

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

Status: Submitted

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Technical Review

Applicant: New York City Department of Education (U374A170079)

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	22
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	17
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	16
Adequacy of Resources		
1. Adequacy of Resources	5	4
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	8
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	4
Total	115	100

Technical Review Form

Panel #18 - TSL - 18: 84.374A

Reader #1: *****

Applicant: New York City Department of Education (U374A170079)

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:

The applicant has fully developed the idea that the project is part of a comprehensive effort to improve all aspects of teaching and learning and support academic achievement. The applicant has a multi-faceted and strong approach to improving teaching and learning including teaching academies, teacher team leaders, Principals Academy, and Field Support Centers. Teacher behaviors are linked to a state system of evaluation, incentives and rewards are provided for highly effective teachers. There is no data from teachers about the gaps that may exist in professional growth opportunities. More detail is needed to describe the compensation system and how many teachers participate.

Strengths

The applicant has demonstrated a commitment to improvement of teaching and learning. There is a concerted effort to align teaching and learning through a variety of efforts including 7 teaching academies, support for teacher team leaders and a principals' academy (e-32). A performance based compensation system rewards teachers for student achievement and effective practices. Some modest gains in student achievement are linked to these efforts (e-56-58).

Recruitment outreach has been successful in providing new teachers with diverse backgrounds. These programs involve partner colleges and universities as well as five other efforts including NYC Men Teach (e-14-16). A teacher incentive program has identified and supported a few excellent teachers (e-36). Data supports the notions that teachers who worked with teacher leaders increased job satisfaction, were committed and felt that their work had an impact school climate on student learning (e-123-9).

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.

Sub Question

General:

The applicant has documented a wide range of support from community and state level partners. The partners have worked with the district in past projects and stand willing to support this proposal. There are no letters of support from some important community players.

Strengths

The internal and external partners for this project have been involved in previous efforts and committed to continuation and expansion of services to maximize project success. Letters indicate a wide range of internal support and strong collaboration with several outside agencies. Strong letters of support are included from teachers, principals, areas superintendents, teachers' unions, partner universities, New York National Certification Board and organizations that have worked with the teacher recruitment office on evaluation and efforts to attract and retain diverse staff (e-98-120).

Weaknesses

There are no letters of support from the Chancellor, Mayor, business organizations, parents, or community organizations.

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 narrative provides convincing evidence that previous efforts will continue and expand to improve teaching and learning.

Strengths

Strong evidence of past program accomplishments are presented and support the integration of past efforts with the applicant's plans to improve professional development and student learning. The district has a track record of innovative practices in teacher recruitment, professional development, evaluation, and compensation practices. A plethora of innovative programs are currently funded by the NYCDOE that will be expanded and improved with the project. The applicant's plans to expand and enrich current efforts in recruitment, training, professional development and compensation by expanding current programs and adding teachers' academies align with project goals and objectives. Some examples of current and planned programs include Teacher Leader and Teaching Academies (e-32), NYC Men Teach (e-14-5), New York City Teaching Fellows (e-15), Advance teacher development and evaluation system, Principals' Academy (e-32), and Field Support Centers (e34-5).

Weaknesses

NONE

Reader's Score:

Selection Criteria - Need for Project

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

Reader's Score: 22

Sub Question

Sub Question

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

General:

The project describes a variety of services necessary to fulfill goals. The program seeks to serve students at risk for failure based on free and reduced lunch data and poverty data. There some items missing in the in terms of staff and student demographics needed to address the issues of diversity and teacher retention.

Strengths

Target schools are properly identified through (poverty data) free and reduced lunch data (e-74-82). Some achievement data is also provided demonstrating needs in high poverty Bronx schools. This information will be helpful in measuring progress (Appendix B, e-32-33). The applicant has successfully described a plan to providing a range of services. The goals are to build capacity by expanding recruitment efforts, building teaching academics and sustaining funded leadership teams. These activities could produce quality teachers who can meet the needs for students at risk. Goals are clearly stated to recruit and develop effective teachers and ultimately lower the achievement gap between the Bronx and other NYC schools (e-31). There are numerous examples in the narrative describing past partnership efforts that will be expanded including New Teach Centers, Educators Rising (recruiting high school seniors), and pre-service training (e48-9). Future plans include adding partners retaining efforts for current teacher leaders, build additional teacher academies and establishing a more robust pipeline with organizations and universities (e51-e-55-9).

Weaknesses

None

Reader's Score:

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

General:

The applicant identifies current deficiencies based on schools with student populations receiving free and reduced lunches and achievement data. Teacher needs are appropriately identified per grant requirements. The plan has a solid rationale and direction. The narrative does not address some elements of staff diversity, years of service and retention rates.

Strengths

The applicant successfully identifies target schools using the criteria required in the grant proposal. Student achievement levels in the Bronx lag behind other schools in NYC and the applicant has made a strong case of inequity to access based on student achievement and poverty levels (e-24-5, 33, Appendix B). Another strong rationale behind the proposal is that there is a 15% ineffective rating for teachers in the Bronx, double the city average. There is a lower five year retention rate in the Bronx than in other parts of the city (e-28). Teacher applicants prefer other parts of the city (e-27). Also only about 50% of Bronx educators are people of color; while 90% of Bronx students are minorities. These examples constitute evidence of a compelling need to address gaps and weaknesses in recruitment and performance (e-27).

Weaknesses

There is no data about specific gaps that may exist in current professional growth opportunities and the possible impact of those opportunities. Specific demographic data presented on individual school staffs are not presented, so it is difficult to ascertain gaps or weaknesses in retention rates and staff diversity in the individual schools. Although there is a gap in teacher retention between the Bronx and other areas, there is no specific information about teacher years of service and retention rates for targeted schools. It is not clear if the gap exists in just a few schools or is "across the board".

Sub Question

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: 17

Sub Question

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

General:

Recruiting and training teachers is already a priority and this will be enhanced through the creation of 73 teaching academies to expand clinical preparation to onsite professional development. The logic model (e-85) unfolds a three-part effort to retain and sustain ongoing programs and build a teachers' academy. These efforts are designed to link student achievement with effective teaching (e-11). The proposal makes a reasonable argument that investments in human resources should align with recruitment, evaluation and staff compensation to enhance the learning environment.

