

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

Status: Submitted

Last Updated: 07/14/2020 01:47 PM

Technical Review Coversheet

Applicant: Rowan-Salisbury School System (S374A200044)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	25	24
Sub Total	25	24
Selection Criterion		
Quality of the Project Design		
1. Project Design	30	30
Sub Total	30	30
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	25	25
Sub Total	45	45
Priority Questions		
Competitive Preference Priority #1		
Spurring Investment in Qualified Opportunity Zones		
1. CPP 1	10	10
Sub Total	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Sub Total	5	5
Total	115	114

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #1: *****

Applicant: Rowan-Salisbury School System (S374A200044)

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: 24

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:

Overall: The application proposal demonstrates adequate evidence addressing some levels of need for the proposed project.

Strength:

The application proposal demonstrates adequate evidence of need for the proposed project. The applicant provides clear gaps and weaknesses of limited infrastructure, low student achievement, high teacher and school leader turnover, lack of diversity of workforce, and fragmented HCMS for the proposed project. The applicant presents a dashboard of significant demographic and geographical chart. For example, the applicant identifies a diverse student population with 50% of student residing in a low socioeconomic situation, 64% of students living in poverty, 42% of teacher turnover, and 50% of 1st year of teaching experience (p. e15-e24, e95-e106).

Weakness:

The applicant would benefit from detailed achievement data, teacher and school leader turnover, and diversity statistics in workforce (p. e19-e24).

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:

Overall: The applicant presents clear information on the integration of related efforts and funding to improve relevant outcomes for the proposed project.

Strength:

The applicant builds on promising practices from promising practices and pilots such as literacy, technology and curriculum initiatives. The applicant describes an acceleration of a system-wide student-centered school system to

Sub

improve student academic outcomes. The applicant leverages its resources and funds to build alignment, coherence, and accountability across all systems for district-wide change. The applicant establishes a funding network and funding streams of equity-based and learner-centered educators for a coherent human capital management system (p. e24-e26, e85-e90).

Weakness:

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:

Overall: The applicant presents comprehensive efforts for quality teaching and learning.

Strength:

The application proposal creates a robust competency-based model and problem-based learning professional development for instructional teaching and student learning. The applicant proposes a student-centered school system of a coherent human capital management system and performance-based compensation system. The applicant presents public-private partnerships to increase organizational transformation across targeted high needs schools. The applicant outlines improvement efforts of higher levels of student learning outcomes. Additionally, the applicant promotes persistent efforts to teaching and learning with rigorous academic standards for students (p. e18, e26-e29).

Weakness:

No weakness 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:

Overall: The applicant presents an appropriate design to address the needs of the target population.

Strength:

The applicant adequately uses a directional system to inform learning and best practices; engage with stakeholders; and examine evolving opportunities. The applicant presents evidence of a diverse teaching force with promising potential to greater educational success. The applicant describes how the proposed program leads to academic achievement and professional development of teachers and administrators. The applicant builds local capacity and improve services that address the needs of the target population (p. e25-e31).

Weakness:

No weaknesses 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:

Overall: The applicant provides a strong rationale.

Strength:

The applicant provides a strong rationale. The rationale builds upon the district's directional system and research literature review of equity and personalized learning practices. The applicant presents a relevant logic model with a clear theory of action and evaluation strategy to meet intended outcomes. The applicant provides an effective school design in improving educator evaluation and supporting professional development aligned to district's strategic direction. The applicant adequately demonstrates a sound logic model of outputs, outcomes, and activities aligned with the goals and objectives of the proposed project (p. e32-e35, e60, e85, e107-e108).

Weakness:

No weaknesses 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:

Overall: The applicant presents a comprehensive mixed methods design.

Strength:

The applicant presents a comprehensive mixed methods design that provide triangulated performance feedback and periodic progress. The applicant engages Transcend research and development nonprofit, Friday Institute, and North Carolina State University to carry the research methods addressing appropriate review practices. The applicant indicates clear data collection and described analysis of quantitative and qualitative data. The applicant engages an external evaluator to leverage local and state-level strategies of high-quality curriculum, assessments, and aligned professional development (p. e31-e48, e87-e88).

Weakness:

No weaknesses 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:

Overall: The applicant provides a comprehensive management plan for the proposed project.

