to be successful and accountable in order to stay open. Schools have to have effective educators. This plan will result in HCMSs that will recruit and retain excellent teachers and leaders. This program will be providing technical assistance to develop and refine the schools' PBCS and educator pathways. (pages e33-e35).

Weaknesses: No weaknesses noted.

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.

General:

Strengths: The applicant has successfully administered a 2010 TIF. This 2016 proposed program was developed based on the lessons learned from the earlier grant. The applicant organization has used strategic investments of time, expertise, and funding to support the academic growth of the area's high-needs charter schools. Each targeted school system will incorporate educator feedback into the creation and ongoing implementation of their PBCS. (page e41) The TIF project will reflect the ideas and needs of staff, and provide the supports to build high-quality PBCS. These supports include financial incentives to attract and retain effective teachers and administrators; targeted technical assistance; and professional development based on educator's growth areas. Each PBCS will be developed with the input of educators and will be supported during the grant period by technical assistance provided by the applicant. (pages e42- e45) Educator input will be collected through a variety of

Sub Question

channels, including surveys, focus groups, and teacher advisory boards. (page e24)

Weaknesses: No weaknesses noted.

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: Collaboration is a strong component of this program. The proposed program is correlated with experienced long-term partners who have worked with a successful 2010 TIF program. The applicant maintains a high-quality collaborative partnership with the six partner systems that participated in the prior TIF grant, as well as with vendors and other relevant organizations. Each new system (that will be served by this program) will be a partner. Each partner has had experience designing and using systems for regular teacher observation and feedback, assessing student performance, and tailoring professional development opportunities to support increased educator efficacy and academic outcomes for students. (pages e35-e37, e47)

Weaknesses: No weaknesses noted.

Reader's Score:**3. (3) The extent to which the proposed project is supported by a strong theory.****General:**

Strengths: The applicant clearly demonstrates that the proposed project will continue to build upon lessons learned from the success of a 2010 TIF program in order to ensure the success of this proposed new initiative. For example, the 2010 program demonstrated that highly effective teachers who have set professional development goals are likely to stay in classroom for six years longer than those who do not. The 2016 TIF program is also guided by a recent study on the impact of teacher turnover on student achievement under IMPACT, the educator evaluation and support system in District of Columbia Public Schools. This study demonstrates the effectiveness of a strong HCMS and PBCS. Results of this study show that a strong HCMS with an educator evaluation and support system at the center will lead to improvements in student achievement. (pages e48-e49) (Logic Model page e106)

Weaknesses: No weaknesses noted.

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 proposed program is clearly building on the findings of a 2010 TIF grant. The applicant states that this work has been a critical driver of citywide student achievement. As a result, the new proposed program can accurately assess educator performance and provide targeted development. (pages e48-e49) Partner schools will use existing funding streams to supplement costs of grant activities. Once the school implements a PBCS, they will be required to pay for an increasing cost share of the performance-based compensation in each year of the project period. (page e50)

Weaknesses: No weaknesses noted.

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 states that the partner organizations (eight charter management organizations/CMOs) have the ability and experience for analyzing disaggregated information generated by their evaluation and support system, identifying areas for improvement, and offering professional development opportunities to help build skill in those areas. (pages e51-e53) They also state that CMOs will be able to use TIF funds to provide customized professional development of their choosing to educators based on their identified skill gaps. For example, CMOs can elect to use up to \$10,000 per school in TIF funds to provide targeted development opportunities to educators based on the needs identified in their evaluation system. (page e45)

Weaknesses: No weaknesses noted.

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 applicant clearly states that the CMOs will provide professional development and training to teachers and leaders based on their growth areas, as determined by the CMO's evaluation and support system. In addition to reimbursement incentives and differentiated support to educators, each CMO will include any other inputs they deem appropriate based on feedback from its educators. (pages e40-e42, e44-e45, e51-e53)

Weaknesses: No weaknesses noted.

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 applicant clearly demonstrates the ability to manage Federal grants and has a current TIF3 program. A full-time Project Director (current TIF3 director) will: oversee the implementation of this proposed program; be responsible for directing and overseeing all data management; and ensure financial compliance of all partner organizations. (pages e53-54) A TIF coordinator will be present in each CMO to build internal capacity at their organizations to implement the grant requirements to which each has committed. (page e55) A detailed timeline with milestones is attached in Appendix F7.

Weaknesses: No weaknesses noted.

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: 5

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: Appendix F3 provides detailed information on how each CMO intends to incorporate educator feedback into the PBCS. For example, the CMOs will use teacher input strategies such as focus groups, teacher advisory boards, working group feedback sessions, and surveys. (page e55)

Weaknesses: No weaknesses noted.

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 clearly demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired. The applicant will offer technical assistance and content expertise to partner CMOs in order to help them build a financially sustainable PBCS. CMOs are required to take on an increasing cost share of the PBCS in each year of the grant period. Following the end of federal funding, CMOs will fully sustain the cost of the PBCS. (page e55) MOUs to demonstrate CMOs' commitment are provided in the Appendix.

Weaknesses: No weaknesses noted.

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:

The applicant was not awarded points under Competitive Preference Priority 1 because it is not seeking eligibility under this priority.

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 proposed program meets this priority and invitational priority as it will promote equitable access to effective educators for students from low-income families and for minority students in and across LEAs (charter schools). (page e 29) The project will support, develop, and implement a sustainable PBCS for teachers, principals, and other personnel in high-need schools, within the context of the overall HCMS in order to increase educator effectiveness and student achievement. (page e30) The plan is consistent with the state's Plan for Ensuring Equitable Access to Excellent Teachers for All Students. The plan will use high-quality residency programs to increase student achievement by ensuring that every child is taught by an effective teacher/administrator. (page e32)

Weaknesses: No weaknesses noted.

