

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

Status: Submitted

Last Updated: 07/10/2020 01:47 PM

## Technical Review Coversheet

**Applicant:** Marlboro County School District (S374A200024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	30
<b>Sub Total</b>	30	30
<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	25	25
<b>Sub Total</b>	45	45
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	115

# Technical Review Form

Panel #3 - TSL - 3: 84.374A

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

Applicant: Marlboro County School District (S374A200024)

## Questions

### Selection Criteria - Need for Project

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

Reader's Score: 25

#### Sub

1. (i) 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:

(i) The applicant has provided the evidence and description of the weaknesses in services, infrastructure, and opportunities for the identified 7 schools with 3,964 enrolled students that meet the criteria for the TSL program. The gap includes students' grades, English Language Arts Proficiency (23.3% compare to state 45.4%), Math Proficiency (23.1% compare to state 45.1%), SAT (880 compare to state 1021), and percentage of economically disadvantaged students. There is also a need to provide the precise and most effective teacher professional development, increased teacher support, direction, and training that is specific to the needs of the schools and classrooms (pg.7). The applicant has identified the project strategies focused on gaps and weaknesses such as teacher retention, effective school leadership, provide targeted professional development, teacher compensation, increasing student achievement, and teacher and principal evaluation measures (pg.15).

Weaknesses: No weaknesses noted.

#### Reader's Score:

2. (ii) 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 existing funding streams from other programs or policies supported by community, State, and Federal resources.

#### General:

(ii) The applicant presented evidence that the proposed project will integrate and build on similar efforts to improve existing funding streams from other programs supported by the community, State, and Federal resources, such as DOE TSL: Empowering Educators to Excel (E3) grant which provides incentives to school leaders for increased achievement, teachers who are no longer teaching in the classroom who take on a leadership role, and as a sign on bonus to teachers who are brand new to the district (pg.15), new teachers loan forgiveness programs, and PACE program to provide teacher recruitment and retention incentives. The proposed program is to build on the performance-based compensation system (PBCS) model by providing incentives for teachers, principals, and other school leaders that will increase student achievement and close achievement gaps between the highest achieving and the lowest achieving students (pg.16).

**Sub**

Weaknesses: No weaknesses noted.

**Reader's Score:**

3. (iii) **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:**

(iii) The applicants provide strong evidence that the proposed project is part of a significant comprehensive effort to improve teacher recruitment, professional development and teacher evaluation. For example, the initiative will involve hearing from all stakeholders, ensuring that they have a voice in determining the needs and design of this project, teachers' professional development, and best practices for retention.

Weaknesses: No weaknesses are noted.

**Reader's Score:**

4. (iv) **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:**

Strengths: The applicant provides substantial assessment, measurable performance goals, objectives and activities, and approaches to identify the objectives for each activity in realistic and quantifiable and to solve the goals (Increase Student Achievement, Increase the Number of Effective and Highly Effective Teachers in the District, and Improve the Human Capital System. The objectives are specific and quantifiable and well-presented in the proposal.

Weaknesses: No weaknesses are noted.

**Reader's Score:**

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

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

**Reader's Score: 30**

**Sub**

1. (i) **The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

Strengths:

The applicant provides a rationale for the proposed goal, and objectives are well situated in the literature, which includes 1) develop evaluation system for teachers and creating strong resilient classrooms 2) teachers professional development for student achievement and increase student learning 3) conduct conferences with for teachers and principals in order to determine their needs, 4) provide monetary incentives, and 5) Provide Professional Learning Communities (PLC) support (pg.27). The objectives are specific and measurable and well-

## Sub

presented in the proposal. The applicant proposed goals are apparent and include a detailed discussion of the measurable activities, approaches, timetable, and responsibilities indicated for the proposed project activities and are highly likely to yield reliable information to guide possible replication of this project.

The applicant does a great job of documenting their strategies for ensuring a well-developed project. The applicant provides a logic model that describes the resources, activities, outputs, short and long-term outcomes, and the impact that will assist the applicant in addressing unanticipated consequences (pg. e57). Additionally, the consistent review and analysis of data will allow for the project to address challenges as they arise.

Weaknesses: No weaknesses are noted.

