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

Technical Review

Applicant: Board of Education of Prince George's County, Maryland, Inc. (U374A170024)
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	19
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	4
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	111

Technical Review Form

Reader #1: **********

Applicant: Board of Education of Prince George's County, Maryland, Inc. (U374A170024)

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 applicant's proposed Great Teachers, Great Leaders, Great Schools project is part of a comprehensive effort to improve teaching and learning, which is strategically aligned with the LEA's Coherence Framework; aligns with the LEA's High Performing Workforce strategy; guided by the LEA's Data Wise Improvement Process (DWIP); and supports rigorous academic standards for students in forty identified high-need schools. The applicant well describes how the proposed project will support the LEA's Strategic Plan's focus on a high performing workforce to advance student learning and improve student academic achievement by improving the effectiveness of the Human Capital Management System (pp. e 18-23). The applicant details how the proposal project also aligns with the established support and accountability structures that currently support the cross-functional work of the current human capital management system. The proposal also directly addresses identified human capital management needs and opportunities within the school district (p. e24).

   Strengths (if applicable):
   The goals of the proposed project focus on attracting and hiring qualified candidates representing the diversity of the targeted LEAs' student populations; deploying teachers in high-need schools; supporting teachers and school leaders through professional development and fair evaluation methods; and establishing a career pathway for teachers. For each project goal, the applicant provides objectives; describes evaluation measures, and describes anticipated goals with realistic timeframes (pp. e25 -27). The LEA's HCMS system is based on the currently utilized Charlotte Danielson's Framework for Teaching (FtC), which is a researched-based evaluation system, provides the tool used for teacher observations in PGCPS. The FtC model provides a system of fair and equitable evaluation processes for evaluating teachers and school leaders, as well as a model for observing and supporting teachers and teacher leaders through their professional growth (pp. e 18-27). The project also aligns with the established support and accountability structures including the cross-functional work of the current human capital management system, and directly addresses identified human capital management needs and opportunities within the school district.

   Weaknesses (if applicable):
   No weaknesses

   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 Great Teachers, Great Leaders, Great Schools project aligns with the PGCPS Strategic Plan and involves collaboration with internal and external partners. The PGCPS grant proposal includes a partnership with the Division of Human Resources (HR), the Office of Employee Performance and Evaluation (OEPE), the Office of Talent Development (OTD), the Office of Curriculum and Instruction (CI), the Diversity Office, the Department of Testing, Research, and Evaluation (DTRE), the Division of Information Technology (IT), and the Office of Communications. The applicant describes how each office will benefit from the collaboration, as well as the collective LEA. The applicant well describes how aligning the proposed project with other PGCPS improvement efforts, the TSL grant will support the PGCPS Strategic Plan's focus on a high performing workforce designed to improve student academic achievement (pp. e32-33).

Strengths (if applicable):
The applicant provides detailed descriptions of the internal partnership efforts of each LEA office and department in support the proposed project. The Division of Human Resources (HR) will lead the recruitment and deployment efforts; the Office of Employee Performance and Evaluation (OEPE) will lead improvements to the teacher evaluation and support systems, with a focus on improved observation calibration and student learning objective assessments; and the Office of Talent Development (OTD) will lead the development and implementation of the teacher leader model, including micro-credentialing, Master's degrees in teacher leadership and cohort model for NBCTs in high-need schools. In addition, the Diversity Office will lead recruitment efforts for bilingual teachers, and support partnerships with minority-serving institutions and community-based organizations; the Office of Curriculum and Instruction (CI) will serve as the content expert partner in the reform of student learning objective assessments as part of the teacher evaluation process; the Department of Testing, Research, and Evaluation (DTRE) will support the reform of the SLO assessments, ensure the validity of developed assessments and support the test administration in high-need schools using updated technology equipment; the Division of Information Technology (IT) will lead the development of a comprehensive data management and dashboard system, and collaborate with the appropriate PGCPS team members and contractors; and the Office of Communications will partner to support the teacher recruitment efforts, including developing virtual tours of PGCPS schools, starting with high-need schools, and in disseminating information about the new programs that the TSL grant will support (pp. e33- 34). The applicant provides a list of external partners. (pp. e34-35).

Weaknesses (if applicable):
The applicant does not include letters of support from external partners which were referred to in the application. Therefore, it is difficult to determine the level of support provided by the collaborative partners.

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 applicant provides a thorough description of the LEA's progress and lessons learned in transitioning to the Danielson's model, implementing professional development with a twelve-million-dollar grant from the Wallace Foundation, and applying for the TSL grant. PGCPS is requesting funds through this TSL proposal to build on successes and address challenges in the effectiveness of the HCMS. The Wallace Foundation grant has supported many professional development and support opportunities for school leaders and those aspiring to become school leaders. The proposed project will integrate with and build on those efforts to improve relevant outcomes using these existing funding streams. If awarded TSL funding, the foundational work that has already occurred with school leaders can be transferred into creating a successful and supportive career pathway for teachers and teacher leaders.

Strengths (if applicable):
Initially, the district's Teacher Incentive Fund grant, Financial Incentive Rewards for Supervisors and Teachers (FIRST), provided financial rewards for teachers and administrators. Although the grant included funding to improve the human capital in low performing schools and provided a one-time, performance-based bonus, the expected outcome of an increase of highly effective teachers in many of the highest need schools did not occur. The LEA adopted the Charlotte Danielson's Framework for Teaching, which provided the school district with a model for observing and supporting teachers and administrators through their professional growth. The Wallace Foundation grant funds were utilized to implement professional development. If funded, the TSL project will build on lessons learned and provide a process to support future school leaders based on early identification of current outstanding teachers by school and executive leaders; establishing cadres of teacher leaders to support district initiatives at high-need schools; and supporting teacher leaders as they obtain National Board Certification. The applicant describes the importance of utilizing lessons learned from the FIRST program, previous work on the MSDE teacher and principal evaluation pilots, and the Wallace Foundation to inform the work moving forward and continuing to build on the generated momentum for the work ahead (pp. e35-e36).

Weaknesses (if applicable):
No weaknesses

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**

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:
   The applicant provides sufficient data showing the high-risk factors for LEA students, as well as teacher attrition for which services will be provided through the proposed TSL project. High percentages of low-income students and high rates of attrition signal a critical need to attract, support, develop, and retain teachers with the appropriate skills and knowledge to improve student achievement. These services include four critical areas in the hiring process within the HCMS including consistently attracting and recruiting the most qualified candidates, deliberately deploying them to high-need schools, intentionally evaluating, developing, and supporting, and, effectively rewarding them (p. e39).