Strengths

The proposal provides a sound rationale that students are influenced by teacher quality. The comprehensive logic model (e-85) is three-pronged effort to retain and sustain ongoing programs and create 73 teachers academies, expanding clinical preparation to onsite professional development. The idea to expand what is in place will be easier to implement. NYCDOE will concentrate on gaps in the Bronx to will recruit retain and improve professional practice with the goal of improving student achievement in specific in measurable ways (e-21, 48, e-57-9). The findings presented form the teacher incentive project speaks volumes about how collaboration and support can create a positive working environment and improve professional practices (e-123-9).

Weaknesses.

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:

The applicant successfully provides a rationale and framework for identifying and meeting professional needs of teachers and administrators who work in at risk schools. The methods and means of carrying out the program are clearly outlined from recruiting to professional development. Current efforts are commendable and the proposed teaching academies increased coaching, and principal support are appropriate to the needs of the high-risk schools. More specific connections between successful practice and achievement need clarification. Also, it is not clear what the criteria will be for choosing target schools.

Strengths

The proposal successfully outlines strategies to recruit, hire, train and retain teachers for at risk schools. The design is clearly presented and rests on a sound strategy of retain, sustain and build greater capacity (e38-47). With the cooperation of the teachers' union the applicant has created a pathway for rewarding effective teachers and placing them in advisory and coaching situations (e-42). The teacher leadership teams and principals' academy

Sub Question

are sustainable since they are already operating with success. (e-31-2). Sustaining existing programs is an excellent strategy and seamlessly creates more opportunities for student success. Adding a more robust mentoring and diversity recruitment program addresses the needs of the targeted populations. The goal of the academies is to partner effective teachers with novice staff and provide a deeper internship for student teachers. The academies are the next step to provide more opportunities for support and feedback for newer teachers offering the possibility of greater impact with students (e-34).

Weakness

It is not articulated which schools will be targeted and how some decisions will be made to prioritize participating schools. Student needs and teacher placements need explanation. It is possible that some work of the teachers' academies will duplicate other programs. The rewards offered are more for additional days and for released time rather than for performance. It is also concerning that effective teachers will be out of their classroom the equivalent of one day per week. This may have a negative effect on their own students and is also a planning issue for the school principal. Further explanation and justification for this activity is needed.

Reader's Score:

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

General:

The applicant has made adequate provisions for program evaluation. The two individual investments: student growth and success and staff evaluation and retention will be assessed. There is a strong reliance on qualitative data from focus groups. Although this is an important source of data, there is a lack of information included about the many types of other quantitative data needed for a complete evaluation. The applicant does not state how parents and community will be involved and how evaluations will be reported to the public.

Strengths

The selection of an outside evaluator with experience in qualitative and quantitative evaluations is a reasonable approach. Emphasizing student growth and the success of the initiatives in recruitment, retention and all programs of staff development are important to determining the success of the effort (e-46). There are some provisions for formative evaluations with focus groups to make adjustments if needed (e-47).

Weaknesses

There is little information in the proposal about parents or community involvement in all phases of the project, so it is not clear how parents and community members will be informed, participate, and be involved. Since the stakeholders are only identified as teachers and administrators it is not clear how results will be communicated to parents and community stakeholders in quarterly reports.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

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

General:

The plan and timelines are reasonable and specify roles and individuals responsible for goal completions. The overall plan and activities are explained in general. The creation of a TSL Board with feedback loops is a reasonable approach to project management and communication (e-54).

Strengths

A reasonable outline of timelines and major activities is clearly presented and responsibilities defined. There are general

timelines and activities for major activities (e53-56). Major strategies such as planning the teaching academies are clearly presented in the logic model (e-85). Specific roles and responsibilities are designated to qualified individuals as evidenced in the vitae presented in the Appendices. The activities for recruitment and the design for staff development demonstrate best practice and are connected to budget most activities.

Weaknesses

Although goals are clearly stated in terms of student achievement, teacher participation and placement, it is not always consistent with specific activities (e-57-60). Since many activities are not directly connected to each goal, it is difficult to connect specific goals with key activities. Many of the goals are not stated in measurable terms such as “deepen recruitment efforts in the Bronx” (e-58).

Although most of the staff has some public school teaching experience and one is a teacher leader, no senior staff member has experience as a building administrator. Principals, assistant principals and deans have a unique and important role in this project and in school improvement. This perspective is absent from project staff.

There is concern about budget matching activities from year to year since the budget is virtually the same but activities vary. For example, the applicant states that a principals’ academy needs to be sustained. However, in years one to five there a \$225,000 expense for a contract to develop the principals’ academy (e-45-9). It is not clear if there is a need to develop this academy for five years at a cost of 1.125 million dollars if it already exists.

There is a concern about the need for a contract to develop, enhance and maintain a data system for teacher leadership roles and teaching academy applications. It is not clear how this system cannot be incorporated into the existing application process and data system and why it should be separate from the system for internal promotions and incentives. It is also not clear why the same \$50,000 per year will be needed after the system is developed (e-145-9).

Reader's Score: 16

Selection Criteria - Adequacy of Resources

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

Reader's Score: 4

Sub Question

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

General:

Summary

Letters of support are numerous and related to achievement of project goals. There is no letter of support from the Chancellor, the mayor or any board of directors indicating a specific financial commitment after the grant period expires. There is no indication of a desire to seek new revenues from grants or other sources after the grant expires.

Strengths

There is a strong commitment from the district and partners as evidenced by several strong letters of support including the area superintendent (Appendix E). Partners are already working with the applicant in productive ways especially in the areas of recruitment (e-107,109-10,115,117). Thus, the continuation of support after the grant is anticipated. The district has a commitment to the goals of the program and has made some financial contributions in these area in the past in developing recruitment pipelines (e-14-15), developing teacher leadership teams and

Sub Question

team leaders (e-31).

Weaknesses

The narrative is not specific as to how partners and the Board of Education will provide financial support once the grant has been completed.

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 applicant has a track record of innovation and cooperation internally and with colleges and professional organizations that help with recruitment and training.

Strengths

The concepts of retain, sustain and build provide the structure and funding plans to continue the programs after the grant period ends. The district has sustained past funding for the NYC Fellows program (e-15) and many schools have self-funding teacher leaders (e-62). The applicant expects these types of activities to continue. The New York State Equity plan requires the district to provide services and funding in teacher preparation, recruitment, induction and mentoring, evaluation, professional growth and performance management and career ladders. Efforts in those areas are ongoing with financial commitments. It is expected that those will continue (e-61-64).

