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

Technical Review

Applicant: Fort Wayne Community Schools (U374A170055)
Reader #1: **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	29
Need for Project		
1. Need for Project	25	24
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	18
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	17
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	3
Total	115	106

Technical Review Form

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

Applicant: Fort Wayne Community Schools (U374A170055)

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: 29

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 provides a historical overview of related activities leading up to the submission of this proposal (page e25), indicating evidence of the district's previous commitment to the establishment and improvement of a new teacher and leader "System of Support". The project includes both a monetary incentive/bonus program based on effectiveness and also includes a broad plan for professional learning intended to build teacher capacity.

   Strengths (if applicable): The previous TIF grant provides a solid foundation on which to build their improvement efforts. Pages e40 to e42 provided detailed plans for how the provision of professional learning will be individualized to support a broad range of teacher needs. The inclusion of data/learning management systems is likely to improve teaching and learning.

   Weaknesses (if applicable): None were 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: The applicant provides a list of partners focused primarily on the provision of professional development services designed to improve teacher effectiveness (e39).

   Strengths (if applicable): The table on page e26 clearly lists all the previous and current/future partners and provides some brief details about their role. The partnership with Ball State on their PEER University is well-defined

   Weaknesses (if applicable): There is also limited detail about the delivery model/duration of support provided by certain partners such as K12 Insight and Julie Koppich and Associates and the School Improvement Network.

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:

As a previous TIF grantee, FWCS provides a thorough list of the milestones accomplished each year of the previous grant. (page e27) A complete list of existing funding streams is also provided which demonstrates a local commitment to continuing activities funded initially, in large part, through the previous TIF grant. This project would also be complemented by the TSLP grant received in 2015 to develop their administrative capacity, in terms of school-level leaders.

Strengths (if applicable): The previous TIF grant has provided well-documented support for previous, related efforts to improve teacher effectiveness through their evaluation system and the purchase of talent management system software. (page e27) The grant activities focused on distribution of highly effective teachers to high-need schools should build on and be supported by their previous focus on improvements in inter-rater reliability

Weakness: None 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: 24

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 narrative provides appropriate details about student demographics as well as prior achievement based on state standardized tests, demonstrating the project will mainly serve students who are either living in poverty or are performing below grade level in ELA/Math, or fit both of these categories. These conditions do place students at risk for educational failure.

Strengths (if applicable): Page e29 indicates the high poverty rates across virtually all FWCS schools, which, according to research, does place these students at risk of educational failure, compared to their more economically advantaged peers. The applicant also provides convincing evidence of large achievement gaps between black and white students, indicating black students are at far greater risk for educational failure. (page e29)

Weaknesses (if applicable): The statement on page e29, "Currently, FWCS has three (3)Priority Schools (bottom 5% in state)and four (4)Focus Schools(bottom 10% in state)" is inconsistent with the table 1(d) on page e21, showing three schools under the heading "Priority/Focus Schools". In addition, no data is provided on the % of students in the state that are performing "below basic" which would have been a helpful reference point in examining how the level of need in FWCS relates to the state as a whole.

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 strategies used to address the identified needs are very specific, and clearly described on page e31, however the gaps they are intended to address are less specific. The identified gaps and weaknesses are broad ("Full implementation of ...a HCMS", e.g. "enhance learning opportunities" and "fill gaps in current education programs" – bottom of page e30).

Strengths (if applicable): The applicant identifies four primary weaknesses/needs they intend to address with this project, providing sufficient alignment between PEER improvement strategies and the identified needs (table on page e31). The recruitment strategies specified in the narrative have a high probability of addressing identified gaps in teacher diversity. The magnitude of gaps in teacher turnover and student performance are further illustrated in tables on pages e20-e21.

Weaknesses (if applicable): None were 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: **18**

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

General:

Overall Comments: The applicant provides a citation of research aligned with each of 6 program components in the table on page e32.

Strengths (if applicable): The full logic model on page e66 provides a sound rationale for how project objectives/activities should theoretically lead to the specified outputs and outcomes. Applicant provides references to researchers providing solid rationale for the importance of the services they are proposing to provide to educators through this project.

Weaknesses: None were 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 applicant clearly specifies two "levels" of the project to include a HCMS at Level 1 and Professional Learning support at Level 2. However, certain partners/vendors, such as Julie Koppich and Battelle for Kids focus on the HCMS activities, but are included as 'professional learning supports' in the table on page e41. The PEER University partnership with Ball State is a reasonable approach to improving educator effectiveness and building a pipeline of teacher leaders, and is likely to yield positive benefits.

The support provided to new teachers (e.g. Academy for Effective Instruction meeting monthly), through induction and mentoring is a strong, reasonable approach to providing ongoing, differentiated support typically needed by new teachers. (page e43)

Strengths (if applicable): Exhaustive details are provided about the process for determining teacher effectiveness ratings. Performance-based bonuses are clearly presented on page e39. The development of a learning management system and student assessment system are critical components to any effort to improve teacher effectiveness and present a strong approach to supporting teacher growth. (page e40) The applicant has an ambitious goal of purchasing the system in Year 1 and having it fully operational in Year 2, allowing ample opportunity for the extensive training needed in order for teachers to fully benefit from the potential support of these systems.

The formation of Educator Growth tracks presents a sound approach for differentiating professional learning based on the needs of the teachers. (pages e40 and e41)

Weaknesses (if applicable):
While several potentially successful strategies are presented, there is limited detail about how, when and how often these strategies will be delivered. For example, "teachers will have access to instructional videos …from the MET project" and "Teachers will complete training" with Battelle for Kids (page e42) with no information on how that video access will be facilitated or the training will be delivered. In general, the professional learning supports seem to provide a menu of support services from which teachers can benefit, but it is not convincing they will all be fully utilized.