   Strengths (if applicable):
   The LEA population consists of 40 high-need schools that will benefit from proposed funding through the TSL. There are 25 elementary schools, 8 middle schools, and 7 high schools, which represent approximately 32,611 students enrolled in PGCPS for 2016-17 (p. e66). Between 65% and 95% of students at the elementary level are identified as eligible for free and reduced price meals status (FARMS); between 72% and 90% of students in middle school; and 57% to 79% of students in high school are eligible for FARMS. This exceeds the state average for all school levels, which are 48.9%, 43.4%, and 37.8% respectively (pp. e66-69). Currently, 62% of the student population is Black or African American, and 31% is Latino. The limited English proficient (LEP) student group was almost 16% in 2016; and the school district serves over 47,000 international students, representing 164 languages

and 154 countries (p. e21). Special education students represent 11.3% of the LEA population. Both LEP and Special Education students perform at levels below students overall, and the performance gaps expand at each successive school level. In addition to these student high needs factors, there are also teacher attrition challenges. Since 2007, over 7,100 teachers have left the district, approximately half of (50.1%) of whom resigned. Often these teachers migrate to neighboring, higher-paying jurisdictions, as suggested by exit survey data. The average teacher attrition rate over the past 6 years is 13.8%, which is well above the state-established (MSDE) target of less than 10% (pp. e21- 22).

Weaknesses (if applicable):
No weaknesses

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:
High percentages of low-income students and high rates of attrition signal a critical need to attract, support, develop, and retain teachers with the appropriate skills and knowledge to improve student achievement. The applicant describes specific gaps and weaknesses in services due to high percentages of high-needs students (p. e38) and high rates of teacher attrition (p. e37), which will be addressed by the proposed project. The use of the Early Warning Indicator Report (EWIR) provides school and district staff with data needed to target specific factors that impact overall student performance, and review of student achievement data reflected in MAP-R scores provides evidence of overall performance on one performance data point. (pp. 68-69).

Strengths (if applicable):
Services to be provided to address these issues include recruiting highly qualified candidates and developing an incentive program which includes early signing to attract the best candidates; increasing partnerships with institutions of higher education (IHEs) by providing a scholar contract; and increasing the pool of highly qualified educators through targeted recruitment and training through the district educator preparedness programs. These services will be implemented to increase the numbers of highly qualified new hires for employment in high-needs schools. Educator evaluations will serve as a tool for providing growth opportunities; and an incentive reward system for teachers will support hiring diverse candidates..

Weaknesses (if applicable):
More information is needed to describe the number of highly qualified teachers currently serving high needs schools. More information is needed to describe gaps or weaknesses in services at high needs schools that will require an increase in the number of highly qualified teachers.

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: 19

Sub Question

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

   General:

   Overall Comments:
   The applicant provides a logic model which depicts the conceptual processes supporting effectiveness of HCMS in enhancing student achievement. The model shows how hiring training, incentivizing, and deploying highly qualified educators in high needs schools supports the applicant's rationale for improving student performance. The applicant will utilize HCMS evaluation tools as a means of supporting, and developing educators, which will provide the LEA with an increased pool of highly qualified educators, as well as improve retention.. (p. e22).

   Strengths (if applicable):
   The applicant provides a detailed description of the rationale for the project, including step-by- step implementation strategies for intentionally evaluating, supporting and developing educators; effectively rewarding and retaining educators; as well as a description of the data management system, which integrates current data systems to link human capital data systems and student achievement data. For each implementation strategy, the applicant provides a description of anticipated results and outcomes. For example, an implementation strategy for supporting and developing educators is to improve teacher observation and SLO; the anticipated result is to improve teacher observation and SLO processes; and the outcome is employee confidence in the reliability of the employee performance evaluation system processes. The logic model provides a rationale for how the applicant plans to effectively reward and retain educators through an incentive system that aligns with district priorities to retain high quality teachers (pp. e71-72).

   Weaknesses (if applicable):
   No weaknesses

   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 applicant well illustrates how the design of the proposed project is appropriate to, and will successfully address, the needs of the target population and other identified needs. Strategically incentivizing highly qualified teachers to work in high-need schools will attract new teachers, as well as those who are already qualified, to the areas where they are most needed. Increased induction support to teachers in high-need schools will contribute to overall job satisfaction, rather than lack of job satisfaction which can be a reason for teachers leaving the profession (p. e43).

   Strengths (if applicable):
   The expansion of the existing Teacher Leadership Development (TLD) program will include increasing the programmatic scope and adding additional rigor to the design and execution. The applicant will add teacher leadership development components which complement the district's goal of increasing students' access to high-quality learning environments and a broader array of educational opportunities. The elements for this program expansion include professional development focused on teacher leader model standards; establishing a cadre of teacher leaders to serve as the TLD Cohort; utilizing teacher leaders (National Board Certification Program) as school leaders within high-need schools; proactively recruiting and supporting teachers in high-needs schools in obtaining NBCT certification; providing career pathways in teacher leadership through graduate level certificate and Masters programs to develop "Teacher Leaders" within the district; and establishing a district-wide directory of district goals and objectives within the school building and throughout the system (p. e42). These elements will enhance the evaluation system by increasing the pipeline for high qualified educators.

   Weaknesses (if applicable):
   No weaknesses

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 proposed project will be measured by a system of data points which guide continuous improvement of performance and accountability. The teacher and administrator evaluation system will include student growth measures (50%) and professional practice measures (50%). The model is based on continuous growth and improvement of teaching and learning in the district, and was developed in partnership with the Prince George's County Educators' Association (PGCEA) and the Association of Supervisory and Administrative School Personnel (ASASP) (p. e27). Proposed modifications to expand and improve the LEA's evaluation and support system includes two key measures of effective teaching-- classroom observation feedback and student learning objectives (SLOs). Both measures not only include evaluative components, but directly link to student achievement. The data management system will support the ability of school leaders and teachers to collect, disaggregate, and analyze data that links to student academic achievement data and to provide direct links to student achievement data. Expanding the capacity of the current data warehouse system and platforms will increase the ease with which school leaders and employees can access key information for monitoring progress (p. e27).

