

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

Status: Submitted

Last Updated: 08/10/2016 11:12 AM

Technical Review Coversheet

Applicant: Pitt County Schools (U374A160014)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	44
Sub Total	65	64
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	5
Sub Total	20	20
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	3
Sub Total	7	3
Total	107	102

Technical Review Form

Panel #5 - Teacher Incentive Fund - 6: 84.374A

Reader #1: *****

Applicant: Pitt County Schools (U374A160014)

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 proposes a well developed plan to address the disparity in access to qualified teachers and students found in high needs schools. The plan is based on the expressed need to both attract and maintain effective educators, which is evident in the research provided that addresses PCS turnover rate and nationwide teacher attrition as having an expressed impact on student instruction and achievement (p. e20-e21). The proposed plan builds on an existing plan launched by the LEA, in order to recruit effective educators to become teacher leaders who remain in the classroom and have a direct effect on student success (p. e22).

Weakness:

None found

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: 44

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 proposed a project that is well-planned and inclusive. Through the use of the Career Pathways Model, the proposal seeks to extend the reach of several plans already in existence (p. e27) to provide teachers with multiple career pathways that will allow them the ability to improve teaching and learning through direct student impact. The plan provides teachers with support through professional development, mentorships, collaboration opportunities and additional compensation. In addition, the plan also provides teachers with influence to contribute to learning and leadership of the entire school. The applicant presents a strong plan that highlights the direct correlations to how the pathways will impact and improve teaching and learning in not only individual classrooms but through collaboration, which will extend effective teachers' influence to reach multiple classes across the system

Sub Question

(p. e29- e39).

Weakness:

None found

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:

The proposal details multiple collaborations with non-profit organizations, as well as partnerships with local universities that provide support, training and funds. In addition, the applicant details current grants, as well as grant requests that will also support the efforts proposed in the plan (p. e39- e40).

Weakness:

However, the applicant does not provide a sufficient evidence from letters of support from state and local agencies.

Reader's Score:

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

General:

Strengths:

The applicant provides convincing evidence that the proposed project is based on research and lessons learned from the existing Teacher Leadership Cohort (TLC), which is currently being used in the LEAs. In addition, the applicant presents multiple examples of research based theories/evidence. The evidence provided by supports the goals of the proposal by stating that in order to create lasting change and impact teachers must be empowered as well as compensated(p. e40). The applicant also presents additional research that supports the theory that teachers must be provided with job-embedded opportunities to learn, practice, and master strategies that will impact teaching and learning under the tutelage of trusted peers/mentors/coaches (p. e41).

Weakness:

None found

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 clear evidence that the proposed project is supported by laws enacted by the state's governing body, which modifies teacher compensation to focus on including performance based measures in the teacher evaluation system (p. e43-e44). The applicant clearly outlines the existing funding streams provided by the state that will continue to support the goals of the plan (p. e44).

Weakness:

None found

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 describes the participating LEA's plan to monitor and address professional development needs, as well as the correlation to performance-based incentives (p. e46-47). The applicant has a focused plan to use multiple factors to provide and measure the impact of professional development provided to the teachers and staff.

Weakness:

None found

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 describes the district's evaluation system and the multi-pronged approach used to measure the level of impact on student learning and teacher practice. The proposal also provides criteria and a detailed description of the current teacher/principal evaluation system being used to evaluate all teachers in the state of North Carolina. In addition, the proposal details customized rubrics which are used to evaluate teachers who are on the differentiated Career Pathway outlined in the plan. In addition, the plan outlines how the system uses the data gathered from multiple sources to examine the level of impact on teacher practice and student learning in order to provide focused professional development and specialized training that will improve teacher capacity and impact student learning (p. e46-47).

Weakness:

None found

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 has a strong plan for oversight/management of the proposed plan. The plan clearly defines the roles of the

individuals and entities charged with continual oversight of both existing and new plans (p. e49). The applicant provides a clear plan to evaluate and compensate teachers and staff in accordance with the plan.

Weakness:

The application would be strengthened with the addition of evidence that detailed previous successes experienced with management of previously awarded grants (i.e. Race to the Top grant) (p. e49).