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 provides extensive details on a thorough evaluation plan likely to yield actionable feedback and valuable analyses and recommendations for improvements. However, some of the established indicators (page e47) are incompatible with information presented elsewhere in the proposal, and only a brief mention on page e51 of a plan to report the results to the public.

Strengths (if applicable): The methodology presents a strong approach to measuring the outcomes resulting from this project and the evaluation plan provides a thorough understanding of the guidelines to meet What Works Clearinghouse evidence standards. The use of a quasi-experimental design is a comprehensive approach to investigating differences within and across schools served by this project. Measuring implementation and conducting a formative evaluation is a strong, comprehensive approach to evaluating the conditions under which the proposed strategies work and for whom.

Weaknesses (if applicable): Page e47 states Indicators 1.1, 2.1, 2.2 which are already present, at baseline, so they are not valid indicators of project success in reducing equity gaps. For example, 1.1 states "80% in Priority/Focus schools will be Highly Effective or Effective", which is incompatible with the table on page e20 indicating the three priority schools already have 89%-100% of their teachers rated as effective/ highly effective. Indicators 2.1 and 2.2 say "100%...will receive an effectiveness rating" which is inconsistent with Objective 2 stating the [evaluation] tools

"ensure objectivity".

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 project activities included in the table on pages e53-e54 provide details about the personnel responsible for each. The benchmarks/milestones are consistent with, and a continuation of, the activities occurring during the previous TIF grant so they are realistic benchmarks, though highly redundant from year to year. For example, one of the "primary" milestones for each year includes the completion of annual effectiveness evaluations (page e53), a practice already in place throughout the district and not new to this project, according to the table on page e27.

    Strengths (if applicable): The PEER feedback mechanisms provide ample opportunity to seek comprehensive feedback from stakeholders, using multiple data collection strategies, such as surveys, quarterly meetings and monthly conf calls, all of which should enable project staff to remain focused on continual monitoring of implementation and progress toward objectives. (Page e55) The project directors have solid credentials and experience that should enable them to effectively lead the project.

    Weaknesses (if applicable): Pages e39-e40 describe two new data management strategies (LMS and SAS) which constitutes a large undertaking in terms of both functionality and user training necessary, but these are not addressed anywhere in the Implementation Timeline. The recruitment strategies, designed to improve the diversity of the workforce, are not mentioned anywhere in the timeline or milestones.

Reader's Score: 17

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

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 narrative demonstrates a strong commitment from senior leadership, through completion of previous TIF grant-funded strategies and a proposed project that includes a continuation and some expansion of these strategies. By the end of this project, the evaluation system, along with the growth tracks and individualized learning plans should have had sufficient time to become institutionalized in the district and continued after funding ends. The letter of support from FWEA also indicates commitment from appropriate entities.

Strengths (if applicable): The Planning Task Force, put in place through the previous TIF grant and continued in this project, presents a solid approach to maintaining commitment and increasing buy-in among stakeholders. (page e56)

Weaknesses: None were 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 investment, early on in Year 1, in the technology to support data use and teachers' professional learning demonstrates potential for the applicant to create an environment where ongoing use and potential benefits will be possible by the time funding ends.

Strengths (if applicable): The investment, early on in Year 1, in the technology to support data use and teachers' professional learning demonstrates potential for the applicant to create an environment where ongoing use and potential benefits will be possible by the time funding ends.

Weaknesses: None were 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 application provides a comprehensive description of the gaps identified in access to effective educators. District level data is also provided as a reference point on page e21, which is reasonable.The data tables presented by applicant include a range of data sources, including ethnicity, academic performance, teacher effectiveness, poverty level, and teacher experience data. An adequate combination of both teacher and student data is provided. The narrative also contrasts rates for Priority/Focus schools and average FWCS rates though it appears only 3 of the 49 schools in FWCS fall into this category which makes it difficult to determine the equity of distribution across the 49 schools. The mention of ELL students at the top of page e22 is inconsistent with data presented previously, which focused on ethnic composition, not primary language or ELL status.The identified gaps for FWCS, including teacher turnover and student performance differences based on poverty, are clearly aligned with the state's plan to ensure equitable access. The state strategies identified in the table on page e22 are partially aligned with the focus of the grant activities and identified gaps. The applicant also cites previous TIF grant where 20 teachers pursued NB certification (page e22), but this is only about 1% of their teaching workforce which is sparse and unlikely to yield significant changes in the LEA's overall effectiveness of their workforce.

Strengths (if applicable): The applicant provides tables on page e20 with evidence from the tail ends of the distributions among their schools, in that, each of the tables presents details about disparities among the 3 highest and 3 lowest schools for a given focus area (e.g. 3 highest/lowest performing, and 3 highest/lowest FRL) which is a sound way to illustrate disparities.

Weaknesses: None were 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 table on pages e19 demonstrates the lack of diversity in their teaching staff. Though the tables on page e20 shows that at 3 of their low poverty schools, plus 3 of their higher performing schools (6 total schools) about half of the teachers are rated as highly effective, the applicant doesn't convincingly address how they are committed to distributing highly effective teachers across different schools. There are only brief mentions of incentivizing existing educators to go to high-need schools but since negotiations are still necessary with FWEA it is unclear whether these incentives would really do anything to substantially change the level of inequity currently present in this district. Rather, the commitment of the LEA is focused more on increasing the capacity of teachers in their current locations which will eventually increase student access to effective teachers.There is limited evidence of a solid plan for attracting diverse educators. The project design and table of key milestones do not specifically address timelines or details of recruitment strategies. The plan for teacher support is strong, (through individualized learning plans) though this approach is not focused specifically on diversity. Teacher retention will be largely accomplished through the payment of retention bonuses for teachers to remain in high need schools for three years.