Strengths (if applicable):
The LEA will implement a valid and reliable evaluation system, which will include ongoing formative and summative feedback. The LEA will utilize the Data Warehouse system, which has the capacity to import data directly from other sources, such as student assessment data from the Department of Testing, Research, and Evaluation and teacher observation data from the Office of Employee Performance and Evaluation. Once these data are stored in the Data Warehouse tables, the Data Warehouse Office can create analytical dashboards and reports that help school-based and central office staff make data-informed decisions. For example, the Early Warning dashboard uses student performance data to predict which students are at-risk of being retained in 9th grade. The Leader Tracking System (LTS) includes a number of aggregate dashboards that look at overall trends and systems related to School Leaders. The Leader Search page dashboard can generate a list of leaders matching the criteria entered as a filter, such as demographics, job history, top five themes from Gallup Strengthsfinder, evaluation scores, VAL-ED scores, and professional development history (p. e32). Educator and student performance data will be collected to ensure continuous improvement. Changes anticipated by each project intervention will be evaluated using a quasi-experimental design study (QED) that includes survey and interview methods and existing data analysis. An external research firm will conduct evaluation on the overall design, and all other aspects of the project will be evaluated by LEA's Department of Testing, Research, and Evaluation (DTRE). Surveys will be administered to school leaders and teachers in high-need schools, new hires, teacher leader candidates, and Nationally Board Certified educators. Human Resources partners will monitor and record their perceptions of the project. Existing data, including student achievement and teacher evaluation data, will be analyzed to gauge the impact of the programs on student learning and teacher effectiveness (pp. e49-50).

Weaknesses (if applicable):
The applicant does not describe how grant activities will be reported to the public.

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 applicant well describes an efficient management plan, which includes clearly defined responsibilities, timelines, and milestones for accomplishing project activities to accomplish the project objectives. Strategies related to the goal of increasing educator effectiveness are specifically described, as well as a description of management personnel and their responsibilities in ensuring the grant will be implemented with fidelity. The applicant provides a description of project activities, which are linked to project goals; identifies the teams and persons responsible for implementing project activities; and defines the project milestones by year. The applicant describes the membership and responsibilities the Advisory Committee, which will provide governance; support efforts necessary to create, structure and enhance a data-driven human capital management system that will reward effective and high quality instruction in PGCPS schools; and meet quarterly for the duration of the grant to ensure that the vision remains constant. In developing this project, PGCPS and its partners have integrated existing leadership development efforts and professional development initiatives to create a strategic vision that will produce tangible student achievement results (pp. e51-e57).

Strengths (if applicable):
The grant will be managed by the Project Management Team (PMT), which will meet bimonthly and will consist of key leadership personnel from Human Resources Operations and Staffing and the Chief Human Resources Officer who will be co-principal investigators, with the responsibility of overseeing the grant, coordinating with LEA's Executive Cabinet, and ensuring all accountability of the proposed project. The applicant includes clearly defined responsibilities for personnel who will implement the project goals. (pp. e51-e55). In addition, LEA partners will participate on the Advisory Committee to support efforts necessary to create, structure and enhance a data-driven human capital management system that will reward effective and high quality instruction in participating schools. The applicant identifies Advisory Committee personnel, who will share expertise and insight in the annual program review and ongoing efforts for project refinement; as well as provide our assistance in evaluating and implementing an effective and well-managed program. The Advisory Committee will help guide and bridge the project to a sustainable systemic improvement strategy based on the LEA's Coherence Framework. The applicant identifies the membership of the Advisory Committee and clearly defines each member's responsibilities (p. e55). The time commitments for key project staff is adequate for implementing project goals and objectives.

Weaknesses (if applicable):
No weaknesses

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: 4

> **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 describes the support from University partners, the County Executive and Business partners and the support of the PGCPS Chief Executive Officer and Board of Education members who will ensure the sustainability of the HCMS reform presented in the TSL grant proposal. The applicant describes the planned contributions of each

contributing office in the LEA's system, including a commitment to implement planned reforms and a commitment to the success of the program beyond the life of the grant (pp. e55-58).

Strengths (if applicable):
Each contributing office in the LEA's system will participate in planned reforms. Systematic meetings, program management, evaluation, and collaboration support the sustainability and continued implementation of HCMS reforms in recruiting, deploying, evaluating, supporting, and retaining the most highly qualified educators for highest need students and school. Unlike previous efforts for sustainability which did not have adequate partners, this project will have a more likely opportunity to be sustained because of expanded support and collaboration with internal and external partners (pp. e55-e58).

Weaknesses (if applicable):
The applicant does not provide the actual letters of support to document demonstrated commitment to the project (p. e133).

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 proposed project will include systemic reforms to implement project goals. The applicant provides resumes and position descriptions of planned project personnel who have committed to implementing planned reforms (pp. e73-126). These documents support 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. Through the TSL grant, the LEA will consolidate its efforts to reform and sustain an HCMS that supports, provide information sharing, leadership tracking, holistic information storage and support the goals and mission of the district. Upon completion of this anticipated grant award, the LEA will have improved and enhanced several components within the HCMS to recruit, deploy, evaluate and support, and retain highly qualified teachers for high-need schools. The applicant describes how the gains made in improving the Evaluation and Support System and Data Management System, and benefits derived from a stable high-quality teacher pool, will have a lasting effect on teaching and learning in PGCPS (pp. e55-58).

Strengths (if applicable):
The Great Teachers, Great Leaders, Great Schools project aligns with the LEA Strategic Plan and involves collaboration with committed internal and external partners. The work will be sustained into the future through the hiring, development, evaluation, and retention of highly qualified teachers and teacher leaders who will serve after Federal funding ends (p. e18). For example, the LEA will use the teacher leader model standards to build capacity via the core leadership projects and programs. The primary purpose for this effort is the development, implementation, and sustainability of an instructional and organizational setting that will have a positive impact on teaching and learning within the school district (p. e42). Working with key partners and stakeholders, the LEA's Chief Executive Officer (CEO) will use the Advisory Committee to help guide and bridge the project components to a sustainable systemic improvement strategy based on the LEA Coherence Framework Through the TSL grant, the LEA will consolidate its efforts to reform and sustain an HCMS that supports provides information sharing, leadership tracking, holistic information storage and support the goals and mission of the district. This project continues to build on these long-standing relationships to develop a seamless and sustainable pipeline of effective educators to become teacher leaders in the district. Systematic meetings, program management, evaluation, and collaboration will guide and support the sustainability and continued implementation of the reformed HCMS, including by not limited to recruiting, deploying, evaluating, supporting, and retaining the most highly qualified educators for the highest need students and school (pp. e55-58).

Weaknesses (if applicable):
Although the applicant well explains the commitment and responsibilities of internal and external personnel in

implementing an modified HCMS with planned project activities requiring systemic change, insufficient information is provided on plans to sustain funding streams which provide incentives, professional development, and personnel.

