

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

Status: Submitted

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Technical Review

Applicant: Board of Education City of Chicago (U374A170088)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	23
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	9
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	112

Technical Review Form

Panel #10 - TSL - 10: 84.374A

Reader #1: *****

Applicant: Board of Education City of Chicago (U374A170088)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

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:

Overall Comments:

The Distributed Leadership in Opportunity Schools (DLOS) offers great potential to improve teaching and learning in the Chicago Public Schools (CPS).

Strengths (if applicable):

Distributed Leadership in Opportunity Schools (DLOS) Program there is great potential for attracting and retaining a diverse talent pool, increasing public-private partnerships, and increasing the success for organizational transformation across Chicago Public Schools (CPS) hardest to staff schools. Ideally, the proposed project provides evidence it is a part of a comprehensive effort to improve teaching and learning with strong evidence to support the project goals to increase rigorous academic standards, in particular, for high need schools exist.

Within the program structure, processes for teacher evaluation, professional development, and support; workforce planning; talent acquisition; talent management; career pathways; and performance-based compensation are well defined. Other notable attributes of program attractiveness include a program design adopted from proven methods utilized by Denver Public Schools and Public Impact.

Given the core strategies and the establishment of "within-school teacher leadership roles," the CPS program is implementing a myriad of initiatives to support diversity inclusion, new teacher preparation, and emerging new leaders in CPS schools. The approaches outlined in the application are both strategic and innovative. While, the project is very narrow in scope, it has great potential to have a huge impact on CPS and the city of Chicago. The program focuses on the CPS' 50 hardest to-staff schools and the persistent challenges schools face to maintain an effective organization and positive culture. In this regard, the project clearly states efforts to teaching and learning, and support of rigorous academic standards for students.

Page e20; Page e28; Page e32-33; Page e35

Weaknesses (if applicable):

No Weaknesses Identified

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 the project services.**

General:

Overall Comments:

There are several collaborative partners identified in the application that has a strong potential to maximize the effectiveness of project services.

Strengths (if applicable):

The DLOS model leverages existing and respected partnerships with Chicago Teacher's Union, New Leaders, Relay Graduate School of Education, Public Impact, and Education First. The program design was completed in collaboration as evidence of maximizing the effectiveness of the project services with the appropriate partner involvement. As a result of the early joint efforts related to project development, the DLOS demonstrates highly sustained efforts are already in place based on partner commitments and agreements for student placement in designated DLOS programs.

Given the early traction and partner investment, there are several letters of support in place, including new programs, as well as a developing teacher pipeline further strengthening the program goals and success outcomes. The logic model references the importance of stakeholder inputs, specifically to the success impact of the project with specific references to the necessity of partnerships support. To that end, the DLOS project has very favorable potential given the experience of key nationally recognized partners such as Public Impact and Education First to launch DLOS and attract new teacher leaders to the program.

Page e20; Page e34; Page e36-e37; Page e74

Weaknesses (if applicable):

No Weaknesses Identified

Reader's Score:

- 3. (3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

General:

Overall Comments:

The project demonstrates a long-term plan that aims to fulfill the ongoing support for continuous improvement of CPS schools.

Strengths (if applicable):

The program references building and integrating on a 15 year old Human Capital Management System consisting of well defined program processes. The success and impact of the HCMS is well recognized for its focus on teacher and school leader quality. In context, district wide efforts open the door for DLOS by demonstrating a long-term commitment by CPS to improve teaching and learning and support rigorous standards for all students.

By building and integrating the project into the existing framework there is already strong support for the program

Sub Question

which will take district efforts even further by focusing on much needed richer and specific services for 50 of the districts hardest to staff schools. In this regard, there is evidence that the implementation of the DLOS program can not only strengthen existing efforts but also expand the district capabilities for equitable distribution of teacher and school leader quality across all CPS schools.

The rewards and impact have the potential to create a huge win-win for all district stakeholders with an understanding of much needed differentiated and targeted strategies required for the successful implementation of the program across these 50 hard-to-staff schools. Overall, the DLOS provides a holistic approach to closing the gap to an already thriving and highly successful HCMS system by applying a unique program to solve the problem of supplying the schools designated in high need of quality leadership with the human capital to improve and ensure relative outcomes are found across all district schools. The project demonstrates a long-term plan that aims to fulfill the ongoing support for continuous improvement of CPS schools.

Weaknesses (if applicable):

No Weaknesses Identified

Reader's Score:

Selection Criteria - Need for Project

1. In determining the need for the proposed project, the Secretary considers the following factors:

Reader's Score: 23

Sub Question

1. (1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

General:

Overall Comments:

Overall, the comparative data emphasizes the opportunity within these designated schools to deliver successful outcomes.

Strengths (if applicable):

The proposed project provides a good understanding of the relative data specifically addressing the needs of students at risk of education failure. By narrowing the scope of the DLOS program to focus on the 50 Opportunity Schools, the program design illustrates strong opportunities to implement focused strategies to further impact student achievement and where school quality is lagging.

