

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

Status: Submitted

Last Updated: 07/13/2017 02:06 PM

## Technical Review

**Applicant:** Hillsborough County Public Schools (U374A170025)

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

	<b>Points Possible</b>	<b>Points Scored</b>
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Evidence of Support</b>		
1. Evidence of Support	30	25
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	20	20
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Improve Equitable Access to Effective Educators</b>		
1. CPP 1	10	9
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Total</b>	<b>115</b>	<b>109</b>

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Hillsborough County Public Schools (U374A170025)

## 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: 25

#### 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 presented a well-developed plan and program to improve teaching and learning in support of a higher level of academic student standards. The Hillsborough County Public Schools' (HCPS) proposed project is part of an ongoing district-wide commitment to attract, support, reward, and retain the most effective leaders, especially in high need schools.

Strengths (if applicable):

The applicant organization (Hillsborough County Public Schools-HCPS) clearly describes that, as part of a comprehensive effort for teacher improvement and learning, beginning in 2014-2015, all Florida schools began implementing the Florida Standards for Language Arts and Mathematics, while maintaining the existing Next Generation Sunshine State Standards for other content areas. For the past decade, the existing LEA-wide Human Capital Management System (HCMS) developed a comprehensive framework linking the vision for instructional improvement to the key elements of educator preparation and recruitment, hiring and selection, induction, performance management, professional development (PD), compensation and benefits, and career management (e20).

The applicant's strategic approach to human capital management strives to ensure all educators possess the knowledge and skills necessary to improve teaching and learning and to support rigorous academic standards for students. Additionally, these standards are detailed expectations of what every child should know and be able to do at each grade level that focus on thinking critically and analytically, establishing clear and consistent guidelines for instruction, providing more rigorous content and application of knowledge, and helping prepare students for success with usable knowledge and skills needed for college and/or careers (e20-21).

Further, the applicant has been involved in three consecutive federal Teacher Incentive Fund (TIF) funding opportunities, as well as resources from private funders, to create and refine an HCMS that is designed to reward effective educators based on demonstrated performance and advances in student achievement. HCPS' creation of a learning growth model to measure the effectiveness of teachers and administrators was initiated in 2007 (e21).

Weaknesses (if applicable):

**Sub Question**

None 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 description of the strong commitments for external as well as internal stakeholders and partners clearly explained a comprehensive plan to maximize project effectiveness. The applicant is tapping into resources such as national experts on leadership to provide guidance as well as internal work groups who have a vested interest in the project success.

Strengths (if applicable):

The applicant organization clearly describes that the proposed project, Turnaround Leadership Pathways (TLP), is a great collaborative effort with internal and external partners. The Educational Leadership and Professional Development (ELPD) staff of the district, met with principals and Assistant Principals (APs) to introduce the TLP Theory of Action and obtain some immediate and unfiltered reactions as the project was developing (e25).

Additionally, to establish strong collaborative bonds, the ELPD has engaged with neighboring Institutions of Higher Education (IHEs) to establish innovative partnerships to support TLP. Through these efforts, the HCPS and the Institutes of Higher Education (IHEs) have collaboratively designed two programs, a Master of Education degree (M. Ed.) in Educational Leadership at the University of Tampa (UT) and an Educational Specialist degree (Ed.S.) in Turnaround School Leadership at the University of South Florida (USF) (e26-27).

In order to maximize the project's effectiveness, the applicant has obtained the services of a renowned education researcher and writer who have focused her career on rapidly improving high-need schools. Along with the higher education opportunities, the services of a well-known researcher and an internal "Turnaround Think Tank" group, the application clearly describes these combined resources will provide for successful project effectiveness and implementation (e26-27).

Weaknesses (if applicable):

None 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:**

Overall Comments:

The application provided some information with respect to prior funding streams but did not fully explain how those funding streams as well as others would be supportive of the proposed project. (e21)

Strengths (if applicable):

The applicant organization clearly describes they have utilized three prior consecutive federal Teacher Incentive

**Sub Question**

Fund (TIF) funding opportunities, as well as resources from private funders, to create and refine an HCMS that is designed to reward effective educators based on demonstrated performance and advances in student achievement. This effort to create a learning growth model to measure the effectiveness of teachers and administrators began in 2007 (e21).

Weaknesses (if applicable):

The application did not provide sufficient information regarding existing funding streams from other programs and only mentioned the prior TIF funding that began in 2007. More detailed information on prior projects and how they will be integrated into the proposed project would have provided a clearer response to this criterion (e21). The application focused on the extent of the poverty level in the district instead of providing information on efforts to improve outcomes (e27-29).

**Reader's Score:**

**Selection Criteria - Need for Project**

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

**Reader's Score: 25**

**Sub Question**

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

**General:**

Overall Comments:

The applicant makes a very clear and convincing case for the need for the project particularly when citing the large numbers of Title I schools and the large number of students on Free or Reduced Lunches. These are the students they identify as being at risk for failure and based on prior TIF programs, the proposed project will greatly assist in providing quality, well-trained educators. (e31-34)

Strengths (if applicable):

The applicant organization clearly describes it is a high-need district, with more than 97,000 of its over 214,000 students in 148 Title I schools, and over 140,000 students enrolled in schools whose Free or Reduced Priced Meals (FRPM) rate exceeds 50%. Further, the district reviewed risk indicators, including low academic performance, behavior, student attendance, student poverty, and teacher recruitment/retention rates. A detailed chart shows the socioeconomic data through FRPM, student achievement through school grades, and demographics through minority percentages clearly indicating there is a high need for the project (e31-34).

From the narrative, it is evident that with the benefit of TLP, HCPS students at risk of educational failure will gain school leaders with a strong desire for enticing, developing, and retaining exceptional teachers. Such effective leaders attract great teachers to the schools and develop teachers who need to refine their ability to effectively work with high-need students. As a result of this project, the staff will be well-trained, experienced, and strategically matched to maximize the effect on the schools. Those TLP leaders will be prepared to move in and skillfully implement the change that is necessary for turning around a school in need (e31-34).