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 proposed project is designed to improve academic outcomes of high need students served in the schools and details the implementation of a research-based, educator effectiveness system to accomplish this objective (p. e27). Additionally, the proposed project plan provides evidence that this criterion is met with a high needs checklist with data showing that 64% of students receive free or reduced lunch (p. e66).
   Strengths: The applicant described how the LEA is an increasingly diverse school district. The applicant has identified forty high-need schools that will benefit from proposed funding through the TSL, including twenty-five elementary schools, eight middle schools, and seven high schools (p. e66). These forty schools represent approximately 32,611 students enrolled in PGCPS for School Year 2016-17. The applicant well describes plans to address gaps in services to high needs students by providing targeted support to teachers through improving the effectiveness of the Human Capital Management System by strategically deploying highly qualified teachers in high-need schools and supporting teachers and school leaders through professional development and growth-oriented evaluation methods.
   Weaknesses: No weaknesses
   Overall Comments: The applicant identifies relevant factors used in determining gaps including the availability of highly qualified teachers in high needs school and educator support. The proposed project will address high teacher attrition and educator support through providing professional development linked to student learning outcomes.
   Strengths: The LEA continues to experience chronically high teacher attrition including the loss of teachers who meet the highly-qualified standard; volatile performance in reading and mathematics for elementary and middle school students; and the persistent underperformance of SPED and Limited English Proficient (LEP) students, with performance gaps expand at each successive school level. The PGCPS will develop a data driven model for improving the evaluation and support system for teachers and principals. These strategies will help to retain teachers in high needs schools and reduce the teacher turn over problem.
   Weaknesses: No weaknesses
   Overall Comments: The applicant describes 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. The applicant describes how both the State's Plan and project plans focus on the principal as an instructional leader and on improving student achievement by developing highly qualified teachers and deploying them in high needs schools.
   Strengths: The State of Maryland enacted the Education Reform Act of 2010, which requires that teacher and principal evaluations be tied to student performance. This State policy supports the work the district is trying to accomplish related to leadership development and a focus on the principal as an instructional leader. The LEA will be working closely with the State on the development of the model evaluation for teacher and school leaders to improve the outcomes for students and the desire to effectively evaluate and support the professional needs of educators. Each contributing office in the

PGCPS system has detailed a decision to reform and commit to the success of the program beyond the life of the grant. Systematic meetings, program management, evaluation, and collaboration will guide and support the sustainability and continued implementation of the reformed HCMS (pp. e57-e58).

Weaknesses: The applicant does not provide letters of support from University partners, the County Executive and Business partners. Without this evidence, it is difficult to gauge the sustainability of the HCMS reform presented in the TSL grant proposal.

Reader's Score: 10

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:
   The applicant provides plans detailing their commitment to creating and maintaining a diverse workforce. The current recruitment process focuses on strategically sourcing, screening, and selecting high-performing, diverse candidates appropriate for each vacancy. Early hiring for teacher vacancies is key to getting the best talent (p. e26). A three-tiered incentive program will be developed to support early hiring of diverse candidates who meet the needs of the district. An incentive reward system for teachers will be created to support hiring diverse candidates in alignment with the district's priorities: (a) early hiring; (b) candidates deployed to high-need schools; (c) bilingual candidates and those certified to teach in content areas that are hard to staff (p. e41).

   Strengths (if applicable):
   The applicant provides a viable plan for recruiting and hiring a diverse candidate pool to ensure that every student has a highly-qualified teacher through the focused activities that are designed to increase early signing of top candidates and matching them to high-need schools . Early hiring for teacher vacancies is key to getting the best talent (p. e26). A three-tiered incentive program will be developed to support early hiring of diverse candidates who meet the needs of the district. An incentive reward system for teachers will be created to support hiring diverse
   candidates in alignment with the district's priorities: (a) early hiring; (b) candidates deployed to high-need schools; (c) bilingual candidates and those certified to teach in content areas that are hard to staff (p. e41). The incentive reward system will help to retain highly qualified educators in high needs schools.

   Weaknesses (if applicable):
   No weaknesses

   Overall Comments:
   The applicant describes a viable plan for attracting, supporting, and retaining diverse educators. The applicant identifies specific activities, such as incentives, partnerships, and in-house professional development.

   Strengths (if applicable):
   The plan for attracting, supporting, and retaining diverse educators will include developing an incentive program that will get the best teacher candidates to sign early increasing partnerships with Institutions of Higher Education (IHEs) to provide a Scholar Contract to encourage candidates to sign early; developing incentives for bilingual candidates who meet the district's priorities; growing our own through targeted recruitment and training of students enrolled in PGCPS educator preparedness programs; administering the Gallup Teacher Insight survey to new hires to support the development of baseball cards that identify teachers' particular skill sets; and creating virtual tours of schools and communities for easy access to relevant information for candidates. (p. e39-40). The retention issue will be addressed through targeted professional development, mentoring, as well as incentives.

   Weaknesses (if applicable):
   No weaknesses

Reader's Score: 5

Status: Submitted
Last Updated: 07/13/2017 12:56 PM

Technical Review

Applicant: Board of Education of Prince George's County, Maryland, Inc. (U374A170024)
Reader #2: **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	26
Need for Project		
1. Need for Project	25	23
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	15
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	4
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	102

Technical Review Form

Reader #2: **********

Applicant: Board of Education of Prince George's County, Maryland, Inc.(U374A170024)

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: 26

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 proposed program entitled, Great Teachers, Great Leaders, Great Schools (G3TLS), which is carefully aligned to the Prince George's County Public Schools' (PGCPS) Strategic Plan, 2015, will be part of a comprehensive effort to improve teaching and learning within the large district serving approximately 130,000 students in 209 schools and centers in Maryland. (Abstract and Page e23)

   Strengths (if applicable):
   The applicant clearly defines what the district's theory of action will be: "If we focus on culture, data, and performance, with a lens on literacy we will have outstanding academic achievement for all students." This theory of action will be a strong foundation for the proposed project with a focus on all students. (Page e23)

   The applicant provides a comprehensive plan based on a transition team findings. These findings included the need to review hiring and employee placement procedures and to use an improved automated process in Human Resources to improve the use collection, archiving and analysis of HR-related data points. (Page e24). These efforts are addressed in the project design through an enhanced Human Capital Management System (HCMS). (Logic Model)

   The applicant indicates that if the PGCPS is to continue to move toward outstanding achievement for all students, highly qualified employees must be retained. (Page e28 and Logic Model). The proposed project addresses several activities that have a specific focus on retention of highly qualified employees. For example, one activity is to develop an incentive program for teacher candidates who sign early to teach at high need schools.

   Weaknesses (if applicable):
   The applicant refers to the Coherence Framework as an instrument or function that is the grounding effort for the teaching and learning plan. However, the applicant does not define the significance of that element. The applicant refers to Appendix F2 but did not include that appendix. (Page e23) Therefore it is not clear how the proposed project will use that change model.