## Reader's Score:

### 2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.

#### General:

Strengths:

The applicant provides sufficient evidence of a robust evaluation plan that outlines the timeline for collection, methods, person responsible and instruments to be used. The proposed design includes the use of qualitative and quantitative data measures that will yield formative and summative results (pg. 37). The applicant has designed an evaluation component that takes into consideration the inputs, activities, outputs, and short and long-term goals highlighted in the Logic Model, ensuring that a robust and detailed evaluation process is conducted.

Weaknesses: No weaknesses are noted.

## Reader's Score:

### Selection Criteria - Quality of the Management Plan

#### 1. The Secretary considers the quality of the management plan for the proposed project. 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:

(i) The applicant provides a rationale for the proposed goal, and objectives are well situated in the literature, which includes 1) develop evaluation system for teachers and creating strong resilient classrooms 2) teachers professional development for student achievement and increase student learning 3) conduct conferences with for teachers and principals in order to determine their needs, 4) provide monetary incentives, and 5) Provide Professional Learning Communities (PLC) support (pg.27). The objectives are specific and measurable and well-presented in the proposal. The applicant proposed goals are apparent and include a detailed discussion of the measurable activities, approaches, timetable, and responsibilities indicated for the proposed project activities and are highly likely to yield reliable information to guide possible replication of this project.

The applicant does a great job of documenting their strategies for ensuring a well-developed project. The applicant provides a logic model that describes the resources, activities, outputs, short and long-term outcomes, and the impact that will assist the applicant in addressing unanticipated consequences (pg. e57). Additionally, the consistent review and analysis of data will allow for the project to address challenges as they arise. For example, the information received from the teacher evaluation will be used by the principals to determine additional supports that the teacher needs and to assist the teacher in finding a position that is more suitable for them, if they are not effectively able to reach and grow the students. The applicant has presented a very specific guidance on what an effective principal must be able to, specifically

share effective teaching strategies, use coaching skills, and manage staff turnover and succession by providing opportunities for effective induction and mentoring to encourage professional growth of teachers and other school leaders.

(ii) The applicant provides sufficient evidence of a robust evaluation plan that outlines the timeline for collection, methods, person responsible and instruments to be used. The proposed design includes the use of qualitative and quantitative data measures that will yield formative and summative results (pg. 37). The applicant has designed an evaluation component that takes into consideration the inputs, activities, outputs, and short and long-term goals highlighted in the Logic Model, ensuring that a robust and detailed evaluation process is conducted.

Weaknesses: No weaknesses are noted.

**Reader's Score: 20**

### **Selection Criteria - Adequacy of Resources**

**1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

**Reader's Score: 25**

#### **Sub**

**1. (i) The likelihood that the proposed project will result in system change or improvement.**

##### **General:**

(i) The applicant presented a evidence that they have great potential and likelihood of creating system change and improvement. The applicant has had years of experience developing and delivering curriculum, instructional design, and assessment practices to guide and ensure teacher effectiveness and student learning across all grades and courses. They also promotes and focuses on student centered teaching and learning. Additionally, they will continue to provide opportunities to develop learning, thinking, and life skills. The applicant will continue to use multiple assessment data and student/teacher data to monitor, adjust, and support instruction and practices to ensure student success. They will work collaboratively and support learning through mentoring and coaching and will continue to utilize current techniques, as well as seek new and innovative ways to recruit and retain highly effective staff in its efforts to increase student achievement and growth.

Weaknesses: No weaknesses are noted.

**Reader's Score:**

**2. (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.**

##### **General:**

(ii) The applicant provided evidence of full commitment and input from schools, and community stakeholders, included in application letters of support from schools and community.

Weaknesses: No weaknesses are noted.

**Reader's Score:**

Sub

3. (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.

**General:**

Strengths:

(iii) The project shows great potential for the continued support of the project, financially and otherwise, after federal funding ends (50% matching funds). The school-based leaders and teachers, including community members and leaders will also play an active role in grant activities, and they will also have active roles in the various project teams (pg.40).

Weaknesses: No weaknesses are noted.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

1. Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.

An applicant must--

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).