## Sub Question

Weaknesses (if applicable):

None 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 narrative clearly discusses and describes a severe need for such a project to develop and maintain truly excellent staff in leadership positions. The discussion made a clear case for the program as the many gaps in services were defined as well as potential solutions to those challenges were offered (e34-40).

Strengths (if applicable):

The applicant organization clearly describes they realize there are significant gaps and weaknesses in the district that are negatively impacting the ability to effectively support students in the 51 TLP schools. A significant problem they identified related to the teacher retention rate for TLP schools which was 76%, meaning that nearly 1 out of 4 teachers left a high-need school, leaving leaders struggling to rebuild faculties with limited numbers of effective teachers seeking opportunities to work with students at risk (e34-40).

Further, the applicant states that gaps in services lead to inadequate preparation of leaders who serve high-risk students. A recent indication of this issue was teachers at the TLP Tier 1 schools candidly indicated their current leaders are not adequately prepared to manage high-need schools. This project recognizes that Principals and APs must possess extensive skills to effectively maintain order and academic focus in schools, especially with a number of situations involving discipline issues. (e34-40)

Additionally, the applicant clearly offers specific components of TLP mirror strategies proposed by the State to eliminate equity gaps. Professional Development will be designed to improve evaluation processes and support leaders in using the information gathered by the project to make data-driven decisions in service of equitable access. (e40)

Weaknesses (if applicable):

None 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:**

Sub Question

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

General:

Overall Comments:

The narrative presented a clear picture of the proposed project supported by a detailed Logic Model to indicate the use of a strong theory throughout the discussion. The use of an external evaluator, although not required, will assist the project's process over time and that feedback will be used to identify and make changes to the project.

Strengths (if applicable):

The applicant organization clearly describes that the TLP project activities are anchored in strong theory and further, that the applicant will contract with an external evaluator to assess project progress and determine any needed course corrections. Appendix C presented a comprehensive logic model as well as an accompanying evaluation crosswalk linked to the goals, objectives, and associated performance measures. (e40-43)

The project has three primary goals with relevant sub-objectives. These goals form the rationale for the project and include: 1) Develop tools and processes that reflect and facilitate the skills and knowledge needed for leaders to help turn around struggling schools; 2) Increase the numbers of effective TLP educators who have a "turn-around mindset; and 3) Increase student performance using a variety of achievement indicators. (e40-43)

The Logic Model clearly detailed the project processes including activities, outcomes, outputs and the several impacts. There are several components of the proposed HCMS expansion that have empirical evidence to support their ability to produce the desired result of improving student outcomes. (e70)

Weaknesses (if applicable):

None 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 narrative presented a comprehensive project design that clearly matched the goals and objectives for the project and aligns well with the Logic Model. The design is well suited to this district and matches the target population as well as providing the leadership corps with a path they can utilize to increase their skills as well as be able to obtain some financial rewards for their efforts.

Strengths (if applicable):

The application narrative clearly describes that it is designed to specifically address gaps and weaknesses in HCPS' existing HCMS to better meet the needs of leaders at high-need schools and further stated that HPP prepares staff to be school administrators, but does not adequately prepare them to lead a successful turnaround effort. This proposed project is appropriate to address the needs and will provide the resources to continue meeting all requirements of HPP and, the TLP allows those whose calling is to serve students most at-risk, to formally declare that interest, support them once they get to a high-need school, and provide them with financial and

**Sub Question**

nonfinancial incentives to reward them for their success. (e43-51)

As part of the design to successfully address the needs of the target population, the applicant has an additional incentive to recruit leaders by offering participants the opportunity to enroll in advanced credentialing programs designed to build their capacity as school turnaround leaders through research-based, experiential learning. (e44)

The needs of the target population are clearly evident in the project's plan as they describe that, at the core of the proposed project of a successful turnaround effort is an effective school leader who communicates a positive vision, gains support from key influencers in the school, and hires and manages effective staff members intentionally. The project will assist leaders to use research and data to make decisions and they will be able to recognize when it is necessary to act and take action immediately to achieve success. Learning about how to recognize situations and use skills resulting from the planning, training and development will find principals that are best matched to a situation and allow them the ongoing training and support to ensure continued success. (e51)

Weaknesses (if applicable):

None 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 evaluation and monitoring of the proposed project was well written and clearly described timelines for each of the project goals. An external evaluator will be hired and regularly consult with staff, providing feedback to the process for any corrections that might be needed.

Strengths (if applicable):

The applicant organization clearly describes that all grant activities will be regularly monitored and evaluated. They will utilize an independent evaluator to provide objective information and feedback on implementation to program personnel, district stakeholders, as well as the public. There will be ongoing dialogue between the external evaluator and TLP staff that will ensure the use of formative data to make any adjustments needed to achieve the project goals and objectives, and will provide the opportunity to adjust the evaluation plan as necessary. (e51-52)

The evaluation will use both qualitative and quantitative data collection techniques, and descriptive and empirical methods will be employed for all data analyses. A clear timeline was detailed in the Evaluation Matrix/Crosswalk (Appendix C) for each of the Project Goals. (e71-73)

Weaknesses (if applicable):

None noted.

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

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



**General:**

Overall Comments:

The management plan clearly provides the details for each of the goals, objectives and sub-objectives in an easy-to-follow timeline. The milestones were indicated in support of the objectives for each of the program years, is adequate for the proposed project, and is clearly defined indicating the project will be completed on time and within budget.

Strengths (if applicable):

The applicant organization clearly described a comprehensive project management timeline related to TLP and created a table to show key activities, milestones, and lead person(s) responsible for those activities. Those activities are designed to provide for a high-quality end result for the project. The quarter in which each activity commences is clearly marked, with periods of continuation also highlighted. All of the tasks in support of the objectives and measures are also clearly detailed and have been designed to become part of ongoing activities of the district both during the project and beyond the project period. This intentional, strategic planning will allow for the project to be sustained after the grant funding has concluded. (e53-57)

Sub-objectives for the project are also clearly delineated and a grant implementation team will conduct monthly meetings to monitor progress towards achieving the defined project goals and objectives. That team will develop a detailed yearly action plan based on proposal and logic model to enable a strong and complete implementation. (e57)

Weaknesses (if applicable):

None 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 application clearly describes that the district has had appropriate support from within the district staff and leaders as well as a number of outside partners and stakeholders. The sustainability of the proposed project had already begun with prior activities such that the current Evaluation and Support Systems are now fully in place. Multiple strong letters of support were included indicating a demonstrated commitment for this project.