   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 applicant includes collaboration with appropriate partners for maximizing the effectiveness of project services. These partners include three core partners from within the school district, several key district offices and departments as well external stakeholder-partners. (Pages e33-e34)

Strengths (if applicable):

The applicant includes extensive collaboration with appropriate partners. For example three departments including Human Resources, the Office of Employee Performance and Evaluation and the Office of Talent and Development have clearly defined responsibilities within the project. (Pages e32-e33).

The applicant also indicates that external stakeholders will be an essential part of the proposed project. One of these is the Urban Schools Human Capital Academy. This program supports research based best practices for the district. Three colleges/universities provide Teacher Leadership Master's degrees for district teachers. (Pages e34-e35) These partnerships are appropriate for the support of the proposed project.

Weaknesses (if applicable): The applicant referenced letters of support for the project but these were not included in the application. (e133) Without these letters of support it is difficult to determine how much support these partnerships will provide for the project.

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 applicant indicates that this proposed project is built upon previously federally funded programs including the Financial Incentive Rewards for Supervisors and Teachers (FIRST) project. This project was supported by a Teacher Incentive Fund Grant. In addition to the TIF grant, a Wallace Foundation grant supported a program that provided for professional development for school leaders. (Page e36)

Strengths (if applicable):
The applicant indicates that the previous FIRST project included providing financial rewards for teachers and administrators who worked in hard-to-staff schools and subjects, assisted students in meeting achievement standards, and participated in professional development and a new evaluation system. (Page e35)
This proposed project will build on this effort. The effort will expand the number of rewards and support for teachers and administrators. (Logic Model)

The applicant also indicated that the district introduced a collaborative partnership with Charlotte Danielson's Framework for Teaching. This effort will provide a solid model by which to observe and support teachers and administrators through their professional growth. (Page e35)

Weaknesses (if applicable):
None

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:

The applicant indicates the needs for this proposed project is to address the staffing challenges that prevent the district from providing a highly-effective, highly-qualified teacher in every classroom to continue moving toward outstanding achievement for all students. (Page e37)

Strengths (if applicable):

The applicant indicates that the project is needed as the staff attrition rate has been 13.8 percent over the past six years which is well above the state-established target of less than 10 percent. (Page e37) The proposed program includes processes that will help to ensure that more students at risk will be served by highly-qualified and highly-effective teachers.

The applicant has clearly defined and identified the high-need schools. This effort is essential for the proposed efforts to be applied to those programs. (Page e38)

Weaknesses (if applicable):

None

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 applicant indicates the needs for this proposed project is to address the staffing challenges that prevent the district from providing a highly-effective, highly-qualified teacher in every classroom to continue moving toward outstanding achievement for all students. (Page e37)

Strengths (if applicable):

The applicant indicates that the project is needed as the staff attrition rate has been 13.8 percent over the past six years which is well above the state-established target of less than 10 percent. (Page e37) The proposed program includes processes that will help to ensure that more students at risk will be served by highly-qualified and highly-effective teachers.

The applicant has clearly defined and identified the high-need schools. This effort is essential for the proposed efforts to be applied to those programs. (Page e38)

Weaknesses (if applicable):

(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.

Overall Comments:
The applicant has identified gaps in the academic successes for students identified needing Special Education services and those needing Limited English Proficiency services when compared to the overall student population in the district. The applicant has also identified high-needs schools within the district. (Page e37)

Strengths (if applicable):
The applicant has identified several gaps in the HCMS system within the school district. Those gaps include the need to recruit, retain and support highly-effective teachers in high need schools. This gap will be addressed by the proposed project by consistently attracting and recruiting qualified candidates, deploying them to high-need schools, intentionally evaluating, developing and supporting and effectively rewarding. These efforts are comprehensively addressed. For example, an incentive program will be used to get the best teacher candidates to sign early. (Page e39) Another example of efforts to fill these gaps is to use the Gallup Teacher Insight survey with new hires and develop "baseball cards" to identify the teachers' particular skill set and match that new hire to appropriate placement in district positions.

The proposed project includes an expansion of National Board Certifications. This portion of the project is an effective method in improving the quality of the instruction for students in high-need schools. (Page e43)

Weaknesses (if applicable):
The applicant indicates that this proposed project will expand the Teacher Leadership Development program by increasing the scope and adding additional rigor to the design and execution. However, the applicant does not clearly delineate what and how that rigor will occur, whether it is based on evidence-based results, or how the effort will fill the achievement gap for those students who are not meeting as much academic success as the general school populations. (Page e42)

The applicant does not provide adequate information and data regarding the number of teachers who are not highly qualified and/or highly effective in each of the high-need schools. Without this baseline information it is difficult to determine the level of success this aspect of the proposed project would potentially have. (Page e46)

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: 15

Sub Question

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

Sub Question
General:

Overall Comments:
The applicant includes information that addresses the objectives, measures and goals for each priority as an overall rationale for the proposed project. (Pages e45-e47)

Strengths (if applicable):
The applicant clearly defines each of the major focus areas for the project by identifying each of them and then indicating several measureable objectives for each area. For example the focus area: "Improve the quality of teacher Student Learning Objectives (SLO's)" has an objective to decrease the number of process errors in the SLO measured by comparing data to previous SLO audits. (Page e45)

The rationale expressed by the applicant regarding the improvement of equitable access to effective educators by deploying highly qualified diverse candidates who meet the needs of the district to high-need schools is clearly developed. This includes objectives, measures, and goals that if applied effectively will meet the needs of the district. (Page e46)

Weaknesses (if applicable):
None

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 Comment:
The proposed project design includes several components that address the needs of the target population. (Page e48)

Strengths (if applicable):

The proposed project includes a three-year induction program that provides new teaching staff with a career pathway. This effort will be coupled with robust and meaningful evaluations. These efforts will provide an appropriate and effective basis for addressing the needs to the beginning staff members. (Page e48)

Expanding the capacity of the current data warehouse system will increase school leaders' and teachers' access to key information. This effort includes access to student data that connects assessment data and instructional practices and evaluation platforms. If this effort is successful, several gaps in services will be addressed. (Page e48)

Weaknesses (if applicable):
It is not clear how the virtual showcasing of high-need schools will have a positive effect on the potential for highly qualified and effective teachers to move to those programs. Without supporting data, it is difficult to determine if that effort will be effective. (Page e46)

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 applicant includes a series of research questions and sources of data as part of the evaluation process within a quasi-experimental design. (Pages e49-e50) The applicant does indicate that the Grant Manager is responsible for

reporting grant status to executive sponsors and district leadership. (Page e138)

Strengths (if applicable):
The applicant indicates that the evaluation of the project will include survey and interview methods as part of the quasi-experimental design that will provide input from participants including teachers and partners. These methods will provide input to the project from those most directly affected by the project's activities. (Page e49) These approaches will provide valuable input from participants in order to improve the project and to evaluate its outcomes.