Strength:

The applicant provides a comprehensive management plan for the proposed project. The applicant presents an education collaborative monitor progress and project activities weekly. The applicant describes how the applicant plans to achieve the objectives of the proposed project on time and within budget. The applicant presents a management plan aligned with project objectives, activities and milestones for achieving each task and activity. Additionally, the applicant provides a detailed timeline for accomplishing tasks and clear lines of responsibility implementing program components. The applicant proposes a sound timeline highlighting milestones to accomplish each phase of the project. The applicant presents strong capacity of key personnel with reasonable time commitments for proposed scope of work (p. e50-e55, e91-e93).

Weakness:

No weaknesses 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:

Overall: The applicant demonstrates strong likelihood of proposed project resulting in system change.

Strength:

The applicant demonstrates strong likelihood of proposed project resulting in system change. The applicant presents the systemic components to support the district's directional system. The applicant identifies committed partnerships of local, state and federal funding sources to sustain project activities beyond the federal funding period. The applicant creates a broad base of services from community members, university partners, and foundations as evidenced by letters of support and match funding annually. The applicant provides relevant resources such as preservice training, internships, student teaching sites, placement after graduation (p. e57, e80, e93).

Weakness:

No weaknesses 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.**

Sub

General:

Overall: The applicant presents sufficient resources to build local capacity to meet the needs of the underserved population.

Strength:

The applicant presents sufficient resources to build local capacity to meet the needs of the underserved population. For example, the applicant introduces the innovative and cost-effective talent pipeline strategies that expand and build on through this proposed project. The applicant presents personalized learning lab school and the learner centered leadership lab. The applicant identifies problem-based learning lessons, professional development, and incentives for teachers and school leaders based on student growth and mastery. The applicant introduces innovative and cost-effective talent pipeline strategies that expand through this proposed project (e54-e57).

Weakness:

No weaknesses noted.

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:

Overall: The applicant presents sufficient resources to operate beyond the proposed program.

Strength:

The applicant presents sufficient resources to operate beyond the proposed program. The applicant provides reasonable cost with extensive budget narrative and proof of indirect costs. For example, the application proposal provides partner commitment contribution of 5.5 million dollars in match funding annually, and has a commitment of slightly over two million dollars from project partners annually. The applicant benefits from the investment with a broad base of support from community members, university partners, and local and regional foundations. For example, funds have been used to support professional development, coaching and the development of a teaching and learning guidebook (p. e54-e57, e104).

Weakness:

No weaknesses 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:

Overall: The applicant provided clear information on areas with opportunity zone census tract numbers and related services.

Strength:

The applicant presents twenty-five high needs schools with 50% or more identified as socioeconomically disadvantaged within the qualified opportunity zone. The applicant presents a project to serve teachers, principals, and other school leaders in all 34 high needs schools. the applicant provides a chart of the identifying participating schools, enrollment, percentage of economically disadvantaged students, and identification of schools in qualified opportunity zone with census track number (p. e19).

The applicant provides services with an accelerate system-wide implementation of a student-centered school system. The applicant describes the approach to strengthen efforts to strategically manage school change and build system coherence. The applicant specifies the redesign of a human capital management system and a structured performance based compensation system that prioritizes recruitment and retention of highly qualified educators (p. e19).

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:

Overall: The applicant provides clear information of never receiving a TIF or TSL grant.

Strength:

The applicant has never had a TIF or TSL grant.

Weakness:

No weaknesses identified

Reader's Score: 5

Status: Submitted
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Status: Submitted

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Technical Review Coversheet

Applicant: Rowan-Salisbury School System (S374A200044)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	25	23
Sub Total	25	23
Selection Criterion		
Quality of the Project Design		
1. Project Design	30	30
Sub Total	30	30
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	25	25
Sub Total	45	45
Priority Questions		
Competitive Preference Priority #1		
Spurring Investment in Qualified Opportunity Zones		
1. CPP 1	10	10
Sub Total	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Sub Total	5	5
Total	115	113

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #2: *****

Applicant: Rowan-Salisbury School System (S374A200044)

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: 23

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:

Strengths:

The application focuses on 34 qualified opportunity zones schools(e19 and e19). The application describes the needs in the school district (e19 – 23). The application states how each need or gap can be addressed with the grant (e19- 31). The application provides research to state how each need will be effectively addressed.

Weaknesses:

This application did not provide student achieving data. It did not provide diversity of workforce retention, and did not make a connection between the diversity and student achievement.

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:

Strengths:

The application focuses on 34 qualified opportunity zones schools(e19 and e19). The application describes the needs in the school district (e19 – 23). The application states how each need or gap can be addressed with the grant (e19- 31). The application provides research to state how each need will be effectively addressed.