   Strengths (if applicable): Additional details about the existing lack of diversity in their teaching workforce are presented on page e30.The establishment of the Equity Awareness Team (page e24) and the recruitment at HBCU's (page e23) represent sound approaches to attracting and supporting a more diverse workforce.

   Weaknesses (if applicable): The statement of FWCS commitment to creating and maintaining a diverse workforce is rather sparse. (e.g. paragraph on page e23 and two sentences at top of page e20)The portions of the narrative devoted to project implementation, milestones, and the evaluation plan do not provide evidence of a comprehensive effort to recruit, support and retain a diverse workforce. While particular strategies are mentioned, little detail is provided and there is no plan for monitoring whether recruitment strategies focused on diversity are successful. Page e23-e24 use the words "diverse educators" in headings, however the narrative that follows has little to do with diversity. For example, after the heading "supporting diverse educators", it says "all educators" will be assigned to a growth track. There is no mention, specifically, of recruiting underrepresentedpopulations.

Reader's Score: 3

Status: Submitted

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Technical Review

Applicant: Fort Wayne Community Schools (U374A170055)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	29
Need for Project		
1. Need for Project	25	22
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	19
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	18
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	3
Total	115	106

Technical Review Form

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

Applicant: Fort Wayne Community Schools (U374A170055)

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: 29

    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:

Overall, the extent to which this proposed project is a part of a comprehensive effort to improve teaching and learning and support rigorous standards for students is presented in a fully developed project proposal, the PEER: Performance + Equity = Excellent Results, which provides verifiable evidence of support by demonstrating how the project builds on a effective implementation of a 15-year comprehensive effort to improve teaching / learning. The intent of the applicant's plan is aligned with grant criteria in their proposed project component, Teacher and School Leader Incentive Program and is also premised on addressing Absolute Priorities 1 and 4 and CPPs 1 and 2. (Pp. e20-e24)

Strengths

The applicant provides extensive data and a timeline from 2003-2017 that started with hiring the current superintendent. The information shows a consistent path and practice of collaborating with the State Department of Education (SDE) and a cadre of effective and highly qualified partners to support the meaningful imple`mentation of a Human Capital Management System (AP4-HCM).

A comprehensive, performance-based Educator System of Support that rewards performance in teaching, academic leadership and leads to improving student achievement has been sustained the HCM (p. e-25-27) which further demonstrates systemic support within the district (AP1).

In addition, because the project builds on and integrates with related statewide efforts to improve teacher, leader and learner outcomes, the potential for the project to achieve goals and objectives is highly possible. There is strongly related and evidenced by linkages to rigorous academic state standards for students and teacher performance. Because of their previous success, the PEER project team has shown evidence of the project's potential significance if scaled up.

Finally, the applicant provides evidence that the FWCS HCMS and PBCS efforts are supported by dollars from twelve local funds, two state grants and eight federal grant sources (p. e-29).

Weaknesses

None

    Reader's Score:

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

General:

Overall Comments:

Overall, the applicant provides extensive descriptions of intense services to be provided by appropriate partners at every stage in this proposed project, which represents high potential for maximizing the effectiveness of proposed project services. The 10 listed collaborative partners have demonstrated their support by providing extensive services professional development, building the PBS evaluation, and are well recognized for their reputation in education (See Letters of Support in Appendix).

Six partners, including the Indiana Department of Education, were appropriate and effective partners in the district's TIF grant in the past. The project proposal leverages and expands five years of existing successful partnerships (p. e27) that resulted in achieving goals and objectives in state and federally funded teaching, learning and leadership projects (e.g. TIF, Title I and II funds, Pp. e27-28)

Strengths

The selected PEER partners will provide, matching funds, critical expertise and resources as FWCS expands the capacity by scaling up the products that were built with 2012 TIF funds to improve equitable access in its HCMS, PBCS and Systems of Support (See letters of support).

Participation of the six initial partners, including the Indiana Dept. of Education that collaborated to design an evaluation-driven PBCS based on effectiveness under the 2012 -15 TIF grant promotes sustainability of ongoing support and linkages to high level and research-based teacher, leader and student standards.

The partner components contribute to the extent that the project will achieve its specified and measurable goals, objectives and outcomes. (Pp. e26-e28)

Weaknesses (if applicable):

None

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:

   Overall, the proposed PEER project's budget and management plan will integrate with or build on similar or related efforts from five funding sources to improve relevant outcomes (as defined in 34 CFR 77.1(c)). By using existing funding streams from existing partner programs or policies supported by the community, State, and Federal resources the applicant increases collaboration through multiple components, which is necessary to create and sustain cohesion in moving the PEER project forward and scaling up TIF efforts to the next level (Pp. e28-29).

   Strengths

   By using complementary funding streams the applicant increases the potential for the project to achieve goals and objectives and contribute significantly to the capacity to progress toward meaningful implementation of the project's Human Capital Management System by expanding the capacity built with 2012 TIF funds to improve equitable access in its HCMS, PBCS and Systems of Support. (p. e10). Such an outcomes contribute to the project's effectiveness and approach to addressing all priorities in this grant proposal (For example, Absolute Priorities 1 and 4, CPPs 1 and 2).