Weaknesses (if applicable):
The applicant does not sufficiently explain the data analysis methods that will be utilized within the quasi-experimental design. Therefore, it is not clear if that the data analysis will provide adequate information for the project managers.

The applicant does not include a plan to report grant progress to the all stakeholders, including the public. (Page e138)

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 applicant includes listing of the individuals supporting the proposed project. This also includes general information about each person, a resume, and the general focus of each individual upon this project. (Pages e51-e53 and Resumes) The application also includes a table that outlines the project activities and milestones. (Pages e53-e55)

Strengths (if applicable):
The applicant includes key personnel who are qualified for the project management. The personnel include a variety of backgrounds with a strong emphasis on Human Resources. (Pages e51-e53 and Resumes)

The applicant includes clearly defined project activities and aligns those appropriately with the team or persons responsible for those efforts. For example, "Develop Lead Consulting Teacher (LCT) support to high-need schools)" will be the responsibility of the Office of Employee Performance and Evaluation (OEPE). (Page e54)

The project governance will include partners involved in the Advisory Committee. This committee will include a member of the Board of Education, Deputy and Associate Superintendents, Chief of Human Resources, Chief Financial Officer, Director of Staffing and Operations, Instructional Supervisor, Office of Recruitment, designee, Office of Talent Development designee, Teachers Union representative and a representative from each participating partner. This comprehensive Advisory group is appropriate for addressing the scope of the project. (Page e55)

Weaknesses (if applicable):
None

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: 4

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 indicated that resources and support have been committed to improved HCMS systems throughout the district as well as regional and state levels. (Page e56)

   Strengths (if applicable):
   The applicant has indicated that the PGCPS High Performing Workforce Strategy that was established in 2016 has six outcomes that include increased retention of high-performing employees, effective recruitment, and improved and recognized employee performance. These types of outcomes are ongoing and demonstrate the commitment of the district to these outcomes which will be enhanced by the proposed project. (Page e56)

   Weaknesses (if applicable):
   The applicant referenced letters of support for the project but the letters were not include within the application. Without those letters of support it is difficult to determine if and how the partners' support will continue both during and after the end of the Federal funding.

   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 applicant has indicated that there is commitment by leadership and the Board of Education to the goals of the proposed project. The recently elected Board of Directors has voiced its commitment to the project goals in their initial public meetings, as evidenced by statements made by board members during those meetings.

   Strengths (if applicable):
   The stability of the current leadership and governance, both the Chief Executive Officer and the School Board, will support continued efforts during the process of the grant. By the end of the four year period, the applicant indicates that the efforts of the proposed project major activities will be in place and will be able to be sustained. For example, recruiting, deploying, evaluating and supporting highly qualified educators will be in place. These efforts will assure that the successful project results will continue after the end of the Federal funding. (page e58)

   Weaknesses (if applicable):
   None

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:

   (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;

   Overall Comments:
   The applicant has addressed Competitive Priority 1 and included three specific objectives to address the identified gaps.

   Strengths (if applicable):
   The applicant includes three specific objectives to address the gaps that are present in the need to increase the number of highly qualified teachers in high-need schools. These objectives include incentives to increase early hiring and bilingual teacher candidates. The goals set by the district are appropriate. For example in 2018-2019 the district hopes to increase early hires by 15%, and increase bilingual hires by 10%. (Pages e 46-47)

   Weaknesses (if applicable):
   The applicant does not indicate what the current retention rate is for the district and for the high-needs programs; therefore, it is difficult to determine if the goal of 90% retention rate is appropriate or within reach. (Page e47)

   (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

   Overall Comments:
   The applicant identified high-need schools by using the Free and Reduced Price Meals status for each program. (Page e38)

   Strengths (if applicable):
   The applicant's identification of the high-need schools is appropriate in determining the needs. (Page e38)

   The use of the Early Warning Indicator Report that provides school and district staff with data needed to target specific factors that impact overall student performance and review student achievement is appropriate for data collection regarding student achievement. (Page e 39)

Weaknesses (if applicable):
It is not clear if data from the surveys and perception questions from the evaluation processes was compiled in determining the current gaps and needs for services. (Page e50)

(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.

Overall Comments:
The applicant does identify the Maryland State's Plan to Ensure Equitable Access to Excellent Educators (2015) as being aligned with the district's plans. (Page e43)

Strengths (if applicable):
The applicant provides an alignment of the improvement of the diversity of the workforce in the district with a focus on increasing bilingual teachers. This aligns with Maryland's State Plan to Ensure Equitable Access to excellent Educators. (Page e43)
The applicant indicates that the District launched a Workforce Diversity Task Force in September 2016 with the purpose to collaborate with offices and schools as well as other stakeholders to address the issues of a more diverse employee population. (Page e44) These efforts indicate appropriate alignments with the state level goals.

Weaknesses (if applicable):
None

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:

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

   Overall Comments:
   Throughout the application, the proposed project identifies the commitment of the district to creating and maintaining a diverse workforce. (Page e26)

   Strengths (if applicable):
   As part of the proposed project the district will have an incentive reward system for teachers to support the hiring of diverse candidates. The proposed project includes recruitment of a diverse candidate pool of bilingual and other educators more reflective of the diversity of the student population. This approach demonstrates the district's commitment to creating a diverse workforce. (Page e41)

Weaknesses (if applicable):

None

(2)   Their plan for attracting, supporting, and retaining diverse Educators.