Overall, the comparative data emphasizes the opportunity within these designated schools to deliver successful outcomes aligned with decreasing the risks of attrition or teacher dissatisfaction, increasing the district overall ability to attract and distribute the experience, quality, and diversity of the teacher workforce across targeted schools to ensure the needs of students at risk are adequately met. The applicant demonstrates an understanding of the net effect of the challenges faced by opportunity schools and clearly outlines key metrics for evaluating long term success of these schools. The importance of key metrics and citing historical data clearly illustrates an

Sub Question

understanding of the various perspectives that must be considered in solving the problem. Page e42-44

Weaknesses (if applicable):

No Weaknesses Identified

Reader's Score:

- 2 (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

Overall Comments:

The proposed project thoroughly addresses the specific gaps or weaknesses. There is a solid plan to address what is considered the greatest gap, lacking internal capacity to build formal in-school teacher leadership structures.

Strengths (if applicable):

The DLOS project does an exceptional job of describing the gaps and weaknesses of the existing HCMS. To that extent, a clear understanding is utilized in displaying opportunities for change management in Opportunity Schools. Specific Strategies were well designed and described throughout the project with specific tangible outcomes for implementing tactical objectives to improve or transform opportunity schools prescribed with the associated weaknesses.

Of these identified gaps, there were specific opportunities and strategies addressed for the designated schools on the area of recruitment, hiring, evaluation and feedback and compensation. In this regard, the applicant demonstrated a strong understanding of the problem, clear solution, and conclusion for aligning DLOS goals with long-term sustained goals for strengthening targeted schools. The prioritization of the identified gaps was well articulated and demonstrated the project's thoughtfulness and strong potential for long-term success and organizational transformation. Page e45 - e46

Weaknesses (if applicable):

Identified Gaps in Professional Development and Teacher Leadership were cited as "CPS' greatest gap...lacking internal capacity to build formal in-school teacher leadership structures." As a result, the review failed to state specific actions that the DLOS program seeks to deploy to address this identified weakness. Since this was emphasized as a gap, there is opportunity to expound on the strategies to close the proposed through the DLOS program. Page e47

Reader's Score:**Selection Criterion - Quality of the Project Design**

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

Sub Question

1. (1) The extent to which the proposed project demonstrates a rationale.

General:

Overall Comments:

The applicant has a strong understanding of potential threats that may impede the success of the program. There is a detailed plan that describes how the applicant will mitigate those threats.

Strengths (if applicable):

There is strong rationale for the DLOS program in opportunity schools. The focus of DLOS are the hardest-to-staff schools in the district by which the project plan outlines clear and specific strategies for approaching the existing gaps and weaknesses found in these schools. The specialized and targeted approach for supporting and retaining talent also demonstrates the projects ability to address some of the biggest and most unique challenges for these schools.

The high level goals are measurable and well defined to ensure the impact of the program and the success outcomes are discernable and truly attainable. There is explicit focus on address the inequities of student access to the best talent and the factors that impede Opportunity Schools' success. The organizational environment and threats are well defined and researched to ensure increased probability of success. There is very strong evidence to support the magnitude of the impact through quantifiable methods for ongoing monitoring and evaluation. The long term success outcomes under the DLOS program are based on the specificity of the unique challenges and remedies associated with the implementation of the program in the hardest to staff schools; providing a much needed rationale and support for the program.

Page e12; Page e48-49

Weaknesses (if applicable):

No Weaknesses Identified

Reader's Score:

2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

General:

Overall Comments:

The staffing and related recruitment needs demonstrates a strong understanding of how the resources will be allocated to address the needs of the schools.

Strengths (if applicable):

The project seeks to fulfill the district's mission of preparing all students for success in college, careers, and community, especially those students in Opportunity Schools. There is a clear and detailed outline of the program objectives within the proposal design. The identified goals are both relevant to the problem faced by Opportunity Schools and are fully measurable for program viability and success.

As a result, the program the DLOS program takes a very unique approach to transformation by narrowing the scope

Sub Question

to more focused requirements to sustain changes at the individual school level. This demonstrates a very strong commitment to long term success in addition to the incorporation of a learning approach to change which further strengthens not only the organizational culture within each opportunity school but also influences necessary support for district policies and structural reforms across CPS.

Again, the specific strategies and attention to the deficits in the program design present great opportunity for success and avoidance of duplication of district efforts. The prescriptive and exhaustive outline of staffing and related recruitment needs demonstrate a strong understanding of resource allocation to support and empower long-term systemic changes. The model not only provides for unique strategies as a result of the program design but also builds and capitalizes on existing resources as well as support from the district to promote sustainment. The program clearly outlines and delineates the districts support and alignment with the state's equity plan, which enhances the potential for success and increases the model's attractiveness for highly equitable and quality education.

Page e17; Page e49-50

Weaknesses (if applicable):

No Weaknesses Identified

Reader's Score:**3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.****General:**

Overall Comments:

The plan for evaluation and plan for monitoring the project is extensive. The plan includes specific metrics with key performance indicators.

Strengths (if applicable):

The use of multiple measures is an important factor for program review and ongoing continuous improvement. Improved student academic achievement in Opportunity Schools is clearly measured using the district's current accountability framework, the School Quality Rating Policy (SQRP) Page e51-52 In addition, there is a list of specific DLOS success measures based human capital-related goals to provide some interim and intermediate metrics for measuring progress.