   Weaknesses

   Although the proposed project states that the project will have access to "the FWCS HCMS and PBCS efforts are supported by dollars from twelve local funds, two state grants, and eight federal grant sources". The extent of support is not described in adequate detail in the narrative or in the budget narrative except in vague terms. Therefore, it was not fully possible to determine the nature or extent of the support, whether it is dollars, in-kind or other sources (p. e-29).

Sub Question

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: 22

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, the focus of the proposed PEER project is focused on providing services and resources, training, professional development, recruitment and selection of highly qualified teachers to address the needs of schools with widespread or extensive disparities between the number of highly effective teachers in high-need schools in comparison to the number of ineffective teachers in low-performing schools (Pp. e19-e22).

    The applicant's premise for this project is that this situation leads to putting students at risk of educational failure to an even higher level of potential to fail. The proposed PEER project will be implemented in the FWCS, which serves over 29,000 students and not unlike other large urban districts, FWCS is significantly impacted by multiple schools and community risk factors that promote low academic achievement and attainment (p. e27-29).

    Strengths

    The proposed project will target FWPS schools that are the poorest performing. For example, extensive evidence of poor academic performance in proposed schools is provided in schools demographics that demonstrate significant achievement gaps that distinguish racial and socio-economic subgroups (Competitive Priority 1) on Pp. e30-31.

    The project plan presents data that shows 43 of 49 schools (88%) are considered high-need urban schools with a minimum free/reduced lunch count of 50% of enrollment and for this reason, the project will include all 49 schools. The applicant provides some data indicates poor performance, as measured by state standardized test scores at the elementary, middle and high school grade levels on p. e30 which is a strong indicator that the goals and objectives and targeted populations and schools are appropriate and aligned with the intent of the TLS grant criteria.

    Weaknesses

    The proposed project data is not well developed as required in these criteria because the measurable data is too broad and descriptive only. Data is described in terms using percentages of below or above average without using specific statistics to clarify if students in 8th grade are functioning at 5.0 grade level (just as an example). Aggregated FWS test score data for the primary subjects listed for each group of students and by grade level and test scores would provide confirmation of the described gaps so that measurable goals and objectives are determined to improve the possibilities for addressing academic achievement gaps of students at risk in these high-need schools.

    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 reports an extensive analysis of gaps and needs that were identified by convening an appropriate task force to focus on identifying specific gaps or weaknesses in FWCS district's services, infrastructure, or

opportunities that will be addressed by the proposed PEER project, including the nature and magnitude of those gaps or weaknesses. In response, the proposed project used the data to focus on four specific needs, gaps and solutions that the PEER project will address: 1) Full implementation of an effectiveness-based HCMS and PBCS is impacted by limited district resources, 2) There is a lack of Highly Effective educators, as well as a lack of minority educators in high-need schools 3) FWCS does not fully utilize System of Support that aligns professional learning to individual educator effectiveness ratings and 4) Technology that supports FWCS HR infrastructure and teacher access to student data needs update and expansion (p. e22 and Pp. e31-32).

Strengths

The applicant's narrative provides descriptive data confirming that there is an achievement gap in primary curriculum areas such as English, reading, math and science between impoverished versus high economic status students (P. e22 and e31-32).

In addition the narrative specifies a fully developed approach to identifying disparities across the district that provides exhaustive evidence that the number of new teachers (0 – 3 years of teaching experience) educating students in FWCS Priority and Focus Schools compared to new teachers serving high performing schools; on average 42.7% of Priority/Focus school educators are new teachers compared to 11% for high performing FWCS schools.

In response, the proposed FWCS's PEER project acknowledges the gap and will recruit greater numbers of Highly Effective educators to serve in high-poverty schools (Pp. e30-32), support CPP1 and CPP2.

The incorporation of this strong data demonstrates that a significant amount of attention has been given to the well thought-out feedback plan, which adds to the likelihood for this information to be captured in the implementation, management plan and evaluation of outcomes defined for the absolute priorities and competitive priorities framing this grant proposal.

Weaknesses

None

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

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

General:

Overall Comments:

A logic map found in the Appendix C. (p. e7) provides a strong direction and conceptual framework that is fully developed and provides a comprehensive approach to explain the innovative design of this proposed PEER project. The rationale is further supported in the applicant's narrative specifying a sound rationale for the model based on research cited from relevant and detailed findings that resulted in producing a strong theory and deliberate prioritization of a three-tiered project for priority components found on Pps. e15-16.

Strengths (if applicable):

The proposed project demonstrates a strong rationale for PEER that is the result of collaborative planning aligned

to: state reform initiatives, state equity plans and the district's need to implement systems that support improved teaching/learning in all schools and is based on a system of effectiveness particularly for high-need schools and has the potential to benefit all students and especially learners in the Tiers 1-3 schools with declining performance grades of C-D-F (p. e-16).

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 Comments:

The project being proposed by FWCS is the PEER project, which will appropriately focus on addressing the needs of the target populations by enhancing and expanding capacity and use of the human capital management in the district and alignment with the performance based evaluation system for leaders and teachers, which is an appropriate strategy to address Absolute priorities 1 and 4 and CPPs 1 and 2.

This proposed project's narrative, PEER abbreviated Logic Model (LM) and Prioritization of Effectiveness chart on p. e16 outlines the proposed project's GOAL: Improve student achievement by increasing access to Highly Effective educators in high-need schools. In addition, the project presents a fully developed evaluation plan with strong methodology (quasi-experimental) that will address eight required GPRA performance indicators and multiple project measures (Pp. e17-28).