Overall Comments:
The applicant defines and outlines four specific objectives to meet these criteria. Those include an increase in partnerships with higher-education institutions, a "grow our own" program, supports for new hires for three years and career pathways for Teacher Leadership training. These objectives couples with the goals outlined will provide for a stronger workforce. (Page e47)

Strengths (if applicable):

One objective of this project proposes to build highly qualified diverse teacher candidates who have graduated from PGCPS high schools. This proposal provides incentives for teacher applicants who have attended PGCPS high schools. These efforts should assist in maintaining a diverse workforce that reflects the student population of those attendance centers. (Page e47)

Weaknesses (if applicable):
None

Reader's Score: 5

Status: Submitted
Last Updated: 07/13/2017 12:34 PM

Status: Submitted
Last Updated: 07/13/2017 01:05 PM

Technical Review

Applicant: Board of Education of Prince George's County, Maryland, Inc. (U374A170024)
Reader #3: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	28
Need for Project		
1. Need for Project	25	23
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	18
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	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	109

Technical Review Form

Reader #3:   * * * * * * * * * *

Applicant: Board of Education of Prince George's County, Maryland, Inc. (U374A170024)

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: 28

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 applicant has adopted a program initiative grounded in the Charlotte Danielson Framework for Teaching (FfT), a research –based evaluation system, provides the
    Tool used for teacher observation in PGCPS. P8 The applicant addresses Human Capital Management needs through a review of the hiring and employee placement procedures to include increased local recruitment, and improve automated process in Human Resources to improve the use, collection, archiving and analysis of HR related points. The applicant proposes a well-developed and existing plan to build local capacity to provide, improve, or expand services. The core component of the HCMS is performance development for educator's evaluations and support.

    Strengths (if applicable):
    The applicant's proposal does provide comprehensive evidence that the project will improve teaching and learning and support rigorous academic standards for students by building on the gains in student learning by improving the effectiveness of the Human Capital Management System structures that support achievement of schools and Central offices. Grounded in the PGCP Coherence Framework, the teaching and learning plan is centered on teachers, students, and content at the instructional core. Execution of all activities toward The Promise of PGCPs is guided by the Data Wise Improvement Process. Recent success in PGCPs in attributed to the ability of the district to strategically align initiatives using the Coherence Framework . For example, "As the population of PGCPS changes, efforts will focus on staff representation of the cultural diversity of the student population and commitment to the needs of all schools (Appendix F4). A diverse candidate pool will be developed to ensure that every student has a highly qualified teacher through the following activities that are designed to increase early signing of top candidates and matching them to high-need schools."(e39)

    Weaknesses (if applicable):
    No weakness 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:

Overall Comments:
Collaboration of partners that will maximize the effectiveness of project services is comprehensively addressed through partnering with the Division of Human Resources (HR), and the Office of Employee Performance and Evaluation (OEPE), and the Office of Talent Development (OTD). The key external partners are Union Schools Human Capital Academy and the University of Maryland, McDaniel College, and Walden University. P.14&15

Strengths (if applicable):
The applicant proves the collaborative partners are appropriate for maximizing the effectiveness of the proposed project services. For example, the applicant cites plans for continued collaborative with organizations such as the Division of Human Resources , the offices of Employee Performance and Evaluation and Office of Talent Development. Each office has a vested interest in the collaboration as well as the collective benefit of improved end to end support of teachers, teacher leaders, and school leaders. For example, Human Resources will lead targeted recruitment and best –fit deployed efforts in order to improve the quality of teachers selected and appropriateness of teacher placement. This applicant will collaborate with external stakeholders in the implementation including proposal including local elected officials and community stakeholders as part of community outreach. A list of external partners was provided.

Weaknesses (if applicable):
Without the letters of support from external partners, it difficult to ascertain the level of support that would be provided by these collaborative partners.

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:
Sustainability of the project activities and services after federal funding ends is significantly addressed. The applicant have secured letters of support from University partners, the County Executive and Business partners and the support of the PGCPS Chief Executive Officer and Board of Education members will ensure the sustainability of the HCMS reform presented in the TSL grant proposal. P.38 This applicant provides detailed information about meetings, program management, evaluation, and collaboration will guide and support the sustainability of and continued implementation of the reformed HCMS, that includes recruiting, deploying, evaluating, supporting, and retaining the most highly qualified educators for all highest need students.

Strengths (if applicable):
The applicant thoroughly demonstrated the work that will be done in the proposed project will build on similar efforts using the resources of the Financial Incentive Rewards for Supervisors and Teachers (FIRST) program, previous work on teacher and principal evaluation pilots and work from the Wallace Foundation to inform the work moving forward and to build upon.

Weaknesses (if applicable):
No weakness noted.

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:
The applicant's proposal provides comprehensive services to address the needs of students at risk of educational failure. These services include 1) consistently attracting and recruiting the most qualified candidates, (2) deliberately deploying them to high needs schools, 3) intentionally evaluating, developing, and supporting and 4) effectively rewarding. (p.19)

Strengths (if applicable):
The applicant provided a comprehensive description of the circumstances facing them that supports the need for the proposed project. For example, since 2007, 7,100 teachers have left the district, half (50.1%) of whom resigned, often going to neighboring, higher paying jurisdictions. The average teacher attrition rate over the past 6 years is 13.8%. Currently the student population is 62% African American, 31% Latino. Nearly 64% of students received Free and Reduced Meals. 16% were described as Limited English Proficient.

Weaknesses (if applicable):

No weaknesses noted.

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 applicant comprehensively documents the need for more highly qualified teachers in their schools. With the loss of 50 percent of the teaching staff through resignation often moving to adjacent, higher paying jurisdictions. (p. 17)

Strengths (if applicable):
The applicant provided a thorough description of gaps in the current infrastructure that will be addressed by the proposed project. For instance, challenges and gaps noted include teacher and student leader retention, and the retention of high quality teachers. Consistently recruiting highly qualified candidates, deliberatively deploying them to high need schools, intentionally, evaluating, developing, and supporting, and effectively rewarding those teacher

leaders will address the identified weaknesses.

Weaknesses (if applicable):
More information is needed to determine a baseline of number of highly effective teachers needed in these target schools.

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: 18

Sub Question

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

   General:

   Overall Comments:
   The applicant provided a comprehensive rationale for the proposed project. The proposed project seeks to improve effectiveness of the HCMS, focusing on the end to end hiring processes of recruitment, deployment, evaluation and support, and retention of teachers, equitable access to highly qualified teachers will result in improved student achievement. Recruitment and retention of highly qualified teachers will result in improved student achievement.

   Strengths (if applicable): The applicant provides a convincing discussion that shows the proposed project is based on a strong research based program, The Charlotte Danielson Framework for teaching. The design includes the larger purposes of stemming loss of highly qualified teachers throughout the school district and improving the Evaluation and Support System, through development of reliable and valid evaluation instruments.

   Weaknesses (if applicable):
   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:

   Overall Comments:
   The design of the proposed project is appropriate to, and will successfully address, the needs of the target population of other identified needs. For instance, the proposed project will communicate policies and procedures to the staff, provide access to student data that connects student assessment data, supports alignment of instructional practices to the observation instrument and student growth rubrics, provide two-way communication for teachers and school leaders through the evaluation platform, and track and monitor observation data, professional growth plans, and SLO data and identifying best-fit to support retention and placement of effective teachers in high-needs schools.