**General:**

The applicant provides strong evidence in the proposed project to (CCP 1, P.1) the Human Capital Management System as many of the proposed project activities uses established multi-metric teacher evaluation system to focus instructional supports towards the teachers most in need. With a specific focus on to increase student achievement, increase the number of effective and highly effective MCSD teachers, and improve the human capital management system as a foundational component and logic tool for the proposed plans as articulated in the proposed application.

Weaknesses: No weaknesses are noted.

**Reader's Score: 10**

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

1. Applications from New Potential Grantees (0, 2, or 5 points).

Under this priority, an applicant must demonstrate

- a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or

b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)

**General:**

Strengths:

a) The applicant has never received a grant, however they are the part of Department of Education in 2017, Empowering Educators to Excel (E3) grant, partnership support and growth opportunities for teachers and school leaders in 47 relatively small and/or rural schools in Delaware, Indiana, South Carolina, and Texas by creating a networked improvement community (pg.5).

b) The applicant has an active discretionary grant under the TSL program since last three years.

Weaknesses: No weakness noted.

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 07/10/2020 01:47 PM

Status: Submitted

Last Updated: 07/10/2020 01:53 PM

## Technical Review Coversheet

**Applicant:** Marlboro County School District (S374A200024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	30
<b>Sub Total</b>	30	30
<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	25	25
<b>Sub Total</b>	45	45
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	115

# Technical Review Form

Panel #3 - TSL - 3: 84.374A

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

Applicant: Marlboro County School District (S374A200024)

## Questions

### Selection Criteria - Need for Project

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

Reader's Score: 25

#### Sub

1. (i) 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 has provided the evidence of the weakness within the infrastructure of the systems that are currently in place. South Carolina ranked 43rd out of 50 states in educational performance in 2019 (pg. 22). The applicant also provides data to show disparity between the MSCD compared to the rest of the State of South Carolina. In observing the data, the MSCD is substantially lower than the number of students who passed the ELA, MATH, EOC-English, and EOC-Algebra statewide (pg. 22- Table 3). The LEA is currently a part of the E3 TLS 2017 grant (pg. 26). This indicates that the LEA has clearly identified the need for senior level support and will undergo the training to support qualified teachers and other support staff. Applicant details that by creating a means for additional compensation for teachers this will motivate or entice "effective and highly effective teaching candidates" to come to the district and stay longer (pg. 25). The plan is proposed to address the gaps and weaknesses that are preventing MSCD from being a strong school system.

#### Reader's Score:

2. (ii) 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 existing funding streams from other programs or policies supported by community, State, and Federal resources.

#### General:

The applicant has presented evidence that the proposed project will integrate and build on similar efforts to improve funding streamed through other programs, such as the Empowering Educators to Excel (E3) grant which indicates that qualified senior staff, "highly effective teachers", and new teachers are pre-existing within the district. The applicant indicates the need to support teachers who are the "boots on the ground." The E3 grant proposed that if school leaders are effective then teachers should follow. As thoroughly explored by the LEA, achievement cannot be achieved by the Senior Staff alone. The new plan has been proposed to build upon the E3 system which will expand the performance-based compensation system (PBCS) through opportunities of performance-based incentives, loan forgiveness programs, to increase student achievement and teacher retention of "highly qualified" teachers (pg. 31). Examples of how requested funds could be used are on pg. 32.

Sub

**Reader's Score:**

- 3. (iii) 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 concluded that most of its students are taught by experienced/effective teachers. This observation indicates that the plan is proposed to build upon the pilot evaluation, E3, by making a comprehensive effort to provide professional development to these qualified professionals. As a result of these efforts, the applicant reasonably supports the need for teacher improvement and more rigorous lesson planning implementation (pg. 32). The plan will provide a recruitment bonus which warrants the need for a more expanded PBCS that will attract and retain more effective and highly effective teachers to the district, including new graduates who exhibit exemplar grades (pg. 32), thus supporting the rationale of attracting effective teachers to the district in efforts to increase academic achievement. Professional development and retention will be simultaneous of each other (pg. 32). This offers the justifiable rationale that the plan includes professional development to meet the needs of each individual teacher through teacher-specific need- support. This includes pre and post conferences which is an evaluation tool that will be used in plan (pg. 33).