Strengths (if applicable):

The strong proposed PEER project evaluation will reflect the two interconnected LEVELS OF SUPPORT: 1) Comprehensive Human Capital Management System that includes a Performance-Based Compensation System; and 2) FWCS Comprehensive Professional Learning System of Support which supports two absolute priorities addressed in this proposed project (p. e-17).

The fully developed proposed PEER Logic Model is grounded in the project's strong theory base and deliberate prioritization of services using an Effective Tiers of Priority strategy. The approach is appropriate because it provides a clear rationale for ensuring PEER benefits schools in greatest need (p. e-15).

The LM defines clear, appropriate and measurable objectives, inputs, activities, outputs and the expected outcomes from PEER project. All components of the project were designed using process and outcome formats. This allows the applicant to move toward a preferred result and to track each step of the project to further ensure it will achieve the expected outcome to improve teaching, learning, leadership and recruitment of highly effective teachers to fulfill gaps in the lowest performing schools (p. e-16).

A focused recruitment effort to diversify the teaching workforce will include an appropriate strategy involving FWCS reaching out to Historically Black Colleges and Universities to recruit minority educators to teach and lead in FWCS schools (see Competitive Priority # 1) p e18.

Weaknesses (if applicable):

None

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 grant activities will be evaluated, monitored, and reported to the public using the service of an appropriate

external evaluator. The proposed PEERS project's fiscal agents will contract the services of EduShift, Inc., a 17-year-old research/evaluation organization that will conduct a process and outcome evaluation that links all partners through collaborative data collection, data analysis, reporting and evaluation feedback. This systematic process promotes and provides continuous quality improvement throughout the duration of PEER. (p. e-28).

Strengths (if applicable):

The contracted evaluators will utilize the research-based FORECAST model (FORmative Evaluation, Consultation, And System Techniques) to guide an objective evaluation structure (p. e-28). Four tiers of assessment provide a validated evaluation framework. This indicates that the proposed project plan includes sufficient resources to carry out the project evaluation effectively to ensure appropriate evaluating, monitoring and reporting as required in the TSL grant federal register and related criteria.

Overall, the evaluation plan is well-developed quasi experimental design, indicating that the analyses will accurately reflect the program impact on achieving goals and objectives and has the potential to correlate outcomes with the effective expansion of the human capital management system and performance evaluations affecting students, teachers and leaders (p. e32).

Moreover, evaluating, monitoring, and sharing information with the public will be executed largely by the external evaluator, EduShift. The evaluator and the FWCS district leadership will prepare annual reports (formative and summative). This strategy will facilitate sharing of results to diverse stakeholders and encourage replication of effective strategies. PEER's project products will be shared on Open Educational Resources media / portals to support replication across diverse locations (Pp. e-37-39).

For project dissemination PEERSs participants and administrators use of Web resources (the portal) to publish data and information will engage local, regional and national audiences and conference attendees by discussing their project at these venues.

Weaknesses (if applicable):

None

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 management plan is clear and fully developed. The management plan is clear and well defined. The applicant establishes that a highly qualified external team will execute the project with experience in the administration and evaluation of grants. They explain the responsibilities, timelines, and milestones for accomplishing project tasks on pages e47-48 and year-by-year in the budget narrative.

   Strengths

   The goals, objectives and outcomes are clearly specified and measurable using percent of performance as baseline in the Monitoring/Measuring Performance section. (Pp. e47-50)

   The proposed project's PEER Task Force developed a detailed timeline with defined responsibilities and milestones to guide implementation of PEER. The Project Director and Evaluation Team will use the timeline to monitor progress and facilitate process evaluation (see Evaluation section) during the 5-year grant period. This process will increase the likelihood of the project being implemented on time and with fidelity.

   The evaluation process is designed to support PEER's proposed design to engage multiple partners and solicit feedback from stakeholders. If implemented as designed this strategy will ensure diverse perspectives influence project quality and sufficient data is available to facilitate objective process and outcome evaluation (p. e56).

   Weaknesses

Although project's PEER Task Force developed a detailed timeline with defined responsibilities and milestones to guide implementation of PEER, adequate staffing is a concern.

It is unclear if this project's management team is sufficient in the amount of time that staff is dedicated to managing this comprehensive grant with the limitations of full time directors.

Reader's Score: 18

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 potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support is evident in the applicant's approach to including 1) substantial matching funds in the budget and 2) actively engaging influential stakeholders and 3) the sustainable commitment of appropriate partner entities (e57). The proposed project has developed a cadre of support that includes FWCS leadership - from the Board of Education to the Central Office to Area Directors to Principals and Assistant Principals to Teachers - is committed to implementing the HCMS (p. e56).

   Strengths

   Building continued support to expand impact of the grant and promote sustainability of project through realignment of FWCS expenditures would sustain Educator involvement in reform initiatives that led up to and are including in PEER. Two focused and effective strategies frame the proposed plan for support beyond the project 1) Collaborative Planning; and 2) Successful Completion of Needs Assessment. (e57).
   Given the support from the field the project has established an internal network of supporters to increase the likelihood of the project's efforts being integrated with the district's daily operations.
   The PEERS Planning Task Force comprised of district administrators, human resource professionals, finance officers, curriculum specialists, school principals, teachers, non-instructional professionals and union leaders are all vested in the success of PEERS components.
   For example, the PEERS project proposes transformative change that results in FWCS transforming previously routine evaluation procedures into a meaningful, personalized, data-driven support system that promotes success and growth for every single FWCS employee (e58).