An evaluation plan with specified metrics has been provided with key performance indicators and milestones for tracking and monitoring the program. The commitment to evaluation is well documented and demonstrates a high and relative understanding of program evaluation, formative program assessment, and systematic and recurring program review. The importance given to evaluation is remarkable and further substantiates the caliber and commitment to excellence of the program. Page e52-53

Weaknesses (if applicable):

Sub Question

No Weaknesses Identified

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers:

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

General:

Overall Comments:

The overall application was well written and illustrates a high level of experience from the applicant. The management plan is thorough and demonstrates a strong alignment for delivering program outcomes.

Strengths (if applicable):

The management plan to achieve the objectives of the proposed project extends to governance and staffing as a means of ensuring long-term success of the DLOS project. Specific hires have been address to ensure adequate support is planned as a part of the grant activities and overall oversight of the projects internal and external project management.

Subsequently, the DLOS Steering Committee was created to serve as the decision-making body with authority over the objectives, priorities, and oversight of the program. The Steering Committee alongside the program managers and key organizational roles has specific duties and expectations clearly outlined. Mapping the roles and expectation is integral to early stage success including growth and sustainability of the program through maturation. The application does a great job of connecting the partnerships and desired outcomes of the program to specific job functions, roles, and requirements for successful implementation of the project.

The management plan demonstrates strong alignment and clear focus for successfully delivering program outcomes. Examples of clear and proven process can be found as a part of the proposal with a detailed action plan for year one. This highly commendable and demonstrates strength in planning which can only support long-term success of the project.

Page e54-57; 58-59; 60-64

Weaknesses (if applicable):

No Weaknesses Identified

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 5

Sub Question

Sub Question

- 1. (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

General:

Overall Comments:

The applicant has secured additional commitments to ensure the levels of support can be continued after the grant ends.

Strengths (if applicable):

Within the proposal there is strong evidence of experience as it relates to fiscal management and operational management of programs. CPS has administered numerous Federal and State grants of this nature. A specific plan for financial stability is well defined and establishes the use of matching funds for capacity building. Commitments are also identified as a part of the grant, which further supports the positive traction and high propensity for success, based on the levels of support defined. Page e65

Weaknesses (if applicable):

There is great opportunity to plan for programmatic stability as a direct focus on reducing teacher turnover, an identified key objective of the DLOS program. In this regard, the connection between programmatic stability could be more clearly stated; not implied and aspirational. There is limited concrete support or research that ties to the effects of program stability. More consideration could be given here. Page e66

Reader's Score:

- 2. (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**

General:

Overall Comments:

The distributed leadership and teacher residencies described in the application are an additional support for the continuation of the project after the federal funds ends.

Strengths (if applicable):

There is strong support for the incorporation of the project purposes. Essential data and information relative to the lessons learned is specified for future integration in to district's broader work. A plan to support the transfer of knowledge is planned for which demonstrates stronger support for development and a sustained presence in the districts organization structure. The second order change provides for a long-term sustainable model with incremental and slow progressions of change and performance management. This approach is strategic and demonstrates the tactful and experience strategic management of the project to ensure long-term success.

Page e66- e67

Weaknesses (if applicable):

No Weaknesses Identified

Sub Question

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

Competitive Preference Priority 1.1

Overall Comments:

The applicant has a strong understanding of gaps and weaknesses. The proposed project will provide a great opportunity to equitably distribute effective teachers and school leaders across the LEA.

Strengths (if applicable):

In addressing the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, gaps or inequities related to the distribution of teacher and school leadership quality should be observed in conjunction with the project. CPS provides a well-demonstrated approach to long-term management of the program through the direct hires of Instructional Effectiveness Specialists (IES) for Opportunity Schools. In addition, planning support identified gaps with the establishment of a Professional Development Plan (PDP) model to further expand the continuum for continuous quality improvement across hard-to-staff schools.

The focus on standards and practices for goal setting, feedback and improvement for all teachers is remarkable and communicates a strong commitment to the program's success. Emphasis on a model by which the program can integrate and implement opportunities demonstrate a wide-spectrum of strategies for engagement and support can only increase program buy-in and full adoption and acceptance of the program by members of the school-wide organizational community. This also communicates tremendous opportunity for success when a program can illustrate how it will embed into the organizational culture. Again, there is strong support for organizational transformation as evidence of a well-designed program.

Weaknesses (if applicable):

No Weaknesses Identified

Competitive Preference Priority 1.2

Overall Comments:

The application demonstrates a strong focus on collecting data via formative feedback to better support school weaknesses.

Strengths (if applicable):

The project plan does a good job of outlining needs and documenting identified gaps and the additional prospect for growth. Because the program is in its infancy there is great opportunity for taking an agile approach to learning as an organization and balancing change. Application of more formative feedback procedures is present and provides a unique opportunity to make necessary adjustments based on the program. Emphasis on statistical data and making improvements based on informed decision making models is a best practice. Building on early successes, CPS demonstrates its commitment to several modifications for Opportunity Schools to ensure better ongoing and differentiated feedback and support. This is an important process to establishing relevance of changes and the reliability or influence of certain factors to improve identified gaps. Page e29

Weaknesses (if applicable):

No Weaknesses Identified

Competitive Preference Priority 1.3

Overall Comments:

The overall plan provides a unique opportunity to provide professional development for teachers and school leaders to assist the school district in increasing access to more effective educators.