**Reader's Score:**

- 4. (iv) 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:**

Through a series of objectives, embedded within 3 goals, this plan is designed to appropriately address the needs of the target population in accordance with the performance measures (pm) outlined in the Department of Education TSL guidelines (increase student achievement, increase number of effective and highly effective teachers, and improvement of the human capital system)(pg. 28). By supporting these goals with specific benchmarks, this is evidence that the applicant has devised a plan that can be measured and supported by specific data-driven artifacts throughout the duration of the grant term (pg. 29). In goal 3, the applicant integrates the MCSD #345 initiative (pg. 29). Through the strategic implementation of this initiative, i.e. resiliency building courses for students (p.33), the applicant uniquely identifies the strong correlation between student academic success and affirmations (pg. 29).

**Reader's Score:**

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

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

**Reader's Score: 30**

Sub

- 1. (i) The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

The applicant presents a well proposed project rationale for evaluating teachers using an evaluation tool that will provide feedback to teachers that will assist them in improving their teaching strategies to document accountability (pg. 43). By using an advanced evaluation system, the applicant is committed to constructing valid evidence to support the correlation between teacher evaluation and teacher effectiveness (pg. 43). Teacher evaluations will also

**Sub**

be used to appropriately place teachers in positions suitable for them (pg. 43). This justifies the need for the guidance specified in the SCDE (pg. 43). The applicant also indicates the need for ongoing and embedded professional development, like project-based learning (PBL) training, which is specifically geared towards teaching students of color and high poverty students who make up most of the student population in the district (pg. 44).

**Reader's Score:**

- 2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

With the use of pre and post conferences, the applicant focuses on teacher/principal expectations and which professional developments will be needed (pg. 47). It will also provide the baselines needed for the SCDE continual improvement model as described on pg. 46. The applicant also extensively discusses the usage of current level baseline data that will be collected in differentiated ways (i.e.: interviews, surveys, and reviews), to measure/calculate growth, address challenges, and further discuss the needs for ongoing professional development (pg. 47).

**Reader's Score:**

**Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project. 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:**

**Strengths:**

The management plan is well documented and clearly presents the roles, requirements, and responsibilities needed to support the program and carry out the objectives needed to yield adequate outcomes. The applicant has a permanent staff of administrators, teachers, and other district level professionals in place who are dedicated to the fulfillment of the roles and responsibilities identified in this plan (pg. 49). This provides the assurance that there will be validity and reliability throughout the term of the grant and beyond (pg. 49). District Staff will adequately develop and guide the LEA through a series of teacher effectiveness tools and strategies analyzing various assessments and observations (pg. 49). The LEA's superintendent will serve as the Project Director (pg. 50). A qualified project manager will spend 100% of his/her time on the project (pg. 50). This is adequate and appropriate given the extent of his/her responsibilities specified in the management plan (pg. 49). MSCD will match the TSL funding at 50% of the project. This financial commitment is evidence that the LEA committed to fully implementing the proposed plan. Several positions will be created, as discussed in the plan, to manage, monitor, and ensure that the program begins on time and work continues within the parameters outlined in the budget (pg. 51-pg. 53).

**Weaknesses:**

N/A

**Reader's Score: 20**

## Selection Criteria - Adequacy of Resources

1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

Reader's Score: 25

Sub

1. (i) The likelihood that the proposed project will result in system change or improvement.

### General:

The applicant proposes a well-developed description, building upon the internal structure, current effective techniques, instructional design, and continued multiple assessment data analysis that has been previously utilized in South Carolina (pg. 54). The applicant will also continue to utilize, as well as implement, new innovative strategies intended to recruit and retain effective and highly effective teachers (pg. 54). This effort, along with the proposed enhanced teacher evaluation model and appropriate feedback, will ensure that student achievement will continue throughout the duration of the project and beyond (pg. 54).

Reader's Score:

2. (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.