   Weaknesses

   None

   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 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 included in the project design for sustainability. The applicant explains that while many project elements have substantial initial costs, most components have manageable continuation expenses that will be met by well-planned district and school budgets (p. e58).

Strengths

Incorporation of project purposes, activities, benefits into ongoing program. PEER was designed to facilitate two sustainability strategies: 1) Level 1 - Comprehensive HCMS with PBCS and 2) Level 2- FWCS will realign Title I, Title II and Title IV funds to support evaluation data-driven professional learning to sustain grant-funded strategies and Individual Learning Plans (Pp. e59-60).

The level of collaboration and commitments from ongoing outstanding partners, professional learning providers and vendor resources, the PEER project will have the necessary resources to continue building on existing programs through lessons learned.

The proposed PEERS project demonstrates strong potential to improve educator effectiveness, enhance teaching and learning in all FWCS schools and achieve the PEER goal, objectives and project measures.

Weaknesses (if applicable):

None

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 applicants provides extensive data from school district analysis and work of a FWCS task force that Identifies the most significant gaps or insufficiencies especially between African American teachers, students and white teachers and students in high need schools (e20-21). The greatest disparities are in students of color access to effective or highly effective teachers, School Leaders, or both, in High-Need Schools, including gaps or inequities in how resources, effective teachers, school Leaders, or both, are distributed across the FWCS LEA(s) the project will serve in the proposed PEERs project.

   Strengths

   The project team identified significant gaps in FWCS schools disparities between (a) ethnicity of teachers vs. students they teach; (b) effectiveness of educators in high performing vs. low performing schools; (c) effectiveness of educators in schools with high free/reduced lunch rates vs. those with low free/reduced lunch rates; and (d) #'s of new teachers in low performing vs. high performing schools (p. e20). This intense analysis of the equity gaps provides the applicant with the

power to design their approach to closing these gaps by directly aligning goals and objectives and activities to address the needs of poor performing schools.

It is clear that FWCS acknowledges the gap and will recruit greater numbers of Highly Effective educators to serve in high poverty schools to close or reduce these gaps. By presenting an appropriate and fully developed plan to address these gaps on page e23 the project will address the requirements for CPP1.

Weaknesses

None

(2)Overall Comments:

Disparities report presented by the applicant includes extensive analysis of relevant factors used in determining such gaps, which includes specific and measurable data on availability of school resources, staffing patterns, school climate, and educator support (p. e22).

Strengths

Proposed PEERs project identified five relevant factors used in determining the gaps: 1) Unequal distribution of quality teaching and learning resources 2) Higher turnover rates of educators in high-need schools 3) Greater numbers of beginning teachers in high-need schools and 4) Unequal distribution of poverty (p. e21). Conditions provide justification for the PEERs project rationale for this effort, project design, budget detail that includes investments in resources for high need schools and aligns with the project's focus on absolute priorities 1 and 4.

Weaknesses

None

(3)Overall Comments:

Project presents a fully developed plan that is consistent and completely aligned with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, approved by the Department in 2015. The State Department of Education is an active partner in the PEER's project's budget allocations; project design and management plan as an equal partner.

Strengths

Proposed project in collaboration with the State Department of education developed a 5-prong strategy to address the identified gaps from a state level and district level. A table on p. e22-23 provides appropriate details on the alignment process to ensure the two entities are working in congruence to solve these problems together. For example, strategies aligned to State Plan to Ensure Equitable Access to Excellent Educators are represented in the Indiana Excellent Educators for All Initiative highlights state gaps, aligned to education research, as identified by the Indiana Department of Education Division of Educator Effectiveness. FWCS and the SDE agree that the retention rate of Highly Effective and Effective teachers in high-need schools is lower than the rate in low-needs schools is Indiana's biggest equity gap (p. e23).

Weaknesses

None

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 PEERs project presents a full development statement in as an attachment to the narrative detailing their commitment to creating and maintaining a diverse workforce. (Narrative Attachment, EQUITABLE ACCESS AND PARTICIPATION - GEPA 427)

   Equity Statement. Each of the schools in this grant application will provide equal employment opportunities to all employees and applicants for employment without regard to race, disability, marital status, color, religion, sex, sexual

orientation, national origin, citizenship status, age, or status as a Vietnam-era or special disabled veteran in accordance with applicable federal laws.

Strengths

The proposed project identified at least five highly appropriate measures to ensure full compliance with this Equity Statement. Such measures include but are not limited to the following sound and specific actions: A Partnership Memorandum of Understanding (MOU), on file in the district, was signed by the leadership of the participating schools agreeing that all participants will seek to create safe and supportive environments for teachers and students. Planning and program committees will continue to reflect diversity and include persons of different genders, races, national origins, colors, disabilities, and ages. Flyers and marketing materials will be designed so that persons of varying education, cultures, and races can understand what the Teacher and School Leader Incentive Fund Program grant called PEER is all about. Materials will be translated from English to Spanish and other languages as needed to support diverse cultures/ethnicities. And critical to this equity approach, and persons with disabilities will be provided equal access and opportunities in professional development programs and activities. The project is well positioned to provide equal access and participation if these measures/strategies are implemented with fidelity.

Weaknesses

The plan was lacking in identifying how the PEERS project/FWCS would monitor, track and assess/evaluate whether the school leaders who signed the MOU would indeed implement the plan with fidelity and to what extent.

(1)   Overall Comments:

The project design includes specific strategies for incorporating into the updated HCM system efforts that will include creating databases to connect with diverse educators and recruitment through Historically Black Colleges, appropriate conferences and working with colleges and universities to identify high potential new teachers or interns.