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:

The applicant provides a list of the stakeholders whose input/opinions were used to inform the proposal. The proposal provides an exhaustive list of stakeholders' and the research that supplements the plan (p. e56).

Weakness:

None found

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:

In order to build capacity and sustain the initiatives post TIF, the applicant details a clear plan to gradually shift resources from the TIF funds to other forms of funding in later years of the project. The applicant anticipates that about 25% of the funding needed to fully implement the plan described will be provided by the LEA and business/community support which will also help sustain the initiatives post TIF(p. e56).

Weakness:

None found

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:

The project will serve multiple communities.

Weakness:

There is no clear evidence that the the project will serve rural local educational agencies(p. e17).

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 states the alignment to absolute priority by outlying a commitment to student success and presenting a comprehensive plan aimed at retaining effective teachers. in order to have maximum impact of marginalized communities within their system (p. e23).

Weakness:

However, there is little evidence to justify that the plan as outlined will have the maximum impact on the marginalized communities within the system. The proposal would be strengthened with the addition of evidence that describes how equitable access to effective educators will be achieved across the impacted LEA.

Reader's Score: 3

Status: Submitted

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Status: Submitted

Last Updated: 08/10/2016 05:26 PM

Technical Review Coversheet

Applicant: Pitt County Schools (U374A160014)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	44
Sub Total	65	64
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	14
Adequacy of Resources		
1. Adequacy of Resources	5	4
Sub Total	20	18
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students		
1. CPP 1	2	0
Improving Teacher Effectiveness		
1. CPP 2	5	3
Sub Total	7	3
Total	107	100

Technical Review Form

Panel #5 - Teacher Incentive Fund - 6: 84.374A

Reader #2: *****

Applicant: Pitt County Schools (U374A160014)

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 noted their poverty rate of 24% along with their status as a Persistent Poverty County in NC, which cements their position as being one of need. They provide sufficient evidence that their target population is the same as the one TIF specifies. Pitt County Schools launched a framework in 2013 to recruit, retain, and reward teachers through a Human Capital Management System. The framework is designed to attract and retain effective teachers and to reverse the trend of teachers exiting the profession (pp. e17-24).

Given the existing framework and the momentum already present, this application has a high degree of probability to build local capacity to provide, improve, or expand services that address the needs of the target population.

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

--

Reader's Score: 44

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 use of an existing Human Capital Management System, the R3 Framework, provides a basis for best practices. While they note increased pay does not correlate with an increase in student achievement, they note that incentive and support may lead to improved performance. They piloted a Teacher Leadership Cohort from 2011-2014 using a Race To The Top Grant and used lessons learned to develop their framework which addresses increased teacher influence, training for teacher leaders, and the use of School Improvement Teams to minimize problems with the integration of high performing teachers in low performing schools. By incorporating the Framework with the state's mandated Key Beginning Teacher program, Pitt County Schools has built a Teacher Leadership Institute, a Career Pathways Model, and Performance Based Compensation System (pp. e24-39).

Weaknesses: None noted.

Sub Question

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:

It is apparent that the focus and strategies in this proposal have been developed in consultation with partners such as the PCS Educational Foundation of community and business leaders, East Carolina University, and state and local foundations (pp. e39-40).

Weaknesses:

Letters of support from the state and local foundations are not found in Appendix E, which does not indicate the applicant has gathered all the documentation indicating collaboration.

Reader's Score:

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

General:

Strengths:

The applicant cites a number of sources that support their work based on research aimed at creating self-directed teacher leaders who are empowered to effect positive change. Using mastery, autonomy, and purpose as core foundations, the R3 Program was developed. The applicant realized that effective Professional Development happens over time and makes use of peers to support one another and coaching to make use of the positive effects of scaffolding. Their framework aims to reward performance, incentivize collaboration, and offer training and support which leads to improved achievement for educators and students alike (pp. e40-43).

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:

Following NC's lead to create and implement a Performance Based Compensation System, Pitt Count Schools' application reflects action taken in reaction to the state's three year pilot program to develop advanced teaching roles and organizational models linking teacher performance and growth to salary increases. Grant funding for this application will complement the performance based bonuses supplied by the state for certain categories of noted improvement (pp. e43-44).

