

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

Status: Submitted

Last Updated: 08/10/2016 04:46 PM

## Technical Review Coversheet

**Applicant:** NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (U374A160022)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	45	44
<b>Selection Criterion</b>		
<b>Professional Development Systems</b>		
1. Development Systems	15	15
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	2	0
<b>Improving Teacher Effectiveness</b>		
1. CPP 2	5	5
<b>Total</b>	<b>107</b>	<b>104</b>

# Technical Review Form

Panel #5 - Teacher Incentive Fund - 6: 84.374A

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

Applicant: NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (U374A160022)

## Questions

### Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

#### General:

##### Strengths:

The proposed project will serve in an area that has an average poverty rate of 87%. The applicant provides a complete list of schools that will be served and their respective rates of poverty. The applicant also details an extensive plan (already in place) to support and provide coalitions and opportunities to share effective strategies that have worked to address the common vision of the LEAs to increase access to highly effective teachers in order to improve the outcomes for its high needs schools (p.e19).

##### Weakness:

None found

Reader's Score: 20

### Selection Criteria - Quality of Project Design

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

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Reader's Score: 44

#### 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:

##### Strengths:

The applicant provides a thorough list of why and how the proposed plan will address and improve on current human capital practices of the collaborating LEAs. The proposed plan details improvements that will address recruitment, professional development and support for teachers and principals, and evaluations for both teachers and principals. The applicant also outlines strong plans to address an improve current teacher and principal performance pay/incentives, as well improve teacher retention and advancement (p.e23-e29).

##### Weakness:

None found

**Sub Question**

**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 project services.**

**General:**

**Strengths:**

The applicant outlines a collaboration between the non-profit organization and 12 LEAs in Louisiana. The proposed project will reach 49 high needs schools, in which the leadership of each district has provided input that was used to create the proposed plan (p.e31). The applicant provided strong further evidence of collaboration through the letters of support and the fact that the state implemented and funded programs that directly aligned with the best practices from their on-going plan (p.e31).

**Weakness:**

None found

**Reader's Score:**

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

**General:**

**Strengths:**

The applicant detailed a strong connection to research based theories with proven results. The proposal outlines several theories of action, which increase teacher effectiveness and provide support and training to create teacher leaders (p. e32). The applicant provides a graphic that details a thorough plan that shows how the proposed plan will increase student achievement (p. e33).

**Weaknesses:**

However, the applicant does not clearly align its practices to a specific theory of action (appendix C, e62).

**Reader's Score:**

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

**General:**

**Strengths:**

The proposed program will align with the Louisiana State Equity Plan, which also seeks to provide equitable access to effective educators (p.e13) through a comprehensive teacher evaluation plan, performance pay and support initiative enacted by the state(p.e35-e36). In addition, the state also provides funding to additional programs that share the same goal of recruiting and supporting new teachers in order to increase their effectiveness (p. e35-e37).

**Weakness:**

None found

**Reader's Score:**

**Selection Criterion - Professional Development Systems**

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

**Reader's Score:** 15

**Sub Question**

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

**General:**

**Strengths:**

The applicant details a high quality plan for professional development that will incorporate professional development opportunities during the duty day. The plan proposed that teachers' collaborate weekly in small group professional development (p. e39).

**Weakness:**

None found

**Reader's Score:**

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

**General:**

**Strengths:**

The applicant provides a detailed plan that encompasses data analysis of teacher performance in order to determine professional development needs for individual teachers as well as groups of teachers. The proposal details an evaluation process where each teacher receives an individual growth plan that provides them detailed areas of strengths and weaknesses(p.e38). In addition the proposed plan seeks to provide focused professional development and support during the school day, which will include small group learning, as well as mentor teacher support (p. e39).

**Reader's Score:**

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

- 1. 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 applicant describes a comprehensive plan that informs the evaluation process, as well as the professional development opportunities offered to teachers. The proposed plan will also provide a clear timeline of support, strategies and responsibilities. The professional development opportunities are based on the analysis of teacher and student needs (p. e42). The applicant also provides a thorough plan of projects that will also improve student success and access to highly effective teachers (p. e43-e44).

**Weakness:**

None found

Reader's Score: 15

### Selection Criteria - Adequacy of Resources

1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--

Reader's Score: 5

#### Sub Question

1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.

#### General:

##### Strengths:

The applicant presents a strong plan that incorporates input from teachers and principals from the individual school systems. The applicant describes a focused plan for stakeholders to commit to evaluate and provide feedback about the plan after implementation (p.e50).

##### Weakness:

None found

Reader's Score:

2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.

#### General:

##### Strengths:

The applicant demonstrates a thorough plan to ensure long-term sustainability of the project, which includes building buy-in and teacher capacity using training and support. The plan also presents a plan for districts to use non-TIF funds to support the performance based compensation portion of the plan. The plan outlines the gradual release of additional funded positions, as teachers capacities increase, there will be no need for the increased funding (p. e50).