Weaknesses

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:

The application presents a completely developed to this competitive preference. The applicant provides appropriate research and data about student achievement and teacher retention in the Bronx. Needs are well documented

Strengths

The applicant lists the schools with high reduced and free lunch populations (e-74-82). There is general information about length of service and retention rates for the entire Bronx with a 63% retention rate after three years compared to 71% for other boroughs (e-28). This confirms the assertion that there is a need for better preparation and retention strategies. The Bronx struggles to recruit and retain top talent and therefore has persistent struggles with student achievement (e-61).

The plan aligns with New York State's equity plan to identify and provide services to students in high-needs schools. The

applicant has a reasonable plan to recruit, place and train teachers for high needs schools.

Weaknesses

None

The applicant has successfully identified some relevant factors in determining gaps such as free and reduced lunch rates, teacher retention and achievement data. Specific school needs and staff patterns are not addressed or used in determining gaps.

Strengths

The applicant has successfully identified some relevant factors in determining gaps. Free and reduced lunch rates for Bronx schools documents a relevant factor in determining gaps in student access (e-74-82). Teachers choose to work in other areas of the city, as they perceive the Bronx as less desirable. The applicant has documented lower teacher retention rates in the Bronx (e-28). The applicant has identified gaps in the past and used interventions. Survey findings (e-124-29) indicate that school climate; teacher morale and instruction have improved with interventions from programs designed to address relevant factors that create gaps in student access.

Weaknesses:

Specific school staffing patterns are not addressed in the application as well as the availability of resources to schools in the Bronx. Achievement data, teacher retention and length of service are not documented by individual school sites, so it is difficult to predict actual gaps and weaknesses and which schools are most in need.

There is little information presented about how effective teachers and administrators are distributed in the Bronx by school.

The goals of the proposal align with state equity plans and the strategies meet the needs of the proposal.

Strengths

The applicant's plans align with New York's equity plan and the strategies outlined meet the needs established in the proposal (e-62-64). Areas needed to provide and retain highly effective teachers are established in logic model and strategies (e-84) and in the connection with state initiatives (e-62-64). The proposal addresses the whole range of needs from preparation, recruitment, professional development, evaluation, as well as career ladders and compensation. (e-62-64). The applicant model is to retain successful programs, sustain others and build new a teachers' academy (e-31-33). Many programs are in place and the program will enhance and expand teacher efficacy. These efforts and this strategy will meet needs for highly effective teachers and narrow the achievement gap between the Bronx and other boroughs.

Weaknesses

NONE

Reader's Score: 8

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:

Efforts to attract and maintain a diverse work force are well documented in the proposal.

Strengths

A robust commitment to creating and maintain a diverse work force is strongly supported through a variety of programs and initiatives. The applicant has been active in attempting to create and maintain a diverse workforce. These include NYC Men Teach, NYC Teaching Fellows, Paraprofessional teaching pathway, and many leadership opportunities to become teacher leaders (e-14-15). Partnerships with schools of education (Appendix E) will continue and will be complemented by the performance-based compensation system and the growth of Model Teach and Peer Collaborative Teacher leadership positions (e-37-8) Retention of these programs will be enhanced by commitment to providing more support through a principals and teaching academy (e-37-9). Maintaining a diverse workforce is accomplished through Big Apple Awards, Teacher of Tomorrow, career ladder stipends, teacher leader opportunities and stipends and a host of professional development opportunities (e-36-38).

Weaknesses:

NONE

The applicant discusses in detail how school resources can be used to recruit, train and place teachers in high needs schools There is little information in the narrative about insufficiencies in student access to effective teachers and school leaders in high needs schools.

Strengths

The plan to attract, support and retain diverse educators is well developed. Partnerships with universities and current initiatives will continue (e-14-16, e-32). Other innovative career paths include Educators Rising (e-50) designed to attract promising high school students, A new teacher center and the plans for a teaching academy to provide intensive support and training for 50% of new teachers heading for the Bronx (e-37). A performance-based compensation system with incentives for excellence is in place. This is overlapped by career ladders and formal recognition programs (e-36).

Weakness

More information is needed about the placement process and how it will meet the needs of targeted schools.

Reader's Score: 4

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Technical Review

Applicant: New York City Department of Education (U374A170079)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	17
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	5	5
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Total	115	112

Technical Review Form

Panel #18 - TSL - 18: 84.374A

Reader #2: *****

Applicant: New York City Department of Education (U374A170079)

Questions

Selection Criteria - Evidence of Support

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

Reader's Score: 30

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Overall Comments:

The proposal provides extensive evidence that the project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students. The applicant clearly describes existing and prior initiatives, citing their structure, impact, and areas where the current proposed project can improve upon their effectiveness.

Strengths (if applicable):

The proposed project is a natural outgrowth and extension of projects underway in the District for nearly a decade. The applicant identifies the adoption of their HCMS in 2010, supported by federal Race to the Top funding, and its expansion to include all schools citywide with the Advance teacher development and evaluation system. Advance draws upon multiple measures (e.g. teacher practice as observed in the classroom, and student learning as demonstrated on specific assessments). It provides teachers with targeted, personalized feedback based on a modified version of the 2013 Danielson Framework for Teaching tied to four rating categories (Highly Effective, Effective, Developing, and Ineffective), rather than simply providing teachers with a Satisfactory or Unsatisfactory rating... Advance helps teachers self-identify areas of growth and measures their progress over the course of the year. It also ensures that teachers receive meaningful feedback and support from principals, who are partners in their professional growth, through the observation and feedback cycle which occurs at a minimum of three times over the course of the school year. The NYCDOE involves teachers and school leaders in adaptations and evolutions of its HCMS to maximize its benefits for educator improvement through monthly focus groups and [an] annual school survey, with over 60,000 educators taking it annually" (p. e34).

A focus on student academic success is clearly evident in the District's teacher evaluation plan, "All classroom teachers are evaluated annually on a 4-point rating scale (Highly Effective, Effective, Developing, Ineffective). Approximately 50% of a teacher's evaluation is based on measures of teacher practice (MOTP), including multiple classroom observations using a research-based rubric of teacher practice. Approximately 50% of a teacher's evaluation is based on measures of student learning (MOSL) based on assessments of students in a given teacher's classroom" (p. e35).