Strengths (if applicable):

The applicant organization has clearly designed the project so that all tasks support the objectives and measures

### Sub Question

detailed throughout the application and have been designed so they will be an ongoing during the project period and beyond the project period. This intentional, strategic planning will allow for the project to be sustained after the grant funding has concluded.

The narrative clearly discussed that the district has a decade-long history in developing, implementing, and sustaining a comprehensive, district-wide HCMS and PBCS for teachers and leaders, fully indicating strong evidence of its commitment to the proposed project strategy for education reform. All aspects of the current Evaluation and Support Systems are now fully sustained and integrated and blended into the overall district's culture using Title I, Title II, and local monies. (e54,e58-59)

The application included strong letters of support from partners and other entities involved with the proposed project indicating their commitment (e91-95).

Weaknesses (if applicable):

None 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 application clearly discusses that the greatest boost to the project is a successfully executed and sustained TLP which will be the necessary shift they plan to introduce into the district's culture surrounding what it means to lead a high-need school. By sufficiently addressing these concerns with the support and knowledge of its partners, the turnaround leadership candidates will be high-caliber, prepared, and diverse participants. Further, the district will also integrate existing funds to continue the most successful TLP activities that require a constant influx of cash. Taken altogether, the sustainability of the project is strongly supported as indicated by the matching funds, which reflects widespread support of the services, infrastructure, and opportunities afforded by the TLP. (e59)

Strengths (if applicable):

The applicant organization thoroughly describes that most TLP activities in the proposal center on building capacity among systems and people to continue the activities and work beyond grant funding. This capacity building will incorporate all the activities and benefits and integrate them into the on-going processes as well as the continuation of the project well into the future. As an example, the TLP grant funds are allocated to develop the necessary infrastructure (e.g., data warehouse modifications) and further refine proven turnaround leadership tools and resources (e.g., refined selection and interview toolkit, evaluation calibration and auditing process) that will be incorporated into the district's procedures long after the grant period ends. Additionally, However, the district will also blend existing funds to continue those successful TLP activities requiring a constant influx of cash. (e58-59)

Weaknesses (if applicable):

None 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:**

(1)

Overall Comments:

The applicant clearly identifies the most significant gaps in services and includes the recruitment of highly effective teachers and leaders in high need schools.

Strengths (if applicable):

The applicant with respect to this factor clearly identifies several gaps in services which include the recruitment of highly effective teachers and leaders in high need schools. The data indicates that over 61% of students are classified as economically disadvantaged and represents a 25% increase in the number of eligible students in the past 10 years. Their current Human Capital Management System (HCMS) has been developed as a comprehensive framework that links the links instructional improvement to the key elements of educator preparation and recruitment, hiring and selection, induction, performance management, professional development (PD), compensation and benefits, and career management. (e 25)

Weaknesses (if applicable):

None noted.

(2)

Overall Comments:

The applicant organization provided sufficient evidence regarding the gaps and how they intend to address those issues especially in the professional development areas and in hiring plus tools to track competencies for staff and leaders.

Strengths (if applicable):

The applicant organization in responding to Competitive Priority 1.2, clearly describes that a comparison of the five core competencies of HCPS school leaders to the School Turnaround Leader Competencies yielded several gaps in the system for matching the best candidate to high-need schools. Particularly absent from HCPS' existing hiring and tracking tools are competencies such as Initiative and Persistence, Planning Ahead, Team Leadership, and Self-Confidence and based on an analysis of competency performance, a newly-designed Goal-Setting Tool will be developed and linked to online PD resources in order to provide educator support and make better use of school resources. (e36)

Weaknesses (if applicable):

None noted.

(3)

Overall Comments:

The applicant clearly indicated and provided a strategic plan that does align with and is consistent with addressing how they will attempt to close those gaps.

Strengths (if applicable):

The applicant clearly indicates they are proposing to develop a marketing campaign to address the issue of staff who work in high-need schools and to change any negative perceptions. TLP intends to create professional networks where leaders from high-need schools work through problems of practice by analyzing and thinking critically as a group. HCPS clearly states they plan to reach out to other districts and gather best practices from other successful turnaround school models around the nation. (e 38).

Weaknesses (if applicable):

The application does not clearly describe how their proposal aligns with the state plan and only state that "Specific components of TLP also mirror strategies proposed by the State to eliminate equity gaps." (e40)

**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)

Overall Comments:

This applicant clearly indicates that current strategies will be re-examined and improved, as well as examining new social media strategies to encourage more targeted recruitment efforts to entice diverse applicants, such as males and ethnic minorities. Further, they intend to widely recognize principals appointed to Tier 1 schools with public recognition and clearly indicate their confidence that the newly appointed leader has potential and the track record making them highly qualified to effect positive change. (e44)

Strengths (if applicable):

This applicant notes that current strategies will be examined and improved, and new traditional and social media strategies will be employed to bolster targeted recruitment efforts to entice diverse applicants, particularly males and ethnic minorities. ( e 44). Further the applicant indicates they will publicly recognize principals appointed to Tier 1 schools as leaders who are expected to make a difference and who possess a track record making them highly qualified for the position. (e44)

Weaknesses (if applicable):

None noted.

(2)

Overall Comments:

The applicant organization has a clear understanding of the issues involved in attracting strong staff and leaders and has a plan for strengthening the current strategies and planning for the future.

Strengths (if applicable):

The applicant organization is well aware of the need to effectively recruit appropriate leaders for TLP schools, and an understanding of what it means to serve in a high-need school. The applicant clearly desires service to this population to be viewed as a privilege reserved only for the most effective school leaders. To elevate the perception and attract proven leaders, a comprehensive rebranding campaign will be planned and launched in Year 1 with the help of a marketing partner. Current strategies will be examined and improved, and new traditional and social media strategies will be employed to bolster targeted recruitment efforts to entice diverse applicants, particularly males and ethnic minorities. (e44)

Weaknesses (if applicable):

None noted.