### General:

The applicant adequately provides details, as proposed in the plan, that will help to increase capacity and attract/retain effective and highly effective teachers, such as on-going staff development and the implementation of the teacher mentor program. These initiatives are targeted to expand the duration of the services needed as proposed in the plan to further address and meet the needs of the target population (pg. 54). By providing 50% of the fund dollars needed to match the requirement of this grant, the applicant has already laid the groundwork needed to reasonably build and sustain the proposed plan (pg. 55).

Reader's Score:

3. (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.

### General:

There is evidence that the applicant has specifically composed routine cost-control mechanisms that will provide a "checks and balances" type-system to ensure that the project's costs are aligned with the proposed budget (pg. 55). This will be managed by District level administrators (pg. 55). MCSD's proposed plan demonstrates commitment by progressively seeking systematic changes and endeavors that will ensure that the goals and objectives outlined will be met beyond the grant term (pg. 55). MCSD will enthusiastically seek partnerships and continue to write grants to support project-related initiatives during the 3 years of the grant (pg. 55). Additionally, letters of commitment from stakeholders have been documented in support of the implementation of this project, providing the assurance that the proposed plan will be fully administered to validity (pg. 55).

Reader's Score:

## Priority Questions

### Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones

1. Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.

An applicant must--

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).

#### General:

Strengths:

The applicant provides strong evidence in the proposed project (CCP 1, P.1) to evaluate the Human Capital Management System to include objective performance measures that are specifically related to the intended outcomes of the project. The applicant has designed an exhaustive evaluation model that will provide data for examining the effectiveness of the project implementation. By conducting ongoing observations, which include pre and post conferences, the applicant will be able to evaluate and adjust implementation while concurrently seeking new ways to innovatively provide school-specific professional development in order to meet the exact needs of each campus (pg. 19).

The applicant has thoroughly examined ways to attract and retain these highly effective teachers by utilizing valid evaluation tools, like measuring student success on the state tests and SAS EVASS results (pg. 19). The plan is also strategically designed to provide training to support teachers while simultaneously supplying them with the capacity to undertake more leadership opportunities (pg. 19). Each teacher in MCSD is required to use student learning objectives (SLOs) which serve as a baseline for student growth to measure teacher and school success (pg. 20). Along with SLOs, teachers will be comprehensively evaluated using rubric listed in the appendix. In addition, the applicant proposed using ADEPT evaluation system to evaluate teaching, learning, and attendance (pg. 20). Such methods help to ensure the validity of the evaluation results.

Weaknesses: N/A

**Reader's Score: 10**

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

1. Applications from New Potential Grantees (0, 2, or 5 points).

Under this priority, an applicant must demonstrate

- a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or
- b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)

**General:**

Strengths: The applicant has never had a TIF or TSL grant

Weaknesses: No weakness identified

**Reader's Score:** 5

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**Status:** Submitted

**Last Updated:** 07/10/2020 01:53 PM

Status: Submitted

Last Updated: 07/10/2020 02:50 PM

## Technical Review Coversheet

**Applicant:** Marlboro County School District (S374A200024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	25	25
<b>Sub Total</b>	25	25
<b>Selection Criterion</b>		
<b>Quality of the Project Design</b>		
1. Project Design	30	30
<b>Sub Total</b>	30	30
<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	25	25
<b>Sub Total</b>	45	45
<b>Priority Questions</b>		
<b>Competitive Preference Priority #1</b>		
<b>Spurring Investment in Qualified Opportunity Zones</b>		
1. CPP 1	10	10
<b>Sub Total</b>	10	10
<b>Competitive Preference Priority #2</b>		
<b>Diverse and Effective Workforce</b>		
1. CPP 2	5	5
<b>Sub Total</b>	5	5
<b>Total</b>	115	115

# Technical Review Form

Panel #3 - TSL - 3: 84.374A

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

Applicant: Marlboro County School District (S374A200024)

## Questions

### Selection Criteria - Need for Project

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

Reader's Score: 25

#### Sub

1. (i) 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 has done a solid job identifying the specific gaps and weaknesses in their district, as they relate to both students and educators, and also proposing a plan that is likely to successfully address the needs of these target populations. The proposal plans to address teacher retention, effective school leadership, teacher compensation, student achievement, and teacher and principal evaluations, as part of this project (p.30)