Additional strengths of the District's approach to improve teaching and learning are the various programs they have

Sub Question

established to recognize and reward highly-effective teachers (p. e36).

The proposed project outlines many specific ways in which the District will expand current offerings to address identified gaps in high-needs schools.

Weaknesses (if applicable):

No weaknesses were noted in this area.

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 project includes relevant partners, particularly those in institutions of higher education, to maximize the effectiveness of project services.

Strengths (if applicable):

The applicant includes letters of support from a large and varied group of appropriate partners (pp. e98-e120). These letters provide convincing evidence that the project has the support of stakeholders and potential collaborating partners, including the teachers' union and a variety of institutions of higher education (an essential part of the project, given the focus on Teaching Academies and alternative pathways to certification for teachers).

Weaknesses (if applicable):

No weaknesses were noted in this area.

Reader's Score:

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

General:

Overall Comments:

The applicant provided comprehensive and detailed information about the ways in which the proposed project will integrate with and expand related efforts to improve relevant outcomes. Funding streams, as well as the specific ways in which the proposed project will enhance related efforts, are clearly identified, with ample information provided.

Strengths (if applicable):

The applicant provides convincing evidence that the proposed project will integrate with and build on similar efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources. They cite previous TIF funding that helped establish the baseline for many of the proposed activities and helped provide data cited throughout the proposal. Table 1, on pp. e32-e33, outlines the key ways in which the proposed project will expand existing work within the District. Data from a previously-funded TIF project (pp. e124-e129) provide evidence, not only of the District's capacity to improve relevant outcomes, but also of the extent to which the proposed project aligns well with previous efforts in this area.

Sub Question

Weaknesses (if applicable):

No weaknesses were noted in this area.

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 project will provide much-needed services to students at risk of educational failure through a multi-faceted approach to “build a diverse and clinically trained pipeline with robust supports for first-year teachers, retain effective teachers through teacher leadership roles, and sustain these initiatives through district-based embedded coaching and school leader development” (p. e38).

Strengths (if applicable):

The comprehensive nature of the proposed project and prior success of related initiatives combine to provide compelling evidence of the project’s potential to provide services and address the needs of students at risk of educational failure. The sites where the project will take place are clearly schools with great need. There is great potential for positive impact of each of the different aspects proposed for the project, with prior impact of related projects well-documented and presented. Specific data related to each of the proposed project schools are presented (pp. e74-e84).

Weaknesses (if applicable):

No weaknesses were noted in this area.

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:

This is a particular area of strength in the proposal. The applicant provides convincing evidence that the proposed project will effectively address specific gaps and weaknesses in services, infrastructure, and opportunities. The inclusion of specific data related to the magnitude of the gaps and weaknesses, as well as specific measurable outcomes by which to evaluate the project’s success, are clear strengths.

Strengths (if applicable):

Sub Question

The proposal targets specific recruitment strategies that suggest a clear understanding of specific gaps or weaknesses. For example, one part of their recruitment strategies focuses on increasing the number of men of color working as teachers (p. e14). Another specifically targets paraprofessionals for recruitment and training to become teachers (p. e15). Still another focuses on early hiring of top-tier applicants “with diverse attributes, experiences and backgrounds showing a high potential for teaching, improving student achievement, and contributing to a Bronx school community” (p. e15). Yet another aggressively recruits students from historically Black Colleges and Universities to participate in an alternative pathway to certification (p. e15), while a final recruitment approach focuses on an alternative pathway to certification for people already working in other fields and interested in working in the District’s highest need school settings (p. e16). The specificity of each approach in targeting different aspects of need is a strength in that it shows clear recognition of areas of need in the district and a plan to align the solution with those areas of need.

An additional strength of the proposal is the recognition provided that High Needs Schools differ in substantively important ways which might make some more amenable to certain supports, while others might find other supports more useful. This two-tiered approach to identifying the schools where different aspects of the project will be carried out is clearly described (p. e33).

Weaknesses (if applicable):

No weaknesses were noted in this area.

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: 17

Sub Question

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

General:

Overall Comments:

The applicant presents a clear rationale based on cited research as well as local data, demonstrating measurable needs and identifying clearly-measurable outcomes to evaluate the project’s impact. Each component of the project is described clearly, with strong links to support not only the need, but also the reasoning behind the specific approach proposed.

Strengths (if applicable):

The rationale for the project builds on clearly-identified needs and effective strategies for meeting those needs (as measured by local data on impact from previously-funded initiatives as well as research on factors that support student success). A notable strength of this section of the proposal are the nuances included in both analyzing the needs and developing strategies to address those needs (pp. e38–e45).

Weaknesses (if applicable):

No weaknesses were noted in this area.

Sub Question

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 nuances in the project should enable the applicant to successfully address different aspects of the identified needs. The project's design is built on the understanding that a "one size fits all" approach would not fit anyone very well. Instead, the applicant has done an exemplary job of identifying specific areas of need as well as targeted approaches to meeting those needs, sensitive to the community and based on evidence of prior effectiveness or promise.

Strengths (if applicable):

This is a particular area of strength in the proposal. In addition to a plan to leverage Teaching Academies to prepare highly-effective teachers for service in the District, the applicant also focuses on specific steps to address the need for a more diverse teaching force. They explain that they will expand on their current diversity recruitment efforts in three key ways: "1) the Mayor's NYC Men Teach Initiative to increase the number of men of color in teaching; 2) a paraprofessional-to-teaching pathway program; and 3) partnered recruitment with local community-based organizations" (p. e27). The inclusion of specific, measurable outcomes aligned to each of their proposed activities also adds to the strength of this section of the proposal. For example, in relation to the three recruitment efforts related to diversifying the teaching force, the applicant states that "The goal of this work is to increase the diversity of Bronx teachers to 60% people of color by the 2021-2022 school year" (p. e28). Having such clear measurable outcomes identified in the planning stages of the proposal suggests that the applicant has operationalized their approach to addressing identified gaps in a way that should not only lead to improved success in attaining those outcomes, but should also facilitate the evaluation and reporting of the project's success along the way.

Similarly, the applicant provides convincing evidence that project schools have lower 3- and 5-year teacher retention rates than comparator schools in other boroughs, and presents a plan to address this gap by providing trained mentors with release time available to mentor all first-year teachers in the Bronx (p. e28). Again, the applicant includes a clearly measurable outcome goal related to this activity (p. e29).