Reader's Score: 5

Status: Submitted
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Status: Submitted

Last Updated: 08/09/2016 05:31 PM

Technical Review Coversheet

Applicant: New Schools for New Orleans (U374A160040)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	45
Selection Criterion		
Professional Development Systems		
1. Development Systems	15	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	15	15
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	5
Total	107	105

Technical Review Form

Panel #15 - Teacher Incentive Fund - 16: 84.374A

Reader #3: *****

Applicant: New Schools for New Orleans (U374A160040)

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:

Based on the calculated, statistical reality of the poverty level of children and families; and, the success of previously-received TIF funding (TIF 3 grant, pg 17) the NOLA The project applicant has successfully justified the high need for new TIF funding to establish and develop a centralized Human Capital Management System (HCMS), for the sake of teacher improvement, retaining of highly-effective teachers, and a performance-based compensation system (PCBS) across six Charter Management Organizations (CMOs) in the city of New Orleans (pg 33-34). The applicant has also reasoned that the new funding must be used to build upon the previous PCBS to expand and differentiate awards, as well as, facilitate 'teacher career pathways (pg 18).' This assures a reflective and well-executed approach to use of funding.

Weaknesses: No weaknesses noted

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

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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.

General:

Strengths:

The NOLA TIF Project was founded on the need to duplicate and build upon an already-existing, comprehensive, collaborative system of teacher development through the efficacy of a strong evaluative schema. The applicant delineates a series of integrated efforts and activities (to include funding, financial management, observational feedback, and differentiated professional development) all logistically leading to incentivized teacher and school improvement (pg 35-41).

Weaknesses: No weaknesses noted

Reader's Score:

Sub Question

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:

The applicant has adequately itemized the roles of various partnerships in the NOLA TIF Project. The team is comprised of players from within, and outside of, the participating LEAs. From the expertise of highly qualified teams at NSNO (See Appendix D2) and the CMO (see Appendix D1), to technical assistance from The New Teacher Project (TNTP), in combination with teacher/teacher leader input (from all LEAs), the applicant has gained a substantial empire of support needed to achieve the objectives of the project (pg 42-48).

Weaknesses: No weaknesses noted

Reader's Score:

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

General:

Strengths:

The theories presented in support of the project's mission are convincing, as it is logical to assume that continued successful practices will produce continued successful results. For example, the theory regarding the impact of teacher turnover on student achievement, and how it eventually brings in newer, high-performing teachers, is substantial evidence that a strong central, evaluation system is essential to an effective HCMS. (pg 48-49).

Weaknesses: No weaknesses noted

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:

After proven, quantified success, through a combination of past TIF grants (pg 17-18) and regularly allocated funds, it is favorable—upon extrapolating and building on those successes (for instance, continuing regimented teacher observations and paving out upward mobility plans for teachers/leaders—pg e23)—that the desired results are imminent. In addition, the continued momentum toward an even higher level of standards for instruction, at a whole-school level (for example, matching the content knowledge and rigor of Common Core State Standards), and the impetus to create more differentiated professional development for teachers/leaders (pg49-50), presents a strong case for consideration for future TIF grant funding.

Weaknesses: No weaknesses noted

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) 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:

It is evident that NSNO has developed a strong team of experts (including The New Teacher Project, Relay NPAF, and individual CMOs—supported by the NOLA TIF project proposal) who can provide a credible and rigorous standard of professional development and training of teachers/leaders from the participating LEAs (pg 45-48).

Weaknesses: No weaknesses noted

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 qualifies a prescription for regularly administered, observational feedback, in combination with student achievement data, as a strong determinant of targeted whole-school and/or individualized professional development needs—ensuring more efficient allocation of grant funding (pg 51-52). The applicant also makes a strong case by recognizing the impact of teacher input and satisfaction as being key in the success of this project (pg 52). This demonstrates a holistic and theory-based approach to meeting the objectives for retaining quality teachers, and (ultimately) increased student achievement and quality of life.

Weaknesses: No weaknesses noted

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:

The applicant has orchestrated a team of key administrators, demonstrating a realistic vision for the high level of management required to meet the objectives of the NOLA TIF project. For everything from deadline accountability to communication, to financial management, a highly regimented management plan has been designed, with rubrics and timetables for meetings and milestones (See Appendix 7). In addition, there will be an outside-of-LEA committee to objectively evaluate its progress and monitor inter-rater reliability (ePG 53-55).

Weaknesses: No weaknesses noted

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: 5

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:

As depicted in Appendix F3, there is direction to seek input from various levels of staff through mediums such as: focus groups, surveys, advisory boards and group feedback sessions. Also through reading Appendix F3, it is evident that the LEAs are independent, to a certain degree, in their choices for implementation of some aspects of the project timeline.

Weaknesses: No weaknesses noted

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:

As depicted in Appendix F1, all partner organizations have agreed to various aspects of project maintenance, in areas such as: finance (pre and post-grant period), rubrics for educator effectiveness, and trainings. According to this agreement (the Memorandum of Understanding, MOU), it is understood that it is imperative for all stakeholders to uphold their role in this project.

Weaknesses: No weaknesses noted

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:

The applicant was not awarded points under Competitive Preference Priority 1 because it is not seeking eligibility under this priority.

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:

Serving a fifth of the New Orleans' public school students, (98% of whom are students of color and 92% of whom are economically disadvantaged), this proposal strongly meets the priority requirements for the intended target of the TIF grant. The activities subscribed fully support educator improvement in this population by means of a highly compatible system of evaluation data and professional development, which not only directly improves teacher/leader performance, but also inform new-recruitment strategies.

Weaknesses: No weaknesses noted

Reader's Score: 5

Status: Submitted
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