**Reader's Score:** 5

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**Last Updated:** 07/13/2017 02:06 PM

Status: Submitted

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## Technical Review

**Applicant:** Hillsborough County Public Schools (U374A170025)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Evidence of Support</b>		
1. Evidence of Support	30	27
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	20	20
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Improve Equitable Access to Effective Educators</b>		
1. CPP 1	10	9
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Total</b>	<b>115</b>	<b>111</b>

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Hillsborough County Public Schools (U374A170025)

## 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: 27

#### 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 District links the Human Capital Management System to student and Teacher/Principal performance. Data systems link student and school performance to compensation for the educators. Leadership training is extensive and ongoing; all the while tied to student performance and improvement.

Strengths (if applicable):

Teacher compensation is based on 60% classroom observations and 40% student performance. Principal and Assistant Principal compensation is based on 30% school-wide student performance and 10% performance of the lowest performing group. (e22) Hiring, deployment, transfer and promotion decisions are all tied to student performance.

Weaknesses (if applicable):

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:

HCPS has the support of the Hillsborough Association of School Administrators (HASA). HASA fully supports the proposal and has agreed to provide an in-kind match to the project in the form of 10 annual professional learning grants for Turnaround Leadership Pathways (TLP) school leaders. Two local universities are also collaborating and will provide grants as well as newly designed graduate degree programs for the proposal. A national think tank of experts in the field of school leadership improvement was consulted and they will be available for additional assistance and grants.

Strengths (if applicable):

See the above comments. The district appears to have touched all the bases by including all the appropriate potential partners to maximize the prospects for the success of the project. (e26, e27)

**Sub Question**

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:

The proposal builds upon the appointment of a new Superintendent, a new 5-year Strategic Plan, and a major decentralization of the HCPS. All the district's efforts are tied into the state standards for learning and teaching. The highest needs schools will be provided with additional city resources and supports. There are Florida DOE grants and Federal Title I and II funds available to supplement this grant proposal.

Strengths (if applicable):

This application follows three consecutive federal Teacher Incentive Fund (TIF) funding opportunities and is well poised to integrate this grant into existing efforts to improve relevant outcomes. (e21)

Weaknesses (if applicable):

However, there is insufficient evidence of how this proposal will build upon the three prior grants. (e27-29)

**Reader's Score:**

**Selection Criteria - Need for Project**

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

**Reader's Score: 25**

**Sub Question**

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

**General:**

Overall Comments:

The district's high-need schools were ranked on the basis of 5 categories of risk: academic need, behavior, poverty, attendance, and teacher retention. All the Title I schools were ranked placed in 3 tiers with the most in need schools in tier 1. TLP will assign principals to the most difficult schools on the basis of their ability to recruit, train, develop and retain the best teachers.

Strengths (if applicable):

The proposal presents a focused plan to provide the needs of students at risk with the services they require; to wit, effective teachers. (e34)

The proposal details convincing evidence that effective school leaders are a significant factor in improving the performance of high needs schools. (e31)

Weaknesses (if applicable):

None



**Sub Question**

**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 project proposes a strategic marketing campaign to bolster the perception of working in high-need schools. Increased training and support will be offered to principals and APs who are selected as potential high-needs school leaders. TLP will provide for an annual retreat for superintendents on how to provide more support to principals.

Strengths (if applicable):

TLP will provide principals and APs with essential PD and supports specific to turnaround schools. (e37)  
Principal ratings will be re calibrated to take into account the high needs of their schools. Because principals reported dissatisfaction with a single evaluation tool for principals in high and low need schools. (e39)

Weaknesses (if applicable):

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: 20**

**Sub Question**

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

**General:**

Overall Comments:

The proposed project demonstrates a rationale that student performance will improve with better teachers. Teachers will be better in schools with strong, well trained and supported principals. The proposal provides for intensive and sustained PD, coaching, support and preparation for the project's principals.

Strengths (if applicable):

A two-year induction program will replace the current one-year induction. (e43)  
There is a reference to pay-for-performance bonuses and their record of success. (e44) The proposal includes a strong logic model, backed by research, that demonstrates a rationale via activities, outcomes, outputs, and intended activities. (e70).

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.**

## Sub Question

### General:

#### Overall Comments:

The design of the project is appropriate to the needs of the target population because it calls for an improvement in the status and compensation of successful school leaders. Increased credentialing requirements will assist in selection of candidates. There will be an intensive PD effort to improve the training of effective principals.

#### Strengths (if applicable):

Superintendents will be trained on principal evaluation tools that take into account the different conditions in high needs schools. Also, compensation adjustments and additional bonuses will enhance opportunities for effective school leaders. In addition, priorities in hiring and in central administration response to requests are additional incentives to join the program. (e48-50)

#### 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 monitoring process will include an analysis of the Professional Development, the effect of the program on retention and the long range impact on the students. There will be regularly scheduled conversations between the evaluators and the implementers to allow for mid-course adjustments.

#### Strengths (if applicable):

The use of an outside evaluator will provide for a fair and objective evaluation. The evaluation model provides for feedback to all program personnel and stakeholders, including the public. There will be formative and summative data as well as periodic feedback to provide quality improvement. (e51-52)

#### 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:

Several layers of supervision and responsibility are cited to ensure the adequacy of the project management. Ultimate responsibility lies with high ranking administrators who are in the superintendent's cabinet. Day to day management of the project is the responsibility of a Project Director and a Project Supervisor.

#### Strengths (if applicable):

The management plan is adequate because the Project Director is the Director of the Educational Leadership and Professional Development division; thus providing for appropriate supervision for the overall project. All other personnel working on this project, including specific coaches for principals and Aps, are highly qualified. There are also administrative and fiscal personnel assigned to the program. Areas of responsibility, timelines and milestones are clearly laid out. (e53)

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: 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:

There is good potential for continued support for the project because local Institutes of higher Education will create and maintain new degree and credentialing certificates to assist the TLP. Other funds from Title I and II will be used in such a way that the impact of the project will continue after the grant sunsets.