To assist in encouraging highly-effective teachers to remain teaching in the Bronx, the applicant presents a plan to implement a Teacher Leadership program to encourage highly-motivated teachers to remain in their sites. "By providing career ladder roles to Effective and Highly Effective educators in schools in the Bronx with high teacher retention, we will increase teacher leader retention and support the entire school by elevating teachers to model instructional practices and collaborate with teaching colleagues" (p. e29).

Through identification of the need for continued support to District Leaders to help sustain the project efforts, the applicant provides a convincing argument for the addition of Teacher Team Leaders and the provision of a Principal's Academy (p. e30). All 393 Bronx schools will be offered this resource and those receiving funding for a Teaching Academy or teacher leadership roles will be required to attend. The Principal's Academy will help new and developing principals 1) gain the necessary skills to recruit the strongest teachers to their building, 2) support new teachers (and new teacher mentors) and 3) share best practices on distributive leadership to support the sustained growth of teacher leadership. The success of the Principal's Academy will be measured by an increase on current Principal Performance Observations (PPO) in the areas that measure teacher recruitment and retention efforts (pp. e30-d31).

Weaknesses (if applicable):

The proposed project involves a significant amount of release time for teachers to observe and meet with mentors. It is unclear from the information provided how the applicant will ensure that students' needs will be met when their

Sub Question

teachers spend a substantial amount of time engaged in activities other than teaching. Although the long-term impact of the professional development and supports being provided to teachers and principals in the Bronx may well result in more successfully addressing the needs of the target population of high-needs students, additional information is needed related to how the District will reduce the potential negative impact of teachers' participating in project activities on student achievement.

Reader's Score:

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

General:

Overall Comments:

The applicant includes a comprehensive plan for evaluation with clearly identified sources of data and a timeline for when different data sources will be gathered, evaluated, and shared with stakeholders.

Strengths (if applicable):

The proposal includes a plan for a program evaluation conducted by external researchers whose task it will be to support the District "to quantitatively understand the impact of [their] multi-year career ladder work and its impact on student achievement in schools" (p. e19). The identification of numerous sources of data, to include a longitudinal annual survey of "All teachers, external partners, and school leaders who are a part of the project investments" (p. e46); an analysis of "teacher, teacher leader, school, and district-level data to assess impact of teacher leadership roles and the pipeline of new teachers brought through the Teaching Academies. The external evaluation will seek to assess the impact of individual investments and the project as a whole on (1) student growth and student success; and (2) educator effectiveness and retention" (p. e46), and quarterly focus groups with groups of teachers and school leaders involved with any of the projects (p. e46). The results of these evaluations will be shared by the external evaluator through quarterly reports (p. e47).

Weaknesses (if applicable):

Additional information related to how the applicant plans to share the quarterly reports would strengthen this section of the application. It is unclear from the information provided how those reports will be disseminated. It is also unclear who the stakeholders to receive the report will be.

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 proposal describes a comprehensive plan for managing the project effectively, throughout the five years of funding. Responsibilities, timelines, and milestones for accomplishing project tasks are clearly defined and appropriate.

Strengths (if applicable):

The detail and comprehensiveness of the management plan are clear strengths of this proposal. The proposal describes a comprehensive plan for managing the project effectively, with a project director (1.0 FTE), an Advisory Board (composed of appropriate District stakeholder representatives, including people in key leadership roles, and meeting quarterly), and planned quarterly meetings of all Bronx superintendents (p. e54). Responsibilities for tasks are clearly assigned and distributed in a manner that supports successful implementation (pp. e55-e56 and e58-e60). Inclusion of a detailed timeline and milestones for the project provides a well-thought-out plan for guiding project work over the five years of funding (pp. e56-e58)

The budget delineates responsibilities and activities consistent with the narrative and with sufficient detail to suggest that the applicant has thought through what it will take to achieve the project's objectives in time and within budget (pp. e145-e150).

Weaknesses (if applicable):

No weaknesses were noted in this area.

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 provides evidence of the potential for continued support of the project after Federal funding ends, including referencing successful incorporation of previously-funded projects into the District's core program.

Strengths (if applicable):

The applicant includes plans to continue support of the project after Federal funding ends through both District policies and State incentive programs. For example, "The NYCDOE has an incentive to continue the Teaching Academy model with the State's equity plan supporting the formalized partnership with universities to provide clinical experiences to pre-service teachers" (p. e62). The focus on teacher leadership fits well with District initiatives for principals allocating funding from their site budgets to pay teacher leader salaries. The applicant provides supporting evidence of the viability of this approach by clarifying that, "Bronx schools already have the highest number of self-funding teacher leadership roles in the NYCDOE with 154 schools self-funding 213 teacher leaders" (p. e62)

Weaknesses (if applicable):

No weaknesses were noted in this area.

Sub Question

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 clear alignment between the proposed project and previous District efforts to improve student learning in high-needs schools through focused efforts to recruit, retain, and support a high-quality and diverse teaching force suggests great potential for the incorporation of project purposes, activities, and benefits into the ongoing program of the District at the end of the Federal funding.

Strengths (if applicable):

Each section of the proposal includes a clear description of the way in which those specific activities align with past and current District efforts in this area. The proposal includes a plan for continuing the work beyond the Federal funding cycle through continuing the supportive structures / pathways to recruitment and hiring being proposed.

Weaknesses (if applicable):

No weaknesses were noted in this area.

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 proposal provides convincing evidence that the applicant has identified the most significant gaps or insufficiencies in student access to effective teachers in High-Need schools. The proposal includes a substantial amount of data about gaps in availability of school resources, staffing patterns, and educator support.

The proposal clearly demonstrates the alignment between the strategies proposed for closing the identified gaps and the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators. Each of the strategies in the proposed plan links clearly and directly to a strategy in the State's plan.

Strengths (if applicable):

The proposal addresses Competitive Priority 1 by aligning to their state equity plan and offering the TSL resources to the borough in greatest need of equitable access to effective educators (p. e22). The applicant cites gaps between schools in the Bronx (where the project is located) and those in the other boroughs in relation to measures of teacher recruitment and retention and student achievement (as measured by NY State 3-8 Math and Reading scores as well as High School graduation rates and a college ready index)" (p. e25). The application presents a clear and compelling argument for the selection of the Bronx schools as recipient of Project resources, noting that in addition to the gaps noted above, almost half of the 88 Priority schools in the state of New York are located in the Bronx (n = 43).