##### Weakness:

None found

Reader's Score:

### Priority Questions

#### Competitive Preference Priority - Supporting High-Need Students

1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.

**General:**

**Strengths:**

The application provides evidence that the student population that will be impacted by the plan will include rural, suburban, and urban community schools (p. e16).

**Weakness:**

The impacted community schools should be exclusively rural in order to meet the requirement.

**Reader's Score: 0**

**Competitive Preference Priority - Improving Teacher Effectiveness**

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

**To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:**

**Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.**

**General:**

**Strengths:**

The proposed plan outlined its main goal as increasing the reach of effective teachers to the districts' most needy students. The plan outlines the creation of a common vision to improve instructional impact (p. e16). The plan proposes that the LEAs will use data sources including evaluation data and HCMS to equitably distribute effective educators throughout the districts in order to further increase their influence on student success. The plan also proposes that there will be a multitude of data sources (including teacher and principal evaluation and student achievement data) in order to further build their HCMS (p. e.28-e31).

**Weakness:**

None found

**Reader's Score: 5**

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**Status:** Submitted  
**Last Updated:** 08/10/2016 04:46 PM

Status: Submitted

Last Updated: 08/10/2016 05:39 PM

## Technical Review Coversheet

**Applicant:** NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (U374A160022)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	45	44
<b>Selection Criterion</b>		
<b>Professional Development Systems</b>		
1. Development Systems	15	15
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	2	0
<b>Improving Teacher Effectiveness</b>		
1. CPP 2	5	5
<b>Total</b>	<b>107</b>	<b>104</b>

# Technical Review Form

Panel #5 - Teacher Incentive Fund - 6: 84.374A

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

Applicant: NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (U374A160022)

## Questions

### Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

#### General:

##### Strengths:

The applicant has noted their selection of partner districts that serve high poverty, high minority populations. Some of the schools are rated the highest poverty schools and the Louisiana Department of Education has also identified them as priority/focus schools (p. e17).

Existing partnerships have paved the way for transformative change in the districts with equitable access to effective teachers and principals through TAP, The System for Teacher and Student Advancement, which has correlated with increased teacher effectiveness and the recruitment and retention of effective teachers (p. e19).

They plan to use best practices to create an integrated and comprehensive human capital management system to increase educator effectiveness and student achievement by developing a cadre of teacher leaders who will focus on district, school, and classroom levels (p. e21).

Given the existing relationships and the momentum already present, this application has a high degree of probability to build local capacity to provide, improve, or expand services that address the needs of the target population.

Weaknesses: None noted.

Reader's Score: 20

### Selection Criteria - Quality of Project Design

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

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Reader's Score: 44

#### 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:

##### Strengths:

The applicant has conducted a comprehensive evaluation of the current status, challenges, and proposed changes for the HCMS for the partner districts. This analysis will allow them to align the districts' visions for instructional improvement and to use educator effectiveness data for instructional improvement across districts (pp. e23-26).

Weaknesses: None noted.

**Sub Question**

**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 project services.**

**General:**

**Strengths:**

It is apparent that the focus and strategies in this proposal have been developed in consultation with the leadership of the partner districts (p. e31). The letters of support included (see Appendix E) attest to a vested interest on behalf of all those involved.

**Weaknesses:** None noted.

**Reader's Score:**

- 3. (3) The extent to which the proposed project is supported by a strong theory.**

**General:**

**Strengths:**

The applicant cites a number of sources that support their work (p. e32) (see Appendix C).

**Weaknesses:**

A caution here that nothing is "proven" in research; there is only the possibility of correlations. Another caution is that an actual theory is not mentioned, so its effectiveness can only be presumed. It would have helped if an actual guiding theory was noted from all the works cited.

**Reader's Score:**

- 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.**

**General:**

**Strengths:**

Louisiana school districts have been implementing the Common Core State Standards since 2012 (p. e34).

Through student assessment, teacher evaluation, performance pay, principal support initiatives, grants for aspiring educators, grants for high need districts to design plans consistent with models for school reform, and the State Equity Plan, the applicant is well poised to utilize existing funding streams to improve the relative outcomes (pp. e34-38).

**Weaknesses:** None noted.

**Reader's Score:**

**Selection Criterion - Professional Development Systems**

- 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--**

**Reader's Score: 15**

**Sub Question**

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their**

**Sub Question**

**effectiveness.**

**General:**

Strengths:

The partner districts and the applicant have indicated they will implement the research based practices of the NIET Best Practices Center to support the improvements to the HCMS. This Center provides opportunities for PD and advancement and a PBCS (p. 23). The process of identifying strengths and weakness, trends, and performance will help determine the PD needs (p. e38). PD will be scheduled in a timely fashion to make the most out of the feedback provided (pp. e39-40).

Weaknesses: None noted.