Strengths (if applicable):

The local district and the affiliated colleges demonstrate a commitment to continue their support for the project after Federal funds end. There is a 50% match of funds that demonstrates continued support. TLP tools for PD, calibrating evaluations, data warehousing and staff selection procedures will be incorporated into the district's standard operating procedure. (e59) There are several letters indicating strong support for the program from appropriate entities. (e91-95)

Weaknesses (if applicable):

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:

Continuing State, Federal and local funds will be used for those expenses that will continue after the project is over. Grant funds will be used to build structures that can become self-sustaining, such as PD and coaching curricula and protocols.

Strengths (if applicable):

Current HCMS and PBCS are aligned with this project. Grant funds will be used, in part, to add further incentives which will then be woven into the districts systems. (e58) Historically, prior grants and programs have been successfully incorporated into district policies. (e59)

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.

Overall Comments:

The proposal does a good job of identifying gaps in student access to effective teachers and school leaders. HCPS' Leader Tracking System, which houses the School Leader Hiring and Selection Tools, does not yet have the capability to analyze competencies specific to potential leaders for high-need schools.

Strengths (if applicable):

The proposal presented evidence of significant gaps in retention of effective school leaders in high needs schools. The identified gaps provide the basis for the need for the project. (e36)

Weaknesses (if applicable):

None

2.

Overall Comments:

The proposal used their leader tracking system and the behavioral event interview as factors to determine gaps. A high number of principals and APs began working in high needs schools as a novice. They document a lack of high needs training and inconsistencies in evaluations as factors in determining gaps in school staffing patterns. (e37)

Strengths (if applicable):

The district is developing new goal-setting tools that are linked to online PD resources. This will assist in the selection, hiring and support of school leaders for high needs schools. (e36) TLP will provide these school leaders with appropriate PD and other supports. (e37)

Weaknesses (if applicable):

None

3.

Overall Comments:

The proposal includes several strategies, described in the above selection criteria, which are aimed at providing equitable access to effective teachers and principals.

Strengths (if applicable):

TLP includes strategies that are likely to ensure more effective school leaders to be assigned to, and to remain in, high needs schools. The proposal provides strong indicators of success for program participants.

Weaknesses (if applicable):

The proposal does not clearly identify how their strategies are aligned with the Florida Plan to Ensure Equitable Access to Excellent Educators. For example, the Florida plan refers to a Value Added Measure. There is no such reference in the proposal.

**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.

Overall Comments:

The applicant is aware of the need to recruit effective leaders for high needs schools. To attract proven principals they are planning for a rebranding campaign for next year together with a marketing partner. Current strategies will be examined and improved to target recruitment efforts to entice diverse applicants, particularly males and ethnic minorities.

Strengths (if applicable):

The applicant is aware of the need to recruit effective leaders for high needs schools. To attract proven principals they are planning for a rebranding campaign for next year together with a marketing partner. Current strategies will be examined and improved to target recruitment efforts to entice diverse applicants, particularly males and ethnic minorities.

Weaknesses (if applicable):

None

2.

Overall Comments:

The applicant has a clear understanding of the issues involved in attracting strong staff and leaders and has a plan for strengthening the current strategies and future efforts.

Strengths (if applicable):

T The applicant is aware of the need to recruit effective leaders for high needs schools. To attract proven principals they are planning for a rebranding campaign for next year together with a marketing partner. Current strategies will be examined and improved to target recruitment efforts to entice diverse applicants, particularly males and ethnic minorities.

Weaknesses (if applicable):

None

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 07/13/2017 01:42 PM

Status: Submitted

Last Updated: 07/13/2017 01:25 PM

## Technical Review

**Applicant:** Hillsborough County Public Schools (U374A170025)

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

	<b>Points Possible</b>	<b>Points Scored</b>
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Evidence of Support</b>		
1. Evidence of Support	30	27
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	20	20
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Improve Equitable Access to Effective Educators</b>		
1. CPP 1	10	9
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Total</b>	<b>115</b>	<b>111</b>

# Technical Review Form

Panel #4 - TSL - 4: 84.374A

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

Applicant: Hillsborough County Public Schools (U374A170025)

## 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: 27

#### 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 project describes a comprehensive effort to improve teaching and learning and support academic standards for students. The applicant employs the LEA HCMS to bridge theory with practice by improving instructional and compensation standards. (e20-22)

##### Strengths (if applicable):

This applicant seeks to improve teaching and learning and support rigorous academic standards for all students by placing a highly effective teacher in every classroom and a highly effective principal in every school. (e 20) In 2014-2015, all schools in Florida began implementing the Florida Standards for Language Arts and Mathematics, while maintaining the existing Next Generation Sunshine State Standards for other content areas to support rigorous academic standards that foster and promote critical and analytical thinking. (e20). In the proposed project, the existing LEA-wide Human Capital Management System (HCMS) has been developed as a comprehensive framework linking the vision for instructional improvement to the key elements of educator preparation and recruitment, hiring and selection, induction, performance management, professional development (PD), compensation and benefits, and career management to ensure all educators possess the knowledge and skills necessary to improve teaching and learning and to support rigorous academic standards for students. Specifically, all educators' evaluations are now based on 60% observation of practice and 40% student learning gains, as measured through VAM. (e22)

##### Weaknesses (if applicable):

No Weakness.

#### 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:



## Sub Question

The applicant has established collaborative efforts with the Bill and Melinda Gates foundation and the Wallace Foundation. These partnerships have created and improved programs in the areas of teacher development, training, mentoring, skill attainment, and student achievement incorporating both state and district leadership competencies. (e22)

Strengths (if applicable):

This applicant collaborated with the Bill and Melinda Gates Foundation in 2009 and created a reform plan, Empowering Effective Teachers (EET), to attract, support, reward, and retain the most effective teachers and principals, especially at high-need schools. (e22). For example, the EET provided a focused direction for all district systems, and launched a new teacher evaluation rubric aligned to the domains in Charlotte Danielson's Framework for Teaching. (e22) Additionally, the Wallace Foundation established the Hillsborough Principal Pipeline (Appendix F), a systemic reform effort explicitly designed to provide a structure to the leadership preparation component of the district's existing HCMS. The Principal Pipeline was employed to assess effective educational leadership focused on five core competencies aligned to Florida's state leadership standards: Achievement Focus and Results Orientation; Instructional Expertise; Managing and Developing People; Culture and Relationship Building; and Problem-Solving and Strategic Change Management. Specifically, the Principal Pipeline principal included training, mentoring, and coaching that emphasized skill attainment, teacher development, and student achievement that aligns with state and district leadership competencies. (e23-24)