The proposal includes a detailed analysis of the alignment between the State Equity Plan and project activities and goals (pp. e62-e64).

The applicant presents data demonstrating a clear understanding of factors used in determining the gaps the project should address. They state that "Currently, the highest percentage of low-performing teachers, rated Developing or Ineffective rating (10.1% versus 5.8% average in all other boroughs), are in the Bronx. Moreover, we have an increasing demand for high-quality educators in this borough that is not currently met by our applicant pool. Last year, only 14% of teacher applicants in New York City indicated that they preferred to teach in the Bronx, while 30% of overall hires were in the Bronx" (p. e27).

The applicant presents convincing evidence that the proposed strategies for closing the identified gaps are aligned to and consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators, as well as that they are aligned with initiatives already underway in the District. For instance, they propose to create 73 Teaching Academies in the highest-performing, High Needs Schools in each Bronx District. "This approach to clinical preparation is based on a cadre of national research, as well as NYCDOE's five years of experience with residency models, which both affirm that in-service, job-embedded training of pre-service educators is most effective for teachers to be best prepared for their role.⁵ The ultimate goal of the Teaching Academies is to train 50%, or 850, of the 1,700 teachers needed in the Bronx each year" (p. e27).

Weaknesses (if applicable):

No weaknesses were noted in this area.

Reader's Score: 10

Competitive Preference Priority #2 - Diverse and Effective Workforce

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

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

General:

Overall Comments:

The applicant provides convincing evidence of a long-standing commitment to creating and maintaining a diverse workforce. Citing previously-funded initiatives on which the current proposal will build, including some of the indicators of the success of those initiatives, strengthens this section of the application.

The nuances with which the applicant approaches the multi-faceted plan for attracting, supporting, and retaining diverse Educators are a significant strength of this proposal. The different planned activities align well with one another and complement each other in substantive ways.

Strengths (if applicable):

Previous initiatives include the city's Equity and Excellence for All agenda (p. e47), efforts to support teaching academies, mentoring, and diversity recruitment (p. e52) as well as to increase the District's ability to retain teachers through providing leadership roles to recognize excellent teachers (p. e52) and a long-term shift to localize support for schools and teachers (p. e53). These previous efforts, which the current proposed program is designed to enhance, provide convincing evidence of the District's commitment to creating and maintaining a diverse workforce.

The proposal targets specific recruitment strategies that suggest a clear understanding of specific gaps or weaknesses. For example, one part of their recruitment strategies focuses on increasing the number of men of color working as teachers (p. e14). Another specifically targets paraprofessionals for recruitment and training to become teachers (p. e15). Still another focuses on early hiring of top-tier applicants "with diverse attributes, experiences and backgrounds showing a high potential for teaching, improving student achievement, and contributing to a Bronx school community" (p. e15). Yet another aggressively recruits students from historically Black Colleges and Universities to participate in an alternative pathway to certification (p. e15), while a final recruitment approach focuses on an alternative pathway to certification for people already working in other fields and interested in working in the District's highest need school settings (p. e16). The specificity of each approach in targeting different aspects of need is a strength in that it shows clear recognition of areas of need in the district and a plan to align the solution with those areas of need.

Weaknesses (if applicable):

No weaknesses were noted in this area.

Reader's Score: 5

Status: Submitted
Last Updated: 07/13/2017 11:06 AM

Status: Submitted

Last Updated: 07/13/2017 11:20 AM

Technical Review

Applicant: New York City Department of Education (U374A170079)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Evidence of Support		
1. Evidence of Support	30	30
Need for Project		
1. Need for Project	25	25
Selection Criterion		
Quality of the Project Design		
1. Project Design	20	18
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	18
Adequacy of Resources		
1. Adequacy of Resources	5	4
Priority Questions		
Competitive Preference Priority #1		
Improve Equitable Access to Effective Educators		
1. CPP 1	10	8
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	4
Total	115	107

Technical Review Form

Panel #18 - TSL - 18: 84.374A

Reader #3: *****

Applicant: New York City Department of Education (U374A170079)

Questions

Selection Criteria - Evidence of Support

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

Reader's Score: 30

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

General:

Overall Comments:

The applicant presents extensive evidence that the project is part of a comprehensive effort to improve teaching and learning and support rigorous academic achievement. The applicant describes existing and prior initiatives and their impact in supporting the potential effectiveness of the proposed project. The proposed project incorporated strong strategies such as teaching academies, teacher team leaders, a Principals Academy, and Field Support Centers. There is no data from teachers about the gaps that may exist in professional growth opportunities. More detail is needed to describe the compensation system and how many teachers participate. The proposal provides extensive evidence that the project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Strengths (if applicable):

The applicant's proposal is strongly supported with the use of data that reflects student achievement attained through prior and current initiatives in the development of the strategies to be incorporated in this project. The proposed project focuses on well-designed strategies that support teaching and learning through a variety of efforts including implementation of teaching academies, support for teacher team leaders and a principals' academy (e-32). An additional strategy is designed to recognize and reward highly-effective teachers (p. e36). The applicant supports the potential advantages of implementing this proposal by presenting a history of the efforts of the district since 2010. The HCMS was adopted in 2010, supported by federal Race to the Top funding, and has expanded to include all schools citywide with the Advance teacher development and evaluation system. Like Advance, this proposed project will provide teachers with targeted, personalized feedback. The applicant plans to use the Danielson Framework for Teaching, which is based on four rating categories (Highly Effective, Effective, Developing, and Ineffective), rather than simply providing teachers with a Satisfactory or Unsatisfactory rating. This project will also support teacher growth through meaningful feedback through observation and feedback cycles.

Weaknesses (if applicable):

None found

Reader's Score:

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

Sub Question

General:

Overall Comments:

The applicant documents support from community and state level partners through letters of support. The proposal is buoyed by support from partners who have a history of working with the district in the past projects and will continue their support into the new proposal. There are no letters of support from several key partners. The project includes relevant partners, particularly those in institutions of higher education, to maximize the effectiveness of project services.