Strengths (if applicable):

CPS has not yet achieved equitable access to high-quality instruction for all students but it recognizes in the clear identification of the 50 CPS schools there is an opportunity to improve quality teacher and school leadership. This is well noted and addressed throughout the proposal. The strategies defined are also well within the scope of the State's Plan to Ensure Equitable Access to Excellent Educators which will be used for ongoing evaluation of the program.

Weaknesses (if applicable):

There is no clear alignment to State's Plan to Ensure Equitable Access to Excellent Educators.

Reader's Score: 9

Competitive Preference Priority #2 - Diverse and Effective Workforce

- 1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

Competitive Preference Priority 2.1

Overall Comments:

The plan to brand hard-to-staff schools as Opportunity Schools is strategic and increases the likelihood that the applicant will successfully create and maintain a diverse workforce. There is a detailed plan that includes a well-defined strategy to provide incentives that attract a more diverse applicant pool.

Strengths (if applicable):

There is evidence of commitment to create and maintain a diverse workforce. CPS has branded hard-to-staff schools as

Opportunity Schools to emphasize the

Prioritization of these schools for recruitment opportunities. In addition, incentives and funding for compensation have been leveraged to attract talent from diverse applicant pools to the program. The proposal outlines many resources, including a process and the impact of diverse applicant pool as it relates to the success of the project. The findings also indicate diversity is a big part of what they look for on the talent acquisition side but also in partnerships and company hire. It is an embedded and principal part of the organizational logic, which clearly and explicitly describes the commitment to diversity. Page e63

Weaknesses (if applicable):

No weaknesses identified.

Competitive Preference Priority 2.2

Overall Comments:

The proposed project includes several strategies and resources that will assist in attracting, supporting, and retaining diverse educators. The applicant was careful to describe how the project will continue after the grant funds end.

Strengths (if applicable):

A plan is well articulated and explained in the project proposal. There is strong emphasis and intentionality on creating a diverse workforce. Both the project plan and proposal address the need and support requirements for diverse workers.

Weaknesses (if applicable):

No weaknesses identified.

Reader's Score: 5

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Technical Review

Applicant: Board of Education City of Chicago (U374A170088)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	9
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	114

Technical Review Form

Panel #10 - TSL - 10: 84.374A

Reader #2: *****

Applicant: Board of Education City of Chicago (U374A170088)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

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:

There is clear evidence that the proposed project is part of an effort to improve educator effectiveness that will impact student achievement.

Strengths: The applicant thoroughly demonstrated a comprehensive explanation for improving teaching and learning in addition for the rationale behind the effort. For instance, the school district's Chicago Public School's (CPS) Vision 2016-2019 report recognized talented and educators as one of its most critical factors preventing achievement of the district's academic goals. The applicant indicates plans to implement a new human capital effort, Distributed Leadership in Opportunity Schools (DLOS) Program, a comprehensive, long-term commitment by CPS to improve teaching and learning and support. By doing so, the district will be able to fulfill the district's mission of preparing all students for success in college and careers. (e21,22)

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 the project services.

General:

The applicant proves the collaborative partners are appropriate for maximizing the effectiveness of the proposed project services. Through this initiative, the partners will support educators in their efforts to become more more effective.

Strengths: The proposed project will involve partners that have the expertise needed to maximize the effectiveness of the project services. For instance, CPS will launch two Teacher Residency Programs in 2017 in partnership with Relay Graduate School of Education for Special Education and National Louis University for Bilingual teachers. The proposed partnerships will enable the applicant to enhance their human capital efforts while maximizing the effectiveness of the proposed talent development initiatives. (e21)

Weaknesses: No weaknesses noted.

Sub Question

Reader's Score:

3. **(3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.**

General:

Clear evidence shows the proposed project will build on other efforts supported by community, State and Federal resources that are intended to improve desired outcomes.

Strengths: The applicant thoroughly demonstrated the work that will be done in the proposed project will build on similar efforts using community, State, and Federal resources. For example, the proposed intervention will build upon several large-scale efforts that have empowered both CPS principals and teachers to better meet the needs of their schools and students, which are currently funded through continued and sustained local, State, and/or Federal sources. One such effort noted is the establishment of the Chicago Leadership Collaborative and Principal Residencies for new principal preparation is designed to ensure the newest leaders are fully prepared to lead rapid school improvement. (e36,37)

Weaknesses: No weaknesses noted.

Reader's Score:

Selection Criteria - Need for Project

1. **In determining the need for the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

Sub Question

1. **(1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.**

General:

The applicant thoroughly demonstrates the proposed project will provide services or address the needs of students at risk of educational failure.