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

General:

Strengths:

The applicant notes that NC already uses an evaluation system for teachers and administrators, which helps provide data for decision making on the delivery of professional development, wherein all teachers are evaluated using a standard rubric. Facilitating teachers, multi-classroom teachers, and those in the Teacher Leadership Institute use a customize rubric which differs from the standard rubric. This allows for targeted Professional Development (p. e46).

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:

In addition to the information provided by the state, the applicant will utilize on the ground activities such as walkthroughs, student data, and teacher ratings to design and deliver professional learning. Targeted training for those in the Career Pathway Model will be specialized. The use of two certified coaching trainers will be maximized to support all teachers (pp. e47-48).

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:

The applicant's previous experience with grants has enabled them to be able to assess human resource needs and to develop clearly defined timelines, strategies, responsibilities, and milestones to accomplish program objectives.

The applicant makes use of Generally Accepted Accounting Procedures (sic) (p. e48) and audits to ensure fiscal responsibility and indicates they will use an independent consultant to help summarize progress.

The applicant has clearly delineated the participants' roles, objectives of increasing the percentage of effective teachers and principals, and the improvement of student achievement. Further, they provide an achievable outline of tasks, responsible parties, and milestones (pp. e48-54).

Weaknesses:

Since the applicant notes they were the recipient of a RTTT grant in 2014, it would strengthen the application if they were to provide evidence of success with previous funding.

Reader's Score: 14

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:

The applicant provides evidence of a plan to develop and implement a Performance Based Compensation Systems based on the input from administration and teachers of an existing Human Capital Management System. Support letters (see Appendix E) validate the interest expressed by stakeholders (pp. e54-56);

Weaknesses:

The application would have been strengthened if more support from teachers was evident beyond the two letters submitted.

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 provides a timeline for district contributions to be phased in during years 4 and 5 of the grant, noting that plans are already in place. The Key BT program, the Teacher Leadership Institute, the Career Pathway model, and the state's Performance Based Compensation Systems all indicate the ability to sustain the financial aspects of the plan (p. e56)

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:

Strengths: None noted.

Weaknesses:

This reviewer could not find evidence that this CPP was addressed. The applicant did not specifically denote a focus on rural districts even though they mention small towns and unincorporated communities on page e33.

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 notes that it will ensure equitable access to all participants on page e11, although the focus of this section is on those with special needs. Further, the applicant establishes the need based on low income and minority status and provides a list of high need schools in Appendix F.

Weaknesses:

While it may be presumed that this project will result in equitable access to effective educators for students from low income families and for minority students, the applicant did not specifically address this CPP.

Reader's Score: 3

Status: Submitted
Last Updated: 08/10/2016 05:26 PM

Status: Submitted

Last Updated: 08/10/2016 10:34 AM

Technical Review Coversheet

Applicant: Pitt County Schools (U374A160014)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	20	20
Quality of Project Design		
1. Project Design	45	44
Sub Total	65	64
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	14
Adequacy of Resources		
1. Adequacy of Resources	5	5
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	3
Sub Total	7	3
Total	107	101

Technical Review Form

Panel #5 - Teacher Incentive Fund - 6: 84.374A

Reader #3: *****

Applicant: Pitt County Schools (U374A160014)

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: This applicant operates 37 schools of varying grade ranges including 59% students qualifies for free or reduced-price school meals in 2014-15 (p. e18). Among the labeled eight of the 28 high-need schools, 'Low Performing' were based on an A-F rating scale implemented by the state. The remaining high-need schools in the LEA were eligible to receive letter grade, none received a grade of an A or B and all others received a grade of C or D (p. e18). This demonstrates the need to improve and expand services to address the needs of the target population.

Weakness: N/A

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: 44

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 gives evidence from the R3 framework that a student of an effective teacher may achieve a gain of 1.5 grade level equivalents while an ineffective teacher will only gain 0.5 during a single academic year, with minority and economically disadvantaged inner-city students being more vulnerable to that difference (Hanushek, 2014) (p. e23).