For many years, South Carolina has been at the bottom of academic achievement in the country (p .21), most recently ranking 43rd among the 50 states in academic performance (p.22). On average the percentage of students passing the state standardized assessments is around 25%, with some schools ranging in the single digits (p.24). H.S. students have also shown difficulties successfully completing the SAT, with an average composite scores of 880 out of 1600, compared to 1021 in the state of South Carolina (p.24). To compound these issues, the district has a high turnover rate (p.27), and higher than average number of teachers who are new or inexperienced as compared to the rest of South Carolina, and the country as a whole (p.28). Districts in South Carolina have also had difficulties hiring teachers in their field. This grant will provide a bonus to teachers who come into the district ready to teach in their field (p. 32).

#### Reader's Score:

2. (ii) 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 existing funding streams from other programs or policies supported by community, State, and Federal resources.

#### General:

The proposed project is designed to build upon existing efforts to advance student achievement and improve HCMS in the state of South Carolina. MCSD will expand its existing performance-based compensation system (PBCS) model to now provide teachers and school leaders with incentives and awards for increasing student achievement, increasing equity, and closing student achievement gaps (p. 33). MCSD is also part of the E3 grant, which provides incentives to school leaders for increased achievement. MCSD proposes to build upon this project by now providing performance based incentives to teachers, which E3 does not do (p.31).

Sub

Reader's Score:

3. (iii) **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 proposed project will also build upon a comprehensive effort within the district and through the state, to improve teaching and learning. The State agency's commitment is that all South Carolina "students are taught by teachers who are effective, in-field, and experienced, and at a minimum that low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers." All aspects of this proposal are aligned to the goals and objectives of the South Carolina state plan (p. 17). The South Carolina Department of Education also initiated the PACE program, which provided an opportunity for twenty low-income, rural school districts, including MCSD, to request funds to provide teacher recruitment and retention incentives (p.32).

Reader's Score:

4. (iv) **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:**

This project represents a comprehensive effort to advance student achievement in South Carolina. Both this project, and the E3 grant, which they are a part of, both offer performance based compensation for advances in student achievement.

Reader's Score:

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

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: 30

Sub

1. (i) **The extent to which the proposed project Demonstrates a Rationale (as defined in 34 CFR 77.1(c)).**

**General:**

The proposed project is aligned to the Department's Performance Measures. The proposed project is also grounded in evidence-based practice. Several studies have been identified and highlighted in support of the selected strategies. As an example on page 42, the applicant cited a study that measured the impact of effective teachers on children who are now adults. According to the study, children who had an effective teacher were more likely to attend college, earn higher salaries, and less likely to become teenage parents. Another example is a study cited on the importance of developing leadership skills in principals to raise student achievement. The narrative goes on to provide other examples of research studies to support the importance of evaluations (p.43); the use of assessment data and educational research to improve academic achievement (p. 44); the importance of teacher cultural competence (p.44), job embedded professional development (p.45) and teacher incentives (p. 45).

Sub

Reader's Score:

- 2. (ii) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving intended outcomes.**

**General:**

The proposed methods of evaluation will provide both formative and summative feedback. On pg. 47, the applicant provides a graphic detailing the project's feedback loop, which provides multiple points of data collection and analysis, as well as opportunities to share feedback from these data and analyses. Other examples of opportunities for the evaluation methods to provide performance feedback and periodic assessment are pre-and-ongoing analysis of student academic data to allow for comparisons across multiple points in time; walkthroughs, formal evaluations, and site visits; mid-year review conferences with school leaders to determine how the school is progressing and review student data, if available (p. 48); and end-of year discussions, to include review of the annual report, which will inform implementation of the upcoming school year (p.49). Evaluations will also provide for ongoing, feedback for improvement and differentiated professional development for teachers and staff.

Reader's Score:

#### **Selection Criteria - Quality of the Management Plan**

- 1. The Secretary considers the quality of the management plan for the proposed project. 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 district has allocated several positions to directly support this project. The Superintendent will dedicate 25% of his time as the Project Director, and has planned to hire a project manager to serve 100% on the proposed project (p.50). A data analyst will support the project manager, by collecting and monitoring data to ensure progress towards project goals. The Human Resources Director will also devote 25% of her time to lead the HCMS component. MCSD has also provided a clear and detailed project plan with clear milestones, timelines and responsibilities related to each component of the project (p.54).