Strengths: The applicant provided a comprehensive description of the target population and the circumstances facing them that supports the need for the proposed project. For example, CPS has identified 50 CPS schools (the Opportunity Schools) which suffer from an acute lack of quality teacher candidates and consistent turnover that is well-above average for CPS. Within the selected cohort of schools, more than 80% of students are eligible for free- and reduced-priced lunch, meeting the definition of High-Needs for the purposes of this funding opportunity. Additionally, the average composite ACT score for students in the Opportunity School cohort was 14.4, compared to all other students' 17.9 composite score. At the elementary school level, only 38% of students in the Opportunity School cohort scored at or above the national average in math, compared to 53% of all other students. Finally, only 45% of students in Opportunity Schools scored at or above the national average in reading, compared to 60% citywide, clearly illustrating the proposed project will address the needs of students at risk for educational failure. (e43,44)

Weaknesses: No weaknesses noted.

Reader's Score:

Sub Question

- 2 (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

The applicant clearly described the gaps that have been identified and will be addressed by the proposed project.

Strengths: The applicant provides a thorough description of the weaknesses in the current infrastructure that will be addressed by the proposed project. For instance, a weakness noted is principals and assistant principals are incapable of coaching all the teachers in these schools alone. Noted gaps included gaps in hiring and recruitment, evaluation and feedback, compensation, and retention. Additionally, the applicant cites a lack of internal capacity to build formal in-school teacher leadership structures are noted as the applicant's biggest gaps. In addition to an increasingly short supply of diverse teacher candidates, CPS faces challenges in the distribution of where candidates apply across CPS. The proposed DLOS program will change, improve, or eliminate gaps and weaknesses in the identified Opportunity Schools. (e44,46,47)

Weaknesses: No weaknesses noted.

Reader's Score:

Selection Criterion - Quality of the Project Design

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

Reader's Score: 20

Sub Question

- 1. (1) The extent to which the proposed project demonstrates a rationale.**

General:

The applicant demonstrated that the proposed project is based on solid rationale.

Strengths: The applicant provides a convincing discussion that shows the proposed project is based on a strong theoretical perspective. Additionally, the sources cited support the blended platform that will be used for service delivery. For example, the applicant would have us know that if leadership is to be effective, and student achievement and teacher development improve, there must be collaboration and shared responsibility. Additionally there must be opportunities for analysis and feedback. (e48,49)

Weaknesses: No weaknesses noted.

Reader's Score:

- 2 (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

General:

The applicant described a plan that shows the design of the project will address the needs of the target population.

Strengths: The applicant clearly outlines a design for the proposed project that is appropriate to, and will successfully address, the needs of the target population. For example, the Illinois State Board of Education's (ISBE's) plan and the proposed project both seek to improve the continuity and enhancement of teacher recruitment and

Sub Question

retention supports provided directly to schools and the need to develop differentiated strategies for schools in "high-needs" communities. (e51)

Weaknesses: No weaknesses noted.

Reader's Score:

3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.

General:

The plan to evaluate, monitor, and report is well-defined.

Strengths: The applicant provided a solid plan for the evaluation, monitoring, and reporting of grant activities. For instance, CPS will continuously monitor and evaluate both the implementation and outcomes of its DLOS program throughout the project period. In order to carry out regular progress monitoring of the DLOS effort, CPS will utilize a variety of implementation metrics and milestones. The proposed framework School Quality Rating Policy (SQRP) includes several measures of students' academic achievement, growth, and attainment. To evaluate and monitor the project, the applicant will use the following tools: the REACH Assessment to determine rates teacher and administrator quality; the IMPACT Dashboard to tally school performance data such as attendance, on-track rate, course promotion, and disciplinary data; the Talent Office datasets which aggregate vacancy, turnover, diversity, and placement, and School Climate tools such as the 5 Essentials which rates student and teacher perceptions. (e51-53)

Weaknesses: No weaknesses noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

1. In determining the quality of the management plan for the proposed project, the Secretary considers:

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

General:

The plan to achieve the objectives of the proposed project on time and within budget is well-developed.

Strengths: The applicant provided a timeline that illustrated the project tasks, responsibilities and corresponding milestones, in addition to a strong management plan which illustrates the project has appropriate oversight. For example, CPS will hire a full-time grant-funded Project Director to dedicate 100% time to DLOS. The DLOS Steering Committee will serve as the decision-making body with authority over the objectives, priorities, and oversight of the program, and will be comprised of the Project Director, CPS Executive Leaders (Chief Education Officer and/or Chief of Teaching & Learning, Chief Talent Officer, and Chief Officer of Network Support), and a representative of the Chicago Teachers' Union. The Chief Talent Officer will ensure project milestones are met and within budget updates on progress to Chicago Board of Education and Executive Leadership. The detailed timeline illustrates proposed activities, and the expected timeframe/milestones for activities to be completed. (e55-58,e60-64)

Weaknesses: No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 5

Sub Question

1. **(1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

General:

The applicant thoroughly demonstrated they have a plan to support the continued implementation of the project after the grant ends.

Strengths: The applicant outlined a plan that demonstrates the potential to sustain the program beyond funding is great. For example, the applicant states investments in their work will not need to be sustained after the grant period because the work will be supported in-house by CPS. Additionally, matching funds will be used to sustain these implemented capacity-building programs. (e65)

Weaknesses: No weaknesses noted.

Reader's Score:

2. **(2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.**

General:

The plan to incorporate aspects in the project into the continued operation of the district is thoroughly described and plausible.