Additionally, HCPS also has the support of the Hillsborough Association of School Administrators (HASA), an organization dedicated to supporting school administrators in providing high quality education through advocacy, leadership, and PD. HASA fully supports TLP and has agreed to provide an in-kind match to the project in the form of 10 annual professional learning grants for TLP school leaders. (e26). HCPS and the IHEs have collaboratively designed two programs, a Master of Education degree (M.Ed.) in Educational Leadership at the University of Tampa (UT) and an Educational Specialist degree (Ed.S.) in Turnaround School Leadership at the University of South Florida (USF) which has been formalized by a MOU. (e27 and Appendix E)

Weaknesses (if applicable):

No Weakness.

## 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:

This applicant has funding from the Florida Department of Education grant that provides job-embedded PD to principals and district administrators focused on the use of teacher evaluations to improve instruction, align instruction with State standards, and other leadership responsibilities that support student achievement. (e30)

Strengths (if applicable):

This applicant states that 8 new Area Superintendents, along with their Area Leadership Teams, provide principals with timely, differentiated, site-specific coaching and support aimed at improving school culture and student outcomes. (e30) These efforts are funded, in part, by the Florida Department of Education's District Instructional Leadership and Faculty Development (DIL) grant which provides job-embedded PD to principals and district administrators focused on the use of teacher evaluations to improve instruction, align instruction with State standards, and other leadership responsibilities that support student achievement. The existing HCMS, supported by Title I, Title II, and local dollars, will be supplemented with enhanced TLP infrastructure, services, and opportunities that better address the needs of current and aspiring leaders of high-need schools. (e30)

## Sub Question

Weaknesses (if applicable):

The applicant did not provide sufficient information regarding existing funding streams from previous programs such as the 2007 TIF funding. For example, more detail on prior projects and how it would be integrated into the proposed project would have demonstrated the applicants' capacity to integrate previous programs. (e27-29)

**Reader's Score:**

## Selection Criteria - Need for Project

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

**Reader's Score: 25**

## Sub Question

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

**General:**

Overall Comments:

The applicant cites literature identifying risk factors of educational failure. These risk factors include excessive poverty which oftentimes lead to crime. The applicant identifies two Tiers of schools: 1) highest percentage of students eligible to receive FRPM and 2) schools who experience excessive poverty. The applicant provides a graph illustrating socioeconomic and demographic data.

Strengths (if applicable):

This applicant cites that proposed project will provide services and address the needs of students who are at risk of educational failure. Further, the applicant identifies the need by citing that HCPS can be characterized as a high-need district, with more than 97,000 of its over 214,000 students in 148 Title I schools, and over 140,000 students enrolled in schools whose FRPM rate exceeds 50%. (e 31). The applicant states that risk factors include, but are not limited to low academic performance (school grade, reading performance, and low academic performance (school grade, reading performance. (e 32) TLP includes 51 high-need schools divided into 2 tiers according to need and risk indicators. The 26 Tier 1 schools have the highest percentage of students eligible to receive FRPM (92.86%), and struggle with 5 to 8 risk indicators. The 23 Tier 2 schools experience a similarly excessive poverty rate (91.98%) and bear 3 to 4 indicators. The remaining Title I schools (82.65% FRPM, 1 to 2 indicators) will serve as the high-need training ground for new school leaders to strengthen their leadership skills and gain experience in the daily operations of managing school activities, evaluating faculty performance, and creating an atmosphere conducive to educational pursuits. (e32) Specifically, in 2016, the teacher retention rate for TLP schools was 76%; nearly 1 out of 4 teachers left a high-need school, leaving leaders struggling to rebuild faculties with limited numbers of effective teachers seeking opportunities to work with students at risk. (e 35)

Weaknesses (if applicable):

No Weakness.

**Sub Question**

**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 clearly identifies the gaps and services as well as proposed solutions to bridge those gaps. The applicant proposes to create a marketing campaign to heighten the perception of working high need schools. The applicant further states that teachers and leaders in high needs schools often work in isolation. Thus, the applicant proposes to develop professional networks where leaders from high-need schools work through problems of practice by analyzing and thinking critically as a group. (e37)

Strengths (if applicable):

To address the infrastructure gap, TLP proposes a strategic marketing campaign to bolster the perception of working in high-need schools. Further, HCPS has recently begun using the Behavioral Event Interview (BEI) as a predictor of competencies that determine leadership success in a turnaround school. Results of the BEI allow the district to select the APs and principals who are more likely to succeed as future turnaround leaders. (e 36) The applicant further identifies that existing hiring and tracking tools are competencies such as Initiative and Persistence, Planning Ahead, Team Leadership, and Self-Confidence—all vital for success in high-need schools are absent. As such, a newly-designed Goal-Setting Tool will be developed and linked to online PD resources. The applicant further states that teachers and leaders in high needs schools often work in isolation. Thus, the applicant proposes to develop professional networks where leaders from high-need schools work through problems of practice by analyzing and thinking critically as a group. (e37) Additionally, TLP will initiate an annual Area Superintendent Retreat focused on how to better support principals, and how to improve evaluation efforts with rubric calibration and auditing among teachers and leaders in high need schools. (e 38)

Weaknesses (if applicable):

No Weakness.

**Reader's Score:**

**Selection Criterion - Quality of the Project Design**

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

**Reader's Score: 20**

**Sub Question**

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

**General:**

Overall Comments:

This applicant's activities are grounded in strong theory and will be evaluated by an external evaluator. (e40) The applicant identifies goals and objectives for the proposed project. For example, one goal is to develop tools and processes that reflect and facilitate the skills and knowledge necessary for site-based administrators to turn around

## Sub Question

struggling schools. (e40) The applicant notes that participants' turnaround competencies will be documented in the Leader Tracking System. Specifically, the applicant identifies proposed measurable outcomes by noting that 85% of Area Superintendents will report that the enhanced hiring tools were helpful in identifying appropriate school leaders for TLP schools.