Strengths (if applicable):
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 proposed project seeks to attract highly qualified candidates to identified high-need schools, support them through and extended three year induction program, and provide them with a career pathway.

Weaknesses (if applicable):
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:

   Overall Comments:
   The applicant provided comprehensive evidence about how the grant would be evaluated and monitored. The applicant did not include information about how the grant activities would be reported to the public.

   Strengths (if applicable):
   The applicant clearly and comprehensively included evidence of evaluation and monitoring about the proposed project. For example, the PGCPS will use Chief Executive Officer will use an Advisory Committee to help guide and bridge this work to a sustainable systemic improvement strategy. This group will hold quarterly meetings for the duration of the grant to ensure that the vision remains constant.

   Weaknesses (if applicable):
   The applicant does not provide any information on the reporting of grant information to the public.

   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 applicant provided a comprehensive rationale for the proposed project. The proposed project seeks to improve effectiveness of the HCMS, focusing on the end to end hiring processes of recruitment, deployment, evaluation and support, and retention of teachers, equitable access to highly qualified teachers will result in improved student achievement. Recruitment and retention of highly qualified teachers will result in improved student achievement.

   Strengths (if applicable): The applicant provides a convincing discussion that shows the proposed project is based on a

strong research based program, The Charlotte Danielson Framework for teaching. The design includes the larger purposes of stemming loss of highly qualified teachers throughout the school district and improving the Evaluation and Support System, through development of reliable and valid evaluation instruments.

Weaknesses (if applicable):
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:

   Overall Comments:
   The applicant has great potential for continued support of the proposed project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. For example, Each contributing office in the PGCPS system has detailed a decision to reform and commit to the success of the program beyond the life of the grant. (p.38)

   Strengths (if applicable):
   The applicant provided letters of support from University partners, the County Executive and Business partners and the support of the PGCPS Chief Executive Officer and Board of Education members will ensure the sustainability of the project after the funding of the TSL grant ends. (P.38)

   Weaknesses (if applicable):
   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:

   Overall Comments:
   The applicant has a great potential for incorporation of the project purpose, activities or benefits into the ongoing program of the agency of organization at the end of the Federal funding. For instance, PGCPS has historically and consistently demonstrated the ability to bring together diversified funding sources to fund its initiatives. P.37

Sub Question

Strengths (if applicable):
The applicant provided a well-defined plan for the incorporation of the project into the organization when Federal Funding ends. Each contributing partner has a detailed a plan to commit to the success of the program beyond the life of the grant. For example, systemic meetings, program management, evaluation, and collaboration will guide and support the sustainability and continued implementation of the reforms, including by not limited to recruiting, deploying, evaluating, supporting, and retaining the most highly qualified educators for their highest need students and schools.

Weaknesses (if applicable):
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:

   Overall Comments:
   The applicant identified the most significant gaps or insufficiencies in the student access to effective teachers. For example, PGCPs sees National Board Certification as a way to recruit and retain highly qualified teachers. These teacher leasers can improve the quality of instruction for students in high-needs schools, while building their own capacity and the capacity of their colleagues. P23

   Strengths (if applicable):
   The applicant sufficiently identifies the most significance gaps or insufficiencies in student access to effective teachers, School leaders or both, in High Need Schools., including gaps or inequalities in how effective teachers, School Leaders or both. The applicant describes a High Performing Workforce strategy. This strategy creates the right structures, processes, practices, and policies to improve the culture and service and build the capacity and efficiency of each member of the school system. The applicant will focus on finding best fit candidates through early hiring for teacher vacancies, early contracts to highly qualified candidates for high – needs schools and subject areas. The use of a student-based budgeting process partners school administrators , Human Resources, finance, and central office leadership to determine hiring needs starting in early February.

   Weaknesses (if applicable):

No weaknesses noted.

Overall Comments:
The applicant comprehensively identified relevant factors used in determining such as data on availability of school resources, staffing patterns, school climate, and educator support by improving the inter-reliability of teacher observation processes, improving the quality of teacher Student Learning Objectives (SLO's), Expand current data system to link educator performances with student achievement.

Strengths (if applicable):
The applicant clearly describes a plan to recruit, retain, and support a highly effective teacher workforce. A focus on retention, evaluation, and workforce development is to advance the effects of teacher leadership on school improvement, school and teacher effectiveness, teacher motivation and retention. The applicant has plans in place to implement recommendations specific to sourcing teacher and administrator candidates. For instance, the TSL grant will assist the district with enacting policies that are designed to increase the number of NBCTs form among the educators who are already working in these schools.

Weaknesses (if applicable):

No weaknesses noted.
Overall Comments:
The applicant clearly describes 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, which incorporates educator effectiveness data into the analysis of equitable access to excellent educators.

Strengths (if applicable):
The applicant demonstrates alignment with the State's Plan to Ensure Equitable Access to Excellent Educators. For example, the division of Human Resources and Office of Diversity launched a Workforce Diversity Task Force that will collaborate with other PGCPS offices and schools, labor associations, Board of Education members, county government and elected officials, community-based organizations, parents and community members. The Task Force will implement the recommendations specific to the sourcing of teacher and administrator candidates, growing their own teachers, and administrators.

Weaknesses (if applicable):
No weaknesses noted.

Reader's Score: 10

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:
The applicant clearly describes their commitment to creating and maintaining a diverse workforce. The applicant is very specific in its acknowledgement that the districts are experiencing difficulty attracting teachers to high need campuses. The applicant will use the performance data of teachers, leaders, and through the launch of a workforce diversity task force.

Strengths (if applicable):
The applicant's proposal is designed to attract, support and retain a diverse and effective workforce. For example, the division of Human Resources and Office of Diversity launched a Workforce Diversity Task Force that will collaborate with other PGCPS offices and schools, labor associations, Board of Education members, county government and elected officials, community-based organizations, parents and community members. The Task Force will implement the recommendations specific to the sourcing of teacher and administrator candidates, growing their own teachers, and administrators.

No weaknesses noted.
Overall Comments:
The applicant has a detailed plan to increase partnerships with higher education institutions, build on programs to "grow their own" highly qualified diverse teachers candidates.

Strengths (if applicable):
The applicant's proposal has a plan for attracting, supporting, and retaining diverse Educators. The proposal provides for improving teaching and learning by hiring and retaining highly qualified teacher candidates, and providing them with fair and equitable evaluative processes. For example, The Diversity Office will serve as a strategic partner in the proposed recruitment efforts for bilingual teachers, as well as in supporting partnerships with minority – serving institutions and community based organizations.

Weaknesses (if applicable):

No weaknesses noted.

Reader's Score: 5

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