Weaknesses:

This application did not provide student achieving data. It did not provide diversity of workforce retention, and did not make a connection between the diversity and student achievement.

Reader's Score:

Sub

- 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:

Strengths:

The application focuses on 34 qualified opportunity zones schools(e19 and e19). The application describes the needs in the school district (e19 – 23). The application states how each need or gap can be addressed with the grant (e19- 31). The application provides research to state how each need will be effectively addressed.

Weaknesses:

This application did not provide student achieving data. It did not provide diversity of workforce retention, and did not make a connection between the diversity and student achievement.

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 application focuses on 34 qualified opportunity zones schools(e19 and e19). The application describes the needs in the school district (e19 – 23). The application states how each need or gap can be addressed with the grant (e19- 31). The application provides research to state how each need will be effectively addressed.

Weaknesses:

This application did not provide student achieving data. It did not provide diversity of workforce retention, and did not make a connection between the diversity and 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:

Strengths:

The application states it will rely on partnerships to help meet the goals and objectives (e24). The district has a 5 year commitment and resources that is invested in technology that will help meet the applications goal (e25). The application provides a logic model that states the resources, activities, and expected outcomes. The application provides third party partners it will utilize to help meet the objectives (e33). The application gives stages and metrics that must be met before proceeding to the next goal (e34 – e35). The application ties All elements to the overall goals and needs. The application provides a timeline that each metric must meet (e46 -48). The application provides how the money will be disbursed (e 49).

Sub

Weaknesses:
None

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 application states it will rely on partnerships to help meet the goals and objectives (e24). The district has a 5 year commitment and resources that is invested in technology that will help meet the applications goal (e25). The application provides a logic model that states the resources, activities, and expected outcomes. The application provides third party partners it will utilize to help meet the objectives (e33). The application gives stages and metrics that must be met before proceeding to the next goal (e34 – e35). The application ties All elements to the overall goals and needs. The application provides a timeline that each metric must meet (e46 -48). The application provides how the money will be disbursed (e 49).

Weaknesses:
None

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 application provides a timeline with milestones for 5 years (e38). Each objective is listed on the time line and task are provided. The application list each person that will be responsible for each part of the grant (e53). The application list their qualifications and responsibilities (e53). The application provides resumes that each personnel is qualified for their respective role. The application provides in the appendix the final plan.

Weakness: None

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:**

Sub

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

General:

Strengths:

The application clearly states how this project will build local capacity. The application states the population the grant will service (e55 – 66). The application states how the solutions will engage the community and obtain buy-in. The application states how the district will contribute to the on-going of this project and other invested partnerships (e66 – 68).

Weaknesses:

None.

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:

Strengths:

The application clearly states how this project will build local capacity. The application states the population the grant will service (e55 – 66). The application states how the solutions will engage the community and obtain buy-in. The application states how the district will contribute to the on-going of this project and other invested partnerships (e66 – 68).

Weaknesses:

None.

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:

Strengths:

The application clearly states how this project will build local capacity. The application states the population the grant will service (e55 – 66). The application states how the solutions will engage the community and obtain buy-in. The application states how the district will contribute to the on-going of this project and other invested partnerships (e66 – 68).

Weaknesses:

None.

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 application list the opportunity zone school that will be part of the project.

Weakness: None

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 weaknesses identified

Reader's Score: 5

Status: Submitted
Last Updated: 07/10/2020 11:42 AM

Status: Submitted

Last Updated: 07/09/2020 11:33 PM

Technical Review Coversheet

Applicant: Rowan-Salisbury School System (S374A200044)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	25	23
Sub Total	25	23
Selection Criterion		
Quality of the Project Design		
1. Project Design	30	30
Sub Total	30	30
Selection Criteria		
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Adequacy of Resources	25	25
Sub Total	45	45
Priority Questions		
Competitive Preference Priority #1		
Spurring Investment in Qualified Opportunity Zones		
1. CPP 1	10	10
Sub Total	10	10
Competitive Preference Priority #2		
Diverse and Effective Workforce		
1. CPP 2	5	5
Sub Total	5	5
Total	115	113

Technical Review Form

Panel #6 - TSL - 6: 84.374A

Reader #3: *****

Applicant: Rowan-Salisbury School System (S374A200044)

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: 23

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:

- Specific gaps or weaknesses in services, infrastructure, or opportunities have been clearly identified using district-level data. Identified gaps that this project can address are: low student achievement gains; high teacher/leader turnover; diversity in the district workforce; lack of systemic HCMS framework; lack of structured Performance-Based Compensation System; and aligning educator evaluation to district needs. The nature and magnitude of the identified issues are well-supported by research and district data.