Strengths: The applicant provided a well-defined plan for the incorporation of aspects of the project into the organization when Federal funding ends. For example, the proposed activities will be rooted throughout the school district's organizational structure, which ensures a lasting impact. At the end of the grant cycle, the applicant will roll out a larger more distributed leadership model across the entire school district. (e66-67)

Weaknesses noted: No weaknesses noted.

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

1. **Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

The gaps of the project have been identified as well as the factors that led to the determination of the gaps. The presentation regarding the State Plan lacks specificity.

Strengths:

(1) The applicant thoroughly explains the most significant obstacle to student access it effective teachers and other educators. The applicant states as not yet achieved equitable access to high quality instruction for all students. Obstacles within the Opportunity Schools' access are cited as: (a) schools which are in communities with declining population and therefore, with declining student enrollment; (b) schools are located in communities of concentrated poverty and/or violence; (c) schools are geographically isolated from communities where teachers live; and (d) schools have historically low achievement and/or poor reputations. These factors are key contributors to recruitment efforts linked quality teacher candidates and consistent turnover that is well-above average for CPS as a whole. (e42-44)

(2) The applicant comprehensively illustrates relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support. For instance, Opportunity Schools score significantly lower on CPS' School Quality Rating Policy, averaging 2.9 on a 1 to 5 scale versus a district-wide average of 3.6 according to data from the Chicago Public School system. (e44)

(3) The applicant demonstrates how strategies proposed for closing the identified gaps are aligned the State's Plan. The Illinois State Board of Education's (ISBE's) plan and the proposed project to improve the continuity in addition to enhancing teacher recruitment and retention supports provided directly to schools and the need to develop differentiated strategies for schools in "high-needs" communities. Both sets of plans focus on improving professional development opportunities for teachers in high-need schools and strengthening partnerships between teacher preparation institutions and the district with a push to identify prospective teachers who wish to teach in high-poverty schools. (e51)

Weaknesses: The application did not demonstrate a clear correlation between the state plan and proposed initiative. Therefore, the tangible link between the two is not clear. Information is provided about the proposed initiative. However, statements about the State Plan are generalized.

Reader's Score: 9

Competitive Preference Priority #2 - Diverse and Effective Workforce

1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

The applicant is specific in its acknowledgement that the districts are experiencing difficulty attracting teachers to high-needs campuses.

Strengths: In order to increase the number of minorities within the school district's talent pool, the CPS will launch the Chicago Teacher Ambassador program to recruit more high-quality African American and Latino teaching candidates, demonstrating a commitment to creating a diverse workforce. Additionally, the district will create new branding and promotional materials, and revise the district's website, in an effort to attract and retain more candidates of color. (e33-34)

Weaknesses: No weaknesses noted.

Reader's Score: 5

Status: Submitted

Last Updated: 07/13/2017 11:26 AM

Status: Submitted

Last Updated: 07/12/2017 05:18 PM

Technical Review

Applicant: Board of Education City of Chicago (U374A170088)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	20
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	9
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	114

Technical Review Form

Panel #10 - TSL - 10: 84.374A

Reader #3: *****

Applicant: Board of Education City of Chicago (U374A170088)

Questions

Selection Criteria - Evidence of Support

1. In determining evidence of support of the proposed project, the Secretary considers the following factors:

Reader's Score: 30

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:

Overall Comments:

The LEA has proposed a fully developed program to address improvement in teaching and learning. Specifically, they have noted that it is their mission to affect academic standards in multiple areas will be comprehensive through the employment of the Distributed Leadership in Opportunity Schools (DLOS) program. Chicago public schools presented a comprehensive model that ultimately addresses student achievement (p. e25). Per the description, Recognizing Educators Advancing Chicago Students (REACH), a component of DLOS, heightens the expectations of educators and school leadership. Student growth measures are calculated through met performance tasks and value added measures. The LEA offers the opportunity for teachers to be instrumental in the review of student growth and determining if rigorous standards have been met.

Strengths (if applicable):

The incorporation of teacher review and evaluation of student growth measures were strengths (p. e.24-25). In addition, the number of years that teachers must hold excellent ratings to be considered for tenure (p. e26).

Weaknesses (if applicable):

No weaknesses identified

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 the project services.

General:

Overall Comments:

The LEA proposed a partnership with seven organizations to specifically support and implement the components associated with DLOS program (p. e36-37). Each organization is specifically aligned to the intent of the proposed project. The applicant also included research based/university level recommendations for project implementation. Chicago Public Schools services mainly focus on coaching and training for teacher leaders/residents, student teachers, and ultimately assess teacher development (p. e37).

Strengths (if applicable):

Sub Question

The services from partnerships are directly aligned with the intent of the proposed project. The intention of the proposed project partnerships is to refine the coaching methods to ultimately build teacher leadership. Ultimately, student achievement will be effected (p. e17).

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:

3. (3) The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using community, State, and Federal resources.

General:

Overall Comments:

The organization provides a fully developed description of program components previously piloted in 2012. The organization specifically noted the successes associated with the inception of the REACH program. Since then, the LEA revamped their evaluation system. When there is a reduction in force the ineffective teachers will be released first. The organization notes that the leverage of existing funding will occur so that the proposed project can be executed with fidelity (p. e.37-38).