Strengths (if applicable):

Letters indicate a wide range of internal support and strong collaboration with several outside agencies. Letters of support are included from teachers, principals, areas superintendents, teachers' unions, partner universities, New York National Certification Board and organizations that have worked with the teacher recruitment office on evaluation and efforts to attract and retain diverse staff (e-98-120).

The letters of support provide convincing evidence that the project has the support of a wide range of stakeholders. Their support and promise of involvement in the proposed project show the willingness partners, including the teachers' union and a variety of institutions of higher education (an essential part of the project, given the focus on Teaching Academies and alternative pathways to certification for teachers) to be fully involved in the project.

Weaknesses (if applicable):

No weaknesses found.

Reader's Score:

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

General:

Overall Comments:

The applicant detailed information regarding evidence and information about previous efforts and how under this proposal they will continue and expand improve teaching and learning. Narrative includes information regarding funding and specific ways in which the proposed project will enhance related efforts.

Strengths (if applicable):

The applicant presents strong evidence that the proposed project will build upon success with existing and prior efforts. The applicant proposes to integrate and build on existing efforts to improve outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources. An example is the previous TIF project. The applicant used TIF funding to help establish the baseline for many of the proposed activities and data from that project is cited throughout the proposal. The applicant provides convincing evidence that the proposed project will integrate with and build on similar efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources. The applicant cites previous TIF funding that helped establish the baseline for many of the proposed activities and helped provide data cited throughout the proposal. The applicant outlines the ways in which the proposed project will expand existing work within the District (Table 1, on pp. e32-e33). The applicant effectively cites data from a previously-funded TIF project, on pages e124-e129, to provide evidence, not only of the District's capacity in which the proposed project will expand existing work within the District, but also of the extent to which the proposed project aligns well with other previous efforts.

Weaknesses (if applicable):

None found.

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 provides free and reduced lunch and poverty data for the schools to be served. The applicant describes a project that plans to implement a variety of services. The project is described as one that will address diversity among the teaching staff and provide sustained and effective supports for new teachers, retain highly effective teachers by providing an opportunity for teacher leadership roles, provide coaching and school leadership development as a sustained district initiative (p. e38). The applicant did not provide a few data elements regarding staff and student demographics needed to address the issues of diversity and teacher retention.

Strengths (if applicable):

The applicant provides data supporting the eligibility of the target schools to receive services. Eligibility is supported by poverty and free and reduced lunch data (e-74-82). The applicant also includes student achievement data supporting the selection of high-need schools in the Bronx (Appendix B, e-32-33). The applicant describes a comprehensive plan to provide a variety of services that address the needs of students at risk of educational failure. In combination with the existing initiative, these activities have strong potential to produce quality teachers who can meet the needs for students at risk. Goals are clearly stated and support strategies to recruit and develop effective teachers and ultimately lower the achievement gap between the Bronx and other NYC schools (e-31).

Weaknesses (if applicable):

None found.

Reader's Score:

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

General:

Overall Comments:

The proposed project is comprehensive and overarching project and is designed to provide multi-tiered and diverse services to high-risk students.

Strengths (if applicable):

The project plans to integrate and expand related efforts to improve relevant outcomes by supporting new teachers, school administrators, providing and incentive system for experienced teachers, and more. Specific gaps and weaknesses have been identified and included in the proposal pp. e74-e84).

The level and types of services have been considered and are reflected in the services to be continued through earlier efforts and supported and supplemented with this proposal.

Weaknesses (if applicable):

No weaknesses found

Sub Question

Reader's Score:

Selection Criterion - Quality of the Project Design

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

Reader's Score: 18

Sub Question

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

General:

Overall Comments:

The applicant presents a clear rationale based on cited research, local data, demonstrating measurable needs and identifying clearly-measurable outcomes to evaluate the project's impact. Each component is carefully planned so that they effectively work in unison to improve teaching and learning for high-need students.

Strengths (if applicable):

The applicant's rationale for the proposed project hinges on the use of local data gathered from previous initiative, identifying measurable outcomes that will support a variety of activities that share one common goal: to ensure that high risk students have access to effective teaching and learning. To accomplish this goal, the applicant used all available knowledge about previous efforts and combined ongoing efforts with new supportive activities.

Weaknesses (if applicable):

None found.

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 has created a well-balanced project design. The design incorporates the existing strategies and using their outcome data has designed strategies that supplement and support. The applicant used existing data and statistical data regarding the targeted population to blend services into a project that addresses the needs from the first-year teacher to the school administrator to the seasoned teacher. The project need to build additional strategies for ensuring that the activities result in improved long-term daily practices.

Strengths (if applicable):

The applicant has skillfully identified the documented needs of the students, teachers and administrators and leveraged the existing efforts with the new proposal to provide a variety of strategies that should meet the needs of most participants. An excellent example is the effort to bring more diversity to the teaching staff. In addition to the academies being "built" through this project, the applicant cites the Mayor's NYC Men Teach Initiative to increase the number of men of color in teaching, a paraprofessional-to-teaching pathway program, and partnered recruitment with local community-based organizations" (p. e27).

Determining that the target schools have a lower retention rate, the applicant created a plan to address this gap by providing trained mentors with release time available to mentor all first-year teachers in the Bronx (p. e28).

The applicant presents a plan to implement to implement a Teacher Leadership program to encourage highly-motivated teachers to remain in their sites (p. e29).

Sub Question

Weaknesses (if applicable):
None found.

Reader's Score:

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

General:

Overall Comments:

The applicant includes an adequate plan for evaluation supported by identifiable sources of data and a timeline for when different data sources will be gathered, evaluated, and shared with stakeholders. The evaluation plan revolves around student growth and success and staff evaluation and retention. The one weakness is the strong plan to use focus groups for qualitative data.

Strengths (if applicable):

The proposal includes a plan for an experienced external evaluator. Areas of emphasis and data collection are student growth and educator effectiveness and retention (p. e46). The applicant also plans to conduct quarterly focus groups with groups of teachers and school leaders involved with any of the projects (p. e46). Quarterly reports will be generated and shared by the evaluator (p. e47).

Weaknesses (if applicable):

It is unclear quarterly reports will be disseminated and which stakeholders will receive the report. It is unclear how parents or community involvement will be implemented in of the project. The Clarification is needed to ensure that parents and dissemination of reports and general program information are made available to all stakeholders.