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 appropriate to address identified needs because there are clear connections between most of the identified needs and how this grant will help the district address them. Each need (except one addressed in the weaknesses section) has its own solution. For example, "low student achievement gains" will be addressed by reducing the "churn of inexperienced teachers" and the number of "principals [who] have less than five years' experience at their current school."

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 is clearly part of a comprehensive district renewal program designed to improve teaching and learning and support rigorous academics for students. The applicant has proposed a well-aligned, "integrated HCMS structure with a coherent set of policies and practices that work together to attract, develop, motivate, and retain educators with the competencies to achieve the district goals and improve student

Sub

achievement.”

- Research and district data indicate that this project is appropriate and will be successful based on identified needs. Other programs are already in place that this project will build on, including renewal funds and the “five-year investment in technology resources.”
- The successful pilot work supports the need for this project.

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:

Weaknesses:

- The link between the need for workforce diversity and the grant is unclear. While it is clear that workforce diversity is linked to student success, the applicant does not explain how the grant will be used specifically to address this issue.
- More detail about student achievement data would be useful in understanding potential outcomes.

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 has clear goals: “1) increase students achievement; 2) increase the efficiency of the HCMS to recruit, develop, and retain excellent educators; 3) build a supportive, coherent and sustainable infrastructure for student-centered learning; and 4) create a bank of professional learning resources for personalize professional growth and model best practices.” Based on these goals, the rationale involves building a research-based system to scale up effective school design, improve evaluation, and support professional development. The HCMS & PBCS systems are central to the goals and rationale.

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 methods of evaluation will provide performance feedback throughout the course of the project. For example, each goal has been aligned to ongoing feedback systems to ensure that feedback is continual and monitored by outside evaluators.
- The logic model is a strength (pp. e32-33 & p. e60). Each piece of the project, along with the theory of action, objectives, and measurement, is clearly discussed and well-connected.

Sub

Weaknesses:

- No weaknesses 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:

Strengths:

- The management plan is poised to help the applicant achieve the objectives of the proposed project on time and within budget based on the clarity and high level of detail provided in the project narrative . The project leaders and staff are well suited for this project with their particular strengths clearly explained in the application (pp. e50-e53) and in the resumes provided in the appendices.
- The management plan includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks, including roles for key employees in the district, a clear plan for each year of the project, and an explanation “systemic processes and procedures that are applied with fidelity and consistency” to ensure project completion. The appendices include a clear chart of responsibilities for major members of the team (p. e105). These include, for example, which team members will coordinate with external evaluators and partners and who will oversee design and monitoring of the professional development piece of the proposed project.

Weaknesses:

- No weaknesses 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:

- Based on the data provided, the proposed project is likely to result in system-level change because it clearly leverages flexibility within the district to build HCMS & PBCS systems that will increase the number of effective teachers and leaders across the district and positively impact student success. The pilot projects show promising data that lend credence to the likelihood this proposed project will result in systemic improvement.

Sub

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 proposed project will build local capacity to address the needs of the target population through new HCMS & PBCS systems that go beyond what the district has already been doing to increase student achievement.

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 applicant successfully demonstrates that it has the resources to operate the project beyond the length of the grant from matching funds, project partners, and rearranging other priorities to sustain the grant work after the grant ends (pp. e55-e56). Detailed letters of support demonstrate the strong commitment of multiple partners by offering evidence of broad, thoughtful support from stakeholders critical to the project's long-term success, such as non-profits, government officials, and local institutions of higher education.
- The appendices include a clear multi-year financial and operating model that shows how the project will be sustained during and after implementation.

Weaknesses:

- No weaknesses 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--

- 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**
- Describe how the applicant will provide services in the Qualified Opportunity Zone(s).**

General:

Strengths:

- The applicant provides the census tract number of the Qualified Opportunity Zones, showing that six of the schools in the proposed project are located in a Qualified Opportunity Zone.
- The applicant will provide services strengthen efforts to strategically "manage school change and build system coherence, develop a Human Capital Management System (HCMS) and a structured Performance Based Compensation System (PBCS) that prioritizes recruitment and retention of highly qualified educators" to increase student achievement in the Qualified Opportunity Zones throughout the proposed project (p. e19).

Weaknesses:

- No weaknesses 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:

The applicant has never had a TIF or TSL grant.

No weaknesses identified.

Reader's Score: 5

Status: Submitted

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