Reader's Score: 20

#### **Selection Criteria - Adequacy of Resources**

- 1. The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:**

Reader's Score: 25

Sub

- 1. (i) The likelihood that the proposed project will result in system change or improvement.**

**Sub**

**General:**

The project is likely to lead to systemic change, in that it includes and accounts for each person with direct contact with students, including classroom teachers, service providers (e.g. counselors, media specialists) and instructional leaders (p. 21). The project also has buy in from school and district leaders, including the District Superintendent. Teachers and school leaders, teacher groups and associations, as well as local, state, and political leaders have all signed letters in support of this project (See Appendix – Letters of Support). Such commitments increase the feasibility and likelihood of systemic change and improvements.

**Reader's Score:**

- 2. (ii) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand serves that address the needs of the target population.**

**General:**

MCSD has presented a well-rounded plan to address student needs and build teacher capacity. The proposed project is also likely to build local capacity in that it builds upon existing efforts and addresses multiple aspects of the District's HCMS (i.e. teacher retention, effective school leadership, teacher compensation, student achievement, and teacher and principal evaluations).

**Reader's Score:**

- 3. (iii) The extent to which the applicant demonstrates that it has the resources to operate the project beyond the length of the grant, including a multi-year financial and operating model, and accompanying plan; the demonstrated commitment of any partners; evidence of broad support from stakeholders (e.g., SEAs, teachers unions) critical to the project's long-term success; or more than one of these types of evidence.**

**General:**

The project also has buy in from school and district leaders, including the District Superintendent. Teachers and school leaders, teacher groups and associations, as well as local, state, and political leaders have all signed letters in support of this project (See Appendix – Letters of Support). MCSD has also committed to continually seeking partnerships within the community and writing additional grants to support district and school-level initiatives related to this project.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority #1 - Spurring Investment in Qualified Opportunity Zones**

- 1. Under this priority, an applicant must demonstrate that the area in which the applicant proposes to provide services overlaps with a Qualified Opportunity Zone, as designated by the Secretary of the Treasury under section 1400Z-1 of the Internal Revenue Code.**

**An applicant must--**

- a) Provide the census tract number of the Qualified Opportunity Zone(s) in which it proposes to provide services; (ED Panel monitor will verify the QOZ using this link.) and**
- b) Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

**General:**

The entire project is dedicated to serving students in qualified opportunity zones (p. 8), with the intention of improving academic achievement by addressing teacher retention, effective school leadership, teacher compensation, and teacher

and principal evaluations (p.30). The applicant intends to a) Provide effective teacher evaluations, which will allow the district to identify and keep the most effective teachers and reduce the number of ineffective teachers; use principal evaluations, designed to assist principals in creating strong resilient classrooms under their supervision; provide trained and skilled teacher evaluators who can identify effective teaching and train them to be better skilled; provide pre-conferences for teachers and principals to determine their needs; e) Provide postconferences for teachers and principals to discuss teacher and student growth; offer districtwide professional development, based on teacher, school leader, and district needs to increase student learning; provide school-specific professional development to meet the exact needs of each campus; offer monetary teacher incentives that will allow teachers to receive additional compensation for going over and above their current level; offer monetary principal incentives to support their efforts to assist teachers and other school leaders; and provide professional Learning Communities (PLC). The proposed project is grounded in evidence-based practice and builds upon comprehensive efforts to improve student achievement in the district.

**Reader's Score: 10**

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

**1. Applications from New Potential Grantees (0, 2, or 5 points).**

**Under this priority, an applicant must demonstrate**

- a) The applicant has never received a grant, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, under the program from which it seeks funds (0 or 5 points); or**
- b) The applicant has not had an active discretionary grant under the program from which it seeks funds, including through membership in a group application submitted in accordance with 34 CFR 75.127-75.129, in the five years before the deadline date for submission of applications under the program. (0 or 2 points)**

**General:**

The applicant has never had a TIF or TSL grant. No weaknesses identified.

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 07/10/2020 02:50 PM