Strengths (if applicable):

The strengths of the program, formally, to rid schools of ineffective teachers and place the most qualified instructors in front of students. In specific, REACH has created an effective baseline for evaluating teachers which has resulted in student achievement (p. e39). The district expressed that the human capital investment will be the most significant contribution to the DLOS implementation to the proposed project. These measures act as a strengths to build the REACH program.

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:

Selection Criteria - Need for Project

1. In determining the need for the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub Question

1. (1) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

General:

Overall Comments:

Chicago Public Schools will use TSL funds to improve 50 opportunity campuses (serving 16,000 students). The LEA provided specific data from each identified school that disclosed the percentage of poverty stricken students (90%+) and total minority demographics. The applicant noted that one of the main components is to improve access to quality teachers in high need schools (p. e42).

Strengths (if applicable):

Sub Question

The LEA noted that despite continued success across Chicago Public Schools in graduation rate, ACT averages, and NAEP scores, opportunity campuses are deficient and below the district average (p. e44). Therefore, the focus is to improve these specified campuses. The LEA recognizes the need for refinement in their high need campuses and provides data to support their project design (p. e43).

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:

- 2 (2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.**

General:

Overall Comments:

The LEA specifically identifies and addresses six gaps that will be challenged and improved through the use of grant funding. These gaps note current areas of refinement in the 50 opportunity schools and expresses how the Chicago public schools will help to improve and reinforce the effectiveness after implementation. The organization's approach to support is comprehensive and fully developed through the identified gaps.

Strengths (if applicable):

Gaps are aligned to the intent of program design and review teacher preparation, recruitment, hiring, evaluation and feedback, compensation and tenure, and professional development (p. e44-47). Through DLOS in the identified 50 opportunity schools, the gaps will be fulfilled.

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:**Selection Criterion - Quality of the Project Design**

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

Reader's Score: 20

Sub Question

- 1. (1) The extent to which the proposed project demonstrates a rationale.**

General:

Overall Comments:

The LEA provided a clear rationale for the project design based on the mission and vision of Chicago Public Schools. Expectations of high quality instructional programs was rationalized through the implementation of the different components of DLOS. The current conditions of the 50 opportunity schools demonstrated the need for Chicago Public Schools to devise a plan of intervention. It is the priority of the LEA to change the current academic course of these campuses to build a stronger district (p. e48).

Strengths (if applicable):

A clear mission to appropriate thought into the current projected pathway for Opportunity Schools to improve was

Sub Question

an identified strength. The implementation of this plan has the potential to positively impact 16,000 students (p. e44-47).

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:**2. (2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.****General:**

Overall Comments:

The LEA plans to prioritize services through DLOS to Opportunity Campuses. Chicago Public Schools services are further noted in five school level efforts and five district-wide efforts as much needed support to reform the Opportunity campuses. The proposed policy objectives that focus on improvement such as staffing, teacher residents, recruitment, and teacher leadership (p. e50). The organization provided data to specifically outline the average deficiencies at these campuses.

Strengths (if applicable):

The commitment of the district to address campus discrepancies through the identified school and district efforts. There is a great emphasis on the development of campus personnel to foster retention and recruitment efforts (p. e50). The DLOS program provides a clear focus for campus personnel to adequately address the needs of the target.

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:**3. (3) The extent to which the grant activities will be evaluated, monitored, and reported to the public.****General:**

Overall Comments:

The LEA noted that grant activities will be evaluated and reported to the public. Chicago Public Schools has an internal accountability initiative titled the School Quality Rating Policy (SQRP). The LEA will hire a manager to lead monitoring, evaluation, and reporting. Public reporting will be executed on the CPS website as a quarterly program requirement. The organization gives a clear description of how the evaluator will examine the program and the frequency of evaluation.

Strengths (if applicable):

There is a clear focus of the how evaluation and management of the proposed project will occur (p. e54). The milestones and description of purpose are clearly noted in the management plan that will be executed. In addition, the LEA notes that there evaluation process is already in operation and will be utilized during the grant duration.

Weaknesses (if applicable):
No weaknesses identified.

Reader's Score:**Selection Criteria - Quality of the Management Plan****1. In determining the quality of the management plan for the proposed project, the Secretary considers:**

The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines and milestones for accomplishing project tasks.

General:

Overall Comments:

The LEA presented a well-developed guide and noted that it would serve as the fiscal manager for the TSL grant. Chicago Public School describes how each personnel member will provide quality management of the TSL grant activities. CPS duties specifically address the organization's responsibilities/accountability (p. e56) noted in the grant application. The LEA provided a detailed five year rollout of DLOS grant activities.

Strengths (if applicable):

The grant activities rollout plan is strategic and excludes all the major stakeholders per the description of the grant project. Campuses are aligned in 4 cohorts (p. e57-58) and rollout of Teacher Leader/Residency Programs as well as a Key Activities and Milestones rollout plan to be implemented for year 1-5(p e.60-64).