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 proposal describes presents an adequate management throughout the five years of funding. Responsibilities, timelines, and milestones for accomplishing project tasks are reasonable. There are a few budget items that need to be clarified to ensure that the proposal will be adequately funded and all expenses are reasonable.

Strengths (if applicable):

The applicant provides an adequate management that identifies roles and responsibilities (pp. e55-e56 and e58-e60). Inclusion of a detailed timeline and milestones for the project should adequately guide project work over the five years of funding (pp. e56-e58). Major positions are supported by well qualified staff. Major strategies are clearly addressed in the logic model (e-85). The budget delineates responsibilities and activities that are generally consistent with the narrative and the project should be able to achieve its objectives on time and within budget (pp. e145-e150).

Weaknesses (if applicable):

There are several budget items need clarification. The applicant states that a principals' academy needs to be sustained. In years one to five there is a \$225,000 expense for a contract to develop the principals' academy (e-45-9). It is not clear if there is a need to develop this academy for five years at a cost of 1.125 million dollars if it already exists. It is reasonable to ask if development is really needed after year one.

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: 4

Sub Question

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

General:

Overall Comments:

A significant number of letters of support are included in the application. Most are correlate with the achievement of project goals. The applicant does not include a plan to explore new revenues from grants or other sources after the grant expires. There is no support letter from the Board of Education.

Strengths (if applicable):

The applicant includes plans to continue support of the project after Federal funding ends. The applicant identifies potential funding sources to include District policies and State incentive programs, the school district and many of the partners. The fairly large number of partners make it a very strong likelihood that support will continue beyond federal funding (e-107,109-10,115,117).

Weaknesses (if applicable):

The narrative is unclear as to how partners and the Board of Education will provide financial support once the grant has been completed without a commitment letter.

Reader's Score:

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

General:

Overall Comments:

The applicant has thoughtfully aligned the proposed project with previous and current efforts to improve student learning in high-needs schools. This leveraging of new and existing resources clearly highlights the benefits of the proposed project and has the potential for incorporation into the District's organizational structure.

Strengths (if applicable):

The applicant is relying heavily on the success of this project to garner success for the project. The project also directly aligns with requirements of the New York State Equity plan, adding additional leverage.

Weaknesses (if applicable):

None found.

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:

Overall Comments:

The proposal provides convincing evidence that the applicant has identified the most significant gaps or insufficiencies in student access to effective teachers in High-Need schools. The proposal includes a substantial amount of data about gaps in availability of school resources, staffing patterns, and educator support. The proposal clearly demonstrates the alignment between the strategies proposed for closing the identified gaps and the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators. Each of the strategies in the proposed plan links clearly and directly to a strategy in the State's plan. The competitive preference is strongly based and highlights research and data about student achievement and teacher retention in the Bronx.

Strengths (if applicable):

The applicant clearly aligns their proposal to the state equity plan. The applicant presents data and cites specific evidence supporting the selection of the schools to be served and the need for services. The proposal a detailed analysis of the alignment between the State Equity Plan and project activities and goals (pp. e62-e64).

The applicant supports the identified gaps by including data that demonstrates an understanding and determining the gaps that the project needs to address. The data used current data and data from existing projects that address the same or similar needs. The applicant uses their knowledge about the State's Plan to Ensure Equitable Access to Excellent Educators as a jump off point for consistency in approach.

Weaknesses (if applicable):

None found.

Overall Comments:

The applicant has successfully identified some relevant factors in determining gaps such as free and reduced lunch rates, teacher retention and achievement data. Specific school needs and staff patterns are not addressed or used in determining gaps. The applicant clearly aligned the strategies proposed for closing the identified gaps to the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators. The strategies in the proposed plan link clearly and directly to strategies in the State's plan.

Strengths (if applicable):

The applicant has successfully identified some relevant factors in determining gaps applicable to the population to be served. A critical factor included free and reduced lunch rates for Bronx schools as a relevant factor in determining gaps in student access (e-74-82). The applicant has documented lower teacher retention rates in the Bronx as another factor (e-

28).

Weaknesses (if applicable):

It is unclear that the applicant included specific school staffing patterns or resources in the site selection.

Overall Comments:

Each of the strategies selected to be addressed are clearly and directly linked to a strategy in the State's plan. The strategies are well supported by data regarding the high-risk schools.

Strengths (if applicable):

The applicant presents clear evidence that the proposed strategies for closing the identified gaps are aligned to and consistent with the strategies identified in the State's Plan to Ensure Equitable Access to Excellent Educators. The present strategies as well as those to be implemented are consistent with the state plan. Strategies include the creation this strategy provides effective preservice experience that has proven to be highly effective. The goal of the strategy is to prepare 50% of the new hires needed in the Bronx each year (p. e27).

Weaknesses (if applicable):

None found

Reader's Score: 8

Competitive Preference Priority #2 - Diverse and Effective Workforce

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

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

General:

Overall Comments:

The applicant has a of a long-standing commitment to creating and maintaining a diverse workforce as documented through previous funded efforts. Many of the efforts are connected and include collaboration with several organizations and institutions seeking the same goal.

Strengths (if applicable):

Examples of previously funded initiatives include the city's Equity and Excellence for All agenda (p. e47), efforts to support teaching academies, mentoring, and diversity recruitment (p. e52). The applicant cites the District's positive efforts to retain teachers through providing leadership roles by recognizing excellent teachers (p. e52) and a long-term shift to localize support for schools and teachers (p. e53).

Weaknesses (if applicable):

No weaknesses found.

Overall Comments:

The applicant provides convincing evidence of a long-standing commitment to creating and maintaining a diverse workforce. Citing previously-funded initiatives on which the current proposal will build, including some of the indicators of the success of those initiatives, strengthens this section of the application.

Strengths (if applicable):

The applicant cites specific recruitment strategies that suggest a strong understanding of specific gaps or weaknesses. One of the recruitment strategies focuses on increasing the number of men of color working as teachers (p. e14). There is another that focuses on paraprofessionals for recruitment and training to become teachers (p. e15). The district

also recruits students from historically Black Colleges and Universities to participate in an alternative pathway to certification (p. e15). These and other strategies clearly support the efforts by the applicant to tailor each strategy to target specific areas of need in the district. solution with those areas of need.

Weaknesses (if applicable):

It is not clear why the applicant did not include additional information about the placement process and how it will meet the needs of targeted school.

Reader's Score: 4

Status: Submitted

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