Strengths

The proposed PEERs project identified and provide four strong strategies for searching, attracting and recruiting effective or highly effective diverse teachers to work in high need schools:

FWCS is committed to inspire excellence in teaching and learning by creating and maintaining a workforce of increasing diversity (see Management Plan/GEPA 427 for Equal Access assurance statement).

Attracting Diverse Educators. FWCS will recruit well-trained educators from top teaching colleges, including regionally-located Ball State University and Indiana-Purdue Fort Wayne, to ensure new teachers come to FWCS and HCMS professionals will expand their search for effective minority candidates to Historically Black Colleges and Universities across the country. The district will consider alternative certification programs and partnerships with colleges and universities to help identify and cultivate their own candidates into customized recruiting programs (p. e24)

Implementation of these strategies by the applicant results in providing a more highly diverse cadre of effective and highly effective new teachers to work high need schools to close the equity gap and racial disparities between teachers, leaders, and students in FSCSs as required in this CPP2.

Weaknesses

The plan was lacking in specifics about the numbers of diverse teachers it would target and timelines or benchmarks to monitor and measure their progress.

Reader's Score: 3

Status: Submitted
Last Updated: 07/13/2017 10:07 AM

Technical Review

Applicant: Fort Wayne Community Schools (U374A170055)
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	22
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	19
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	18
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	3
Total	115	107

Technical Review Form

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

Applicant: Fort Wayne Community Schools (U374A170055)

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:

   The program's narrative describes a clear and concise system in place to improve teaching and learning and support rigorous academic standards for students in the target area. This system consists of Performance + Equity = Excellence Results (PEER) which is a learning environments. For example, the program will revitalize education for the high-need schools that value and promote achievement. This system will reinforce their strategies. Utilizing this system will improve software and hardware expansion for efficiency, data collection and dissemination (pg. e24-e 26).

   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 program's narrative presents a thorough plan on their collaboration of appropriate partners that will maximized the effectiveness of project services. The applicant provides a well-defined comprehensive chart outlining each partner participating in the TSL program with roles and responsibilities to support the target population. These partners have critical expertise and resources to commit to the TSL PEER program by improving equitable access that will provide systems of support. This collaboration effort in working together at the highest level is significance when supporting the targeted population (pg. e26).

   Weaknesses:

   No weaknesses noted.

   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:

   The program's narrative identifies a strong system on how the program builds on existing efforts for the proposed project. For example, the program implemented the Teacher Incentives Fund (TIF) with great success supporting educators' professional learning. Specifically, the program will expand the TIF with the PEER system that will impact the student's access to effective educators and improve schools (pg. e27 and e28).

   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: 22

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 program's narrative partially describes the needs to address students at risk of educational failure for the proposed project. For example, the standardized test for Students Below Basic FY2015- FY 2016 in English Language Arts ranged from 40.1% Elementary School Score Grade 3 to 51.4% High School Score Grade 10; Math scores ranged from 49.8% Elementary School Score Grade 3 to 79.7% High School Score Grade 10. Comparing black and white student performance on state exams, the Black students are failing 5th grade math at a ratio of 2:1 over White students at 32.2-point gap. In addition, on the District level, there are four of five (80%) high school students fail to meet state math standards which is a significant need for the TSL grant (pg. e29 and e30).

   Weaknesses:

   The program's narrative does not provide clear information on the need for at-risk students. Data was missing to assess if there is a need for at-risk population for the proposed project. It is difficult to fully assess this criterion.

   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:

   The program's narrative thoroughly describes the services area's four (4) specific gaps that will be addressed in the TSL Initiative program. Specifically, the program identifies full implementation of an effectiveness-based systems impacted by limited district resources; a lack of Highly Effective and minority educators in high-need schools; a lack in fully utilizing System of Support which is aligned with professional learning to individual educator effectiveness ratings; and technology to supports infrastructure and teacher access to student data needs update and expansion.

In addition, the TSL funding, will support critical resources for the program to continue the growth to improve positive district reforms. The PEER system will build capacity to raise educator effectiveness and student achievement (pg. e36-e43).

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: 19

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

General:

The program's narrative provides a strong rational of their strategies and research-based practices that informed their design for the target area. For example, the program will implement the PEER systems that will improve teaching and learning in all high-need schools. In improving their strategies, the program research is support by Evidence of Effectiveness that meets Department of Education What Works Clearinghouse standards. Using the PEER System will enhance positive academic outcomes for all participants during and beyond the grant period (pg. e31 – e33).

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 program's narrative identifies a strong design for the proposed project appropriate and successful in addressing the needs of the target population. For example, the program will improve student achievement by increasing access to Highly Effective educators project design of PEER. Ongoing efforts to reform will be expand besides providing the district and school administrators with tools that will support improvement in high-need schools. Several supports are given in the area of Effective Human Capital Management Systems, Educators, and performance-based compensation and data system align with linking educators with student achievement data. Further, these services will address the needs of all participants with the Systems of Support (pg. e34 – e39).

Weaknesses:

No weaknesses noted.

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

General:

The program's narrative describes a clear evaluation plan on their activities to be evaluated and monitor for the target population. For example, the program has established an appropriate evaluation methodology that includes both quantitative and qualitative evaluation methods. The proposed project intends to include both formative and summative evaluation methods. The formative evaluation will focus on addressing whether or not activities are being implemented as planned. There will be a 17-year old research/evaluation organization to implement and monitor this segment for the PEER-TSL program. The method entails data collection, data analysis, reporting and evaluation feedback. The reporting process includes the Project Director submitting required Annual Performance Reports to funding agency, evaluator feedback / results will be shared with the Advisory Board, stakeholders and the public through the program's website that will ensure transparency with partners and interested stakeholders (pg. e39 – e50).