Weakness: N/A

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 proposes a four-year program designed to offer differentiated pay to teachers and build their leadership capacity (p. e28). The applicant's district uses a research-based strategy that occurs within the context of educators. Training is focused on five tenets of effective teaching leadership including: Context, Curriculum, Instruction, Assessment and learning (Figure 7) (p. e45).

Weakness: Although the applicant has said that they have the evidence, it is unclear as to the State and local partnerships though documented letters of support.

Reader's Score:

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

General:

Strengths: The applicant focus has been researched through Daniel Pink (2011) which found that simple monetary rewards were not as effective to motivate individuals in a creative and complex profession such as: teaching. On the contrary, a productive way to motivate individuals would be to allow mastery, autonomy and purpose. These three being the foundation for the R3 program (p. e40).

Weakness: N/A

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's R3 project was developed in collaboration with several partners. Those include: The Pitt County School's Educational Foundation, Pitt County business leaders and also East Carolina University (ECU) which will also add impact (Joyce & Showers, 2002; Knight, 2007) (p. e41). It was found that approximately 95 percent attainment of outcomes and implementation in classrooms from training that was paired with a peer coaching situation (Joyce & Showers, 2002) (p. e41). The peer coaching will allow a teacher to improve their master craft by mediating their thinking (p. 41).

Weakness: N/A

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.

Sub Question

General:

Strengths: This applicant provides a graphical overview Figure 7 (p. e45), which identifies the Evaluation Process. The proposal through the Division of Educator Effectiveness and Leadership (DEEL) will indicate a bridge between the Department of Human Resources and the Department of Educational Programs (p. e45).

Weakness: N/A

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 has provided sufficient evidence which indicates the use of the disaggregated information generated by the Evaluation and Support System. The applicant identifies with the professional development needs of the schools. The impact of the professional learning is measured through classroom walkthrough, examination of student performance data and reviews of teacher evaluation ratings (p. 47).

Weakness: N/A

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 has provided adequate information of the management plan which indicates a proposed timeline within the budget (see Appendix F). The Budget defines the responsibilities and timelines with appropriate items for the project tasks.

Weakness: However, the applicant's previous experience with grant recipient is insufficient as to the outcomes from previous grants to adequately demonstrate the successes.

Reader's Score: 14

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**

Sub Question

by the grant.

General:

Strengths: The applicant's intent of the R3 framework was developed with input from multiple stakeholders including: teachers, principals, instructional coaches, central office personnel, university partners, business partners and the Pitt Country Board of Education (August 2014 – 2015), (e54-56).

Weakness: N/A

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:

Comments

Strengths: The applicant's budget for the R3 framework is approximately \$20 million, with an estimated 25 % by Pitt County Schools of the five years of the grant through internal appropriations and business/community support. The intent is to gradually shift funding for the program during the project so PCS will sustain in the long-term.

Additionally, the sustainability is that two of the four elements of the R3 Framework have already been put into motion and funded by the district (p. e54-56).

Weakness: N/A

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: The applicant's R3 program is designed not only to retain effective experienced teachers, but also works to have an impact on the number of inexperienced teachers (p. e23). The aim of the program is to keep the experienced teachers, and also decrease teacher turnover by supporting and retaining young teachers (Rivkin, Hanuskek & Kain, 2005) (p. e23). Essentially, by recruit, retain and reward will provide the necessary and absolute Priority (p. e23).

Weakness: However, it is unclear as to residents living in small towns to be considered rural areas for a 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:

Strengths: The applicant is prepared to demonstrate through the guidance consultant, PCS will conduct a formative and summative evaluation of the project. The consultant will handle all of the production of the Annual Performance Reports and submit directly to the US Department of Education. The process evaluation will focus on: (1) how the project is being implemented (2) how the project is operating (3) the services delivered (4) and, functions it will perform. All items will be documented and an on-going process (p. e51).

Weakness: However, the applicant's consultant evaluation outcomes are irrelevant due to insufficient information provided at this point that is equitable access.

Reader's Score: 3

Status: Submitted
Last Updated: 08/10/2016 10:34 AM