Weaknesses (if applicable):

No weaknesses identified.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project based on the following factors:

Reader's Score: 5

Sub Question

1. (1) The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

General:

Overall Comments:

The key elements of the grant are addressed for continuance such as HCMS, quality supports, and partnership after the grant period elapses. The LEA offers a financial sustainability plan framework. Funds to continue the program will be absorbed and supported in the campus budget after grant funds are no longer available (p. 65-66). CPS notes that sustainability will come through buy-in and creating capacity in teachers from a programmatic viewpoint. The grant activities will produce an organic culture to increase teacher sustainability, retention, and recruitment.

Strengths (if applicable):

The organic cycle of teacher sustainability, retention, and recruitment is strength to the proposed project. In addition, the absorbent of the financial cost into the campus budget shows continued commitment of CPS to ensure longevity of the project.

Weaknesses (if applicable):

No weaknesses identified.

Reader's Score:

2. (2) The potential for the incorporation of project purposes, activities, or benefits into the ongoing program of the agency of organization at the end of the Federal funding.

Sub Question

General:

Overall Comments:

The LEA incorporates a well-developed plan to address project purposes and activities by the end of the grant period. The district expressed the investment in human capital management will help sustain the DLOS program. In return, teacher leadership/residency, retention, recruitment, and ultimately student achievement will continue (p. e67). The DLOS is embedded in the structure of CPS therefore the plan will have great impact for years after implementation.

Strengths (if applicable):

Components of DLOS are currently built in the CPS. These implementation measures show ownership of the program and the activities that will lead to success on behalf of Opportunity Schools.

Weaknesses (if applicable):

No weaknesses identified.

Reader's Score:

Priority Questions

Competitive Preference Priority #1 - Improve Equitable Access to Effective Educators

- 1. Projects that are designed to address the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both teachers and School Leaders, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA or LEAs the project will serve. At a minimum, applicants must:**

(1) Identify the most significant gaps or insufficiencies in student access to effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how effective teachers, School Leaders, or both, are distributed across the LEA(s) the project will serve;

(2) Identify relevant factors used in determining such gaps, such as data on availability of school resources, staffing patterns, school climate, and educator support; and

(3) Describe how the strategies proposed for closing the identified gaps are aligned to and are consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015.

General:

Overall Comments:

The measures to identify the most important gaps and deficiencies in student access were accomplished in the well-developed presented plan. The plan specifically noted the intent to supply Opportunity Schools with effective teachers and school leaders. Relevant factors were identified and used in determining such gaps. CPS provided data based responses on the availability of school resources, staffing patterns, and educator support. The LEA provided adequate alignment district strategies to the Illinois State Plan (Equity). The organization reviewed strategies that will be further developed to address the needs and identification of gap (p. e51).

Strengths (if applicable):

The LEA provided specific data that noted the deficiencies in the 50 Opportunity Schools. The proposed project specifically provides a rollout of how services will be distributed to schools. Significant gaps were identified along with data to note the availability of current school resources. In addition, the current staffing patterns at the 50 opportunity campuses were detailed, and efforts to supplement were also explained. The DLOS program focuses on the improvement of these identified issues that are currently experienced. CPS noted that both plans focus on the improvement of professional development for teachers and the strengthening of partnerships. In addition, there is a mandate to ensure that students in high poverty schools are being taught by quality teachers

Weaknesses (if applicable):

The time duration of rollout for Teacher Leadership Roles and Teacher Residency Programs will delay services to several opportunity campuses. Implementation of the program will not begin until year 2. All schools would not be serviced until year 5 for these two areas (p. e57). Little information was noted to address school climate except the difficulty of teacher retention at high school. This gives a partial viewpoint of school climate concerning Opportunity Schools. Specific verbiage from the Illinois Plan would validate the claims made by CPS of alignment and make the application stronger.

Reader's Score: 9

Competitive Preference Priority #2 - Diverse and Effective Workforce

- 1. Projects that are designed to attract, support, and retain a diverse and effective workforce, including effective teachers, School Leaders, or both, from historically underrepresented populations. At minimum, applicants must provide:**

A description detailing their commitment to creating and maintaining a diverse workforce.

General:

Overall Comments:

CPS' priority is to change the viewpoints concerning diversity. The LEA does not simply focus on race, but incorporates the value brought to the workplace and sustained practices to keep build teacher retention. CPS has commitment to creating focus groups such as the Educators of Color Affinity Groups to discuss issues of equity and race. They expect these factors to be considered by teachers of color when selecting and maintaining employment in CPS. CPS will implement the Chicago Teacher Ambassador Program to recruit more African American and Hispanic teachers. The LEA provided data that compared teacher applicants to student population over a four year timespan. Student population data overruled potential applicants. Therefore, the district responded by integrating more innovative recruitment efforts to attract and support diverse educators. Retention will be achieved through the other measures of DLOS that were previously covered.

Strengths (if applicable):

The focus of the LEA was not only to consider race but to include the quality and value brought to the workplace. This efforts shows commitment to the overall goal of student achievement by ensuring that the best teachers can be accessed by students at Opportunity Schools. Building teacher ambassadors and residency programs at Opportunity Campuses were identified strengths. The district has identified the need and will address it through professional development and coaching rather than purely stipend based retention program.

Weaknesses (if applicable):

No weaknesses identified.

Reader's Score: 5

Status: Submitted
Last Updated: 07/12/2017 05:18 PM