### Strengths (if applicable):

The applicant provides a strong rationale for implementing the proposed project. For example, the applicant notes that HCMS expansion has empirical evidence to support their efficacy in improving student outcomes. (e 41) The applicant further employed a quasi-experimental design study that met What Works Clearinghouse (WWC) standards with reservations and found the National Institute for School Leadership's Executive Development Program (EPD) demonstrated a positive impact on student achievement in ELA and math after three years of implementation. Additionally, the applicant used a randomized control trial that met WWC standards without reservations and found a positive effect of pay-for-performance bonuses on student achievement in ELA/reading for TIF grantees awarded in 2010. (e 42). The logic model is detailed and indicates a strong use of theory. For example, the logic model clearly details the activities, outcomes, and impacts related to the project's proposed goals. (e70)

### Weaknesses (if applicable):

No Weakness.

## 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 posits that grant funds, along with matching support, will allow up to 25 aspiring leaders in Years 2-5 of TLP to earn an M.Ed. from UT at half the cost, while up to 15 TLP APs and principals can earn an Ed.S. in Turnaround Leadership from USF in Years 2 and 4 at no cost to facilitate principals in addressing the needs of the target population. (e44) The applicant further notes that selecting and hiring candidates with the skills best suited to lead high-need sites has been challenging. A weakness in HCPS' current data management infrastructure is that it does not allow specific turnaround competencies to be tracked. The applicant proposes to work with an external partner to enhance existing data management tools, such as the Leader Tracking System, to track participants as they move along the HPP and TLP and to collect data regarding their competencies. Improvements will also be made to the Leader Selection Tool to allow more granular detail be added regarding the unique needs of TLP sites. The proposed TLP project identifies the skill set, pairs principals with the best school match, and provides ongoing training and support to ensure success. (e51)

### Strengths (if applicable):

The applicant identifies five pathways inherent in which TLP will expand upon and address the needs of the existing HCMS and PBCS that are appropriate for the proposed project design. For example, the applicant proposes to provide intensive, personalized support and establish collegial networks that focus on tackling problems of practice. (Appendix F). The applicant proposes to recruit appropriate leaders for TLP schools, the perception of what it

### Sub Question

means to serve in a high-need school will need to shift via rebranding and changing the narrative of perception of leadership in high needs schools. (e44) Specifically, a comprehensive rebranding campaign will be planned and launched in Year 1 with the help of a marketing partner. Current strategies will be examined and improved, and new traditional and social media strategies will be employed to bolster targeted recruitment efforts to entice diverse applicants, particularly males and ethnic minorities. TLP will offer the opportunity for participants to enroll in advanced credentialing programs designed to build their capacity as school turnaround leaders through research-based, experiential learning. While all HCPS administrators are required to possess a M.Ed. in Educational Leadership, two new degree programs have been co-designed with IHE partners to specifically target the needs and challenges of HCPS' high need sites. TLP will provide a three-day retreat for Area Superintendents in Year 1 focused on evaluating and supporting principals in high-need schools. Booster sessions in Years 2-5 will address emerging calibration needs as they arise, and ongoing "evaluation audits" will be embedded into regularly held Area Superintendent meetings. (e 48)

Weaknesses (if applicable):

No Weakness.

### 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's evaluation model is aligned with the Collaborative Evaluation Model and consist of three evaluation processes. The applicant will use an independent evaluator to provide objective information and feedback on the implementation of the program. (e52).

Strengths (if applicable):

TLP will utilize an independent evaluator to provide objective information and feedback on implementation to program personnel, district stakeholders, and the public. (e52) The applicant will employ both quantitative and qualitative methods to collect data. Regularly scheduled dialogue will be monitored between the external evaluator and TLP staff will ensure the use of formative data to make any midcourse adjustments necessary to achieve project goals and objectives. Further, the applicant will provide the opportunity to adjust the evaluation plan as necessary, as well as perceptions of leadership opportunities in high-need schools and other proximate effects. Finally, the Impact Phase will determine the project's long range impact on school leaders, teachers, and student achievement.

Weaknesses (if applicable):

No weakness.

### 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 identifies key personnel who will assist with achieving the proposed project objectives within budget. The applicant provides a timeline denoting their responsibilities and resumes denoting their qualified experiences. The timeline also provides a clear depiction of milestones for proposed project tasks. (e52) Key activities, milestones, and lead person(s) responsible are specified to ensure high-quality delivery of the project.

Strengths (if applicable):

The applicant notes the TLP Project Director, will oversee TLP project planning, development, delivery, meetings, and reporting, as well as provide direct oversight to the TLP Supervisor, Accountant, and Secretary. (e52) Daily operations relative to the TLP will be the responsibility of the TLP Supervisor. a TLP Coordinator will assist in daily TLP operations and will report directly to the TLP Supervisor; a TLP Principal Coach will provide consistent, immediate feedback, coaching, and support to principals new to TLP; a TLP AP Coach will provide similar services to APs new to TLP, as well as support aspiring leaders participating in the M.Ed. program; and an Accountant I will provide project bookkeeping and financial accountability. (e53) Further, an external evaluator will be contracted to provide formal evaluations over the life of the grant to inform continuous quality improvement, as well as compile Annual Performance Reports and the final evaluation. Key activities, milestones, and lead person(s) responsible are specified to ensure high-quality delivery of the project. (e54) Specifically, the grant implementation team will conduct monthly meetings to monitor progress towards achieving project goals and objectives. They will develop a detailed yearly action plan based on this proposal and logic model to enable strong and complete implementation. Additionally, the applicant provides supporting documentation (resumes) denoting qualifications for all key staff.

Weaknesses (if applicable):

No Weakness.