Weaknesses:

The applicant does not provide a clear narrative on their goals for program's objective in highly and effective performing school being to be attainable. There is no baseline data to show the comparison that their objective is not ambitious; therefore, the program will not be working towards any challenges in using the TSL funds.

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 program's narrative provides a clear and convincing record on their experience and capacity to execute a wide variety of complex initiatives within the target area. For example, in FY 2012, the program was awarded the Teacher Incentive Fund Grant from the Department of Education, which was successful. Due to strong management plan, the program has worked on several other complex initiatives at a high level of quality and fidelity such as Teacher System of Support, Principal System of SUPPORT, RISE Pilot, and The Targeted Learning Supports. The program will efficiently and effectively implement the proposed project. The budget narrative detailed budgets for each project component describing clear timelines for scale-up, execution, and completion of work on time and within budget for accomplishing project tasks (pg. e24, e25, e50-e55 and e179-e197).

   Weaknesses:

   The applicant lacks a management plan on appropriate staffing to handle a project of this calibrate that is align with the scope of work. It is difficult to assess if this program can oversee a grant of this size showing the time of commitment of this proposed project. The Director is committing only 20% of time of efforts to the project with no other full time staff.

Reader's Score: 18

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

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 program's narrative provides a well-defined comprehensive plan on sustaining the TSL program once Federal funds ended for the targeted population. For example, the program has built investment where all of it past program efforts are supported by dollars from twelve local funds, two state grants and eight federal grant sources. Once this initiative has been Federally funded, the program has a proven track record of sustaining the program with other funds such as private foundations and local funds. Areas of getting support in sustainability include realignment of program's expenditures; collaborative planning, and needs assessment. Sustaining the PEER-TSL program ensures all children within the community will get the anticipated results and benefits from the TSL program (pg. e28, e55 – e57).

   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 program's narrative demonstrates a well-defined plan to incorporate the project purposes and activities into the ongoing proposed project once the TSL program has ended. For example, the sustainability of the technology hardware will be maintained by the program's Technology Department. This method ensures that the program has a successful track record in the continuation of Federal funded programs (pg. e57 and e58).

   Weaknesses:

   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:

Strengths:

(1) The program's narrative thoroughly explains the most significant inequities on how effective teachers are distributed across the LEA(s) for the proposed project. For example, the program uses the Human Capital Management System for teachers and principals that reflects a clear and fair measures of performance for student academic and growth measures. This method will provide ongoing, differentiated, targeted, and personalized support and feedback that will improve professional learning opportunities designed to increase effectiveness of PEER-TSL. Gaps in student access, distribution, and effective educators for high-need schools entail disparity between four sets of variables. These variables consist of ethnicity of teachers compared to students they teach; effectiveness of educators in high performing schools compared to low performing schools; effectiveness of educators in schools with high free/reduced lunch rates compared to those with low free/reduced; lunch rates; and the number of new teachers in low performing schools compared to high performing schools. Through implementing the PEER system, the program receives a strong performance-based report centered on student achievement and identify their highest- and lowest performing teachers to retain the best talent (pg. e19).

Weaknesses:

No weaknesses noted.

Strengths:

(2) The program's narrative identifies clearly relevant factors that determine data on availability of school resources, staffing patterns, school climate, and educator support for the target population. For example, the factors contributed to equity gaps in this district are unequal distribution of quality teaching and learning resources; higher turnover rates of educators in high-need schools; greater numbers of beginning teachers in high-need schools; unequal distribution of poverty in high-need schools and unequal distribution of culture and ELL students in high-need schools. In addition, the PEER-TSL program will enhance these factors to strengthen the effectiveness in teachers to support student's achievement (pg. e26 and e27, e42 and e43,e53).

Weaknesses:

No weaknesses noted.

Strengths:

(3) The program's narrative provides a clear and concise strategies in closing the gaps that are aligned to and consistent with the State's Plan to Ensure Equitable Access to Excellent Educators. For example, the program has already aligned state gaps to education research. The Indiana Department of Education (IDOE) strategy is aligned with PEER-TSL. Further, in illustrating this process, IDOE Strategy consists of implementing a stakeholder group for inexperienced teachers to develop a state culture and climate survey. PEER-TSL strategy entail to employ strategies to assist new teachers including deploying experienced coaches to build skills (pg. e22 and e23).

Weaknesses:

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:

   Strengths:

   (1) The program's narrative clearly describes how the program will commit to creating and maintaining a diverse workforce for the proposed project. For example, the program will increase diversity where students are able to learn from adult role models that will look like them and share common experiences. The Highly Effective educators will bring the diversity of many backgrounds and experiences besides looking like the students (pg. e23).

   Weaknesses:

   No weaknesses noted.

   Strengths:

   (2) The program's narrative provides a clear and concise plan for attracting, supporting, and retaining diverse Educators for the proposed project. For example, the program will recruit well-trained educators from top teaching colleges and universities; assign teachers to a Growth Tack based on effectiveness data and ratings; and reward excellence and support continuous educator improvement. This method ensures the recruitment, support, and retention of the proposed project will impact teachers being accessible to students (pg. e23 and e24).

   Weaknesses:

   The applicant does not provide clear information on their milestones and timelines for attracting and maintaining diverse teachers for the proposed project. It is difficult to assess if this program addressed their strategy for diverse workforce.

   Reader's Score: 3

Status: Submitted
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