**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 a district level match commitment that reflects the cross-divisional personnel who will provide ongoing support specific to TLP, given their current role in implementing the existing HCMS and PBCS. (e59)

## Sub Question

Strengths (if applicable):

The applicant cites that all aspects of the current Evaluation and Support Systems are now fully sustained and integrated into the district's way of work using Title I, Title II, and local monies. (e 58). Support has been garnered from district leadership, external partners, and the school leader stakeholders TLP aims to target; the wide array of matching funds mirrors their widespread support of the services, infrastructure, and opportunities afforded by TLP. The applicant has a district level match commitment that reflects the cross-divisional personnel who will provide ongoing support specific to TLP, given their current role in implementing the existing HCMS and PBCS. (e59) Additionally, the applicant provides letters of support. (e91-95)

Weaknesses (if applicable):

No Weakness.

### 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:.

This applicant has invested considerable time in collaborating with IHEs to design advanced credentialing curriculum intended to increase turnaround leadership competencies; meetings to address curricular augmentations are currently embedded into the district's way of work and will continue after the federal funding period ends.

Strengths (if applicable):

TLP grant funds are allocated to develop the necessary infrastructure (e.g., data warehouse modifications) and further refine proven turnaround leadership tools and resources (e.g., refined selection and interview toolkit, evaluation calibration and auditing process) that will be incorporated into the way of work long after the grant sunsets. However, the district will also braid existing funds to continue those efficacious TLP activities requiring a constant influx of cash. For instance, Title I and Title II funds will be earmarked to support leadership degree programs, local dollars will fund positions necessary to coordinate TLP activities, and State DIL funding will support job embedded PD and capacity-building at the Area Superintendent and principal levels. (e 59).

Weaknesses (if applicable):

No Weakness.

### 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 identifies gaps in services to include the recruitment of highly effective teachers and leaders in high need schools. Nearly two-thirds (61.34%) of students are classified as economically disadvantaged (eligible for free and reduced price meals [FRPM]), representing a 25% increase in the number eligible over the last decade.

Strengths (if applicable):

The applicant identifies gaps in services to include the recruitment of highly effective teachers and leaders in high need schools. Nearly two-thirds (61.34%) of students are classified as economically disadvantaged (eligible for free and reduced price meals [FRPM]), representing a 25% increase in the number eligible over the last decade. The existing LEA-wide Human Capital Management System (HCMS) has been developed as a comprehensive framework linking the vision for instructional improvement to the key elements of educator preparation and recruitment, hiring and selection, induction, performance management, professional development (PD), compensation and benefits, and career management. (e 25) Further, the applicant notes that the weaknesses in infrastructure create barriers to the processes, systems, and tools essential to serving students at risk. Gaps in services leave leaders of high-need schools without adequate preparation, training, and support to implement change at schools struggling with multiple risk indicators.

Weaknesses (if applicable):

No Weakness.

Overall Comments:

The applicant identifies weaknesses in infrastructure that impose challenges within the target area. These challenges have multiple risk indicators such as increased crime rate among the population. (e 34)

Strengths (if applicable):

The applicant notes that the weaknesses in infrastructure create barriers to the processes, systems, and tools essential to serving students at risk. Gaps in services leave leaders of high-need schools without adequate preparation, training, and support to implement change at schools struggling with multiple risk indicators. Gaps in opportunities generate a deficit in the number of school leaders who have the experience and skillset to turn around a school in need. (e34) HCPS has recently begun using the Behavioral Event Interview (BEI) as a predictor of competencies that determine leadership success in a turnaround school. Results of the BEI allow the district to select the APs and principals who are more likely to succeed as future turnaround leaders. However, HCPS' Leader Tracking System, which houses the School Leader Hiring and Selection Tools, does not yet have the capability to analyze competencies specific to potential leaders for high-need schools. (e 36)

Weaknesses (if applicable):

No Weakness.

Overall Comments:



The applicant provides a strategic plan that aligns to and is consistent with closing the gap between educators.

Strengths (if applicable):

The applicant proposes to implement a strategic marketing campaign to bolster the perception of working in high-need schools to re-brand high need schools thereby closing the infrastructure by changing perceptions of a high needs school. TLP will develop professional networks where leaders from high-need schools work through problems of practice by analyzing and thinking critically as a group. HCPS will also reach beyond its boundaries and gather best practices from other successful turnaround school models around the nation. (e 38).

Weaknesses (if applicable):

The applicant does not clearly identify how or which strategies align with the Florida's state plan to ensure equitable access. For example, the applicant only states the proposed project will improve evaluation processes and support leaders in using the information to make data-driven decisions in service of equitable access. (e40)

**Reader's Score: 9**

### **Competitive Preference Priority #2 - Diverse and Effective Workforce**

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

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

**General:**

Overall Comments:

This applicant notes that current strategies will be examined and improved, and new traditional and social media strategies will be employed to bolster targeted recruitment efforts to entice diverse applicants, particularly males and ethnic minorities. ( e 44). HCPS will publicly recognize principals appointed to Tier 1 schools with ceremonies at departing and entering sites. Confidence in this newly appointed leader will be on full display; by lauding them as one of the most talented, heavily vetted leaders within the district, students, families, staff, and the community will become familiar with the skills and track record they possess that make them uniquely qualified to effect positive change.

Strengths (if applicable):

This applicant notes that current strategies will be examined and improved, and new traditional and social media strategies will be employed to bolster targeted recruitment efforts to entice diverse applicants, particularly males and ethnic minorities. ( e 44). HCPS will publicly recognize principals appointed to Tier 1 schools with ceremonies at departing and entering sites. Confidence in this newly appointed leader will be on full display; by lauding them as one of the most talented, heavily vetted leaders within the district, students, families, staff, and the community will become familiar with the skills and track record they possess that make them uniquely qualified to effect positive change. TLP will offer the opportunity for participants to enroll in advanced credentialing programs designed to build their capacity as school turnaround leaders through research-based, experiential learning. (e 44).

Weaknesses (if applicable):

No Weakness.

Overall Comments:

The applicant will provide monetary support to facilitate retention efforts and attract diverse educators.

Strengths (if applicable):

To retain and provide support for diverse educators the applicant notes that grant funds, along with matching support, will allow up to 25 aspiring leaders in Years 2-5 of TLP to earn an M.Ed. from UT at half the cost, while up to 15 TLP APs and principals can earn an Ed.S. in Turnaround Leadership from USF in Years 2 and 4 at no cost. (e 44)

Weaknesses (if applicable):

No Weakness.

**Reader's Score:**     **5**

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