**Reader's Score:**

2. **(2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

**General:**

Strengths:

The school leadership teams will analyze strengths and weaknesses to determine PD needs using the Web tool provided in Appendix F. The NIET evaluation process provides feedback on those areas and provides an individual growth guide for improvement. The TAP rubric will provide a visualization of areas for refinement (pp. e38-39).

Weaknesses: None noted.

**Reader's Score:**

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

1. **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 applicant's previous experience with large grants, including TIF grants, has enabled them to be able to assess human resource needs and to develop clearly defined timelines, strategies, responsibilities, and milestones to accomplish program objectives (p. e42).

The applicant has access to the services of a cadre of qualified leaders and practitioners to assist in this endeavor (pp. e43-45).

The applicant has clearly delineated the participants' roles, objectives of increasing the percentage of effective teachers and principals and the improvement of student achievement (pp. e43-47). Further, they provide an achievable outline of tasks, responsible parties, and milestones (pp. e47-49).

Weaknesses: None noted.

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

1. **In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

**Reader's Score:** 5

**Sub Question**

- 1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

**General:**

**Strengths:**

The applicant provides evidence of a plan to develop and implement a PBCS in partner districts based on the input from administration and teachers. With the districts' commitment to contribute \$1,000 per teacher for annual performance awards is indicative of their "buy in." A multitude of support letters (see Appendix E) validates the interest expressed by stakeholders (pp. e50-53).

**Weaknesses:** None noted.

**Reader's Score:**

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

**General:**

**Strengths:**

The applicant provides a timeline for district contributions to be phased in over a five year term of the grant. Additionally, districts will assume the cost of a second master teacher in years 4 and 5 of the grant. Once instructional capacity is reached, the number of master/mentor teachers can be reduced, so the costs will be reduced post grant (p. e54). The seeds for the professional network have been sown and the benefits will continue to be reaped through the PBCS.

**Weaknesses:** None noted.

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority - Supporting High-Need Students**

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

**General:**

**Strengths:**

The applicant notes that partner districts are comprised of rural, suburban, and urban community schools.

**Weaknesses:**

It would strengthen the application if the rural schools were specifically noted to help determine the effect on rural schools.

**Reader's Score:** 0

**Competitive Preference Priority - Improving Teacher Effectiveness**

- 1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.**

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

**Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators:** Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.

**General:**

Strengths:

The NIET Best Practices Center will be used to support the improvements to the HCMS. This Center provides opportunities for PD and advancement and a PBCS (p. e38). Existing partnerships have paved the way for transformative change in the districts with equitable access to effective teachers and principals through TAP, The System for teacher and Student Advancement, which has correlated with increased teacher effectiveness and the recruitment and retention of effective teachers (p. e19).

Weaknesses: None noted.

**Reader's Score: 5**

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**Status:** Submitted

**Last Updated:** 08/10/2016 05:39 PM

Status: Submitted

Last Updated: 08/09/2016 03:40 PM

## Technical Review Coversheet

**Applicant:** NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (U374A160022)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Significance</b>		
1. Significance	20	20
<b>Quality of Project Design</b>		
1. Project Design	45	44
<b>Selection Criterion</b>		
<b>Professional Development Systems</b>		
1. Development Systems	15	15
<b>Selection Criteria</b>		
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Adequacy of Resources</b>		
1. Adequacy of Resources	5	5
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students</b>		
1. CPP 1	2	0
<b>Improving Teacher Effectiveness</b>		
1. CPP 2	5	5
<b>Total</b>	<b>107</b>	<b>104</b>

# Technical Review Form

Panel #5 - Teacher Incentive Fund - 6: 84.374A

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

Applicant: NATIONAL INSTITUTE FOR EXCELLENCE IN TEACHING (U374A160022)

## Questions

### Selection Criteria - Significance

1. We will consider the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

#### General:

Strengths: The applicant proposes a developed plan for the Louisiana Building on Leadership Development (LA BOLD). The applicant's plan ensures that every student of the twelve partnering areas have been designated as LEAs (p. e13). The last six LEAs are Type 5 Charter School; their status as LEAs (Appendix F5). The total number of schools in partner LEAs is 89. The total number of high-need schools by the PBCS is 49. The LA Bold plan will have an effective teacher and principal every year which is the need of the LA BOLD targeted populated area.

Weakness: N/A

Reader's Score: 20

### Selection Criteria - Quality of Project Design

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

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Reader's Score: 44

#### 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:

Strengths: The applicant's 'Needs/Potential Intervention' of this project and Human Capital Management System (HCMS) is categorized in Table 2 (p. e24). This information provides strong evidence and reflects improvement in ways to take action. These areas include: Recruitment, Teacher PD/Support, Principal PD/Support, Teacher Evaluation, Principal Evaluation, Teacher Performance Pay/Incentive, Principal Performance Pay, Career Advancement, Retention, Dismissal, Tenure and Placement.

Weakness: N/A

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 project services.

## Sub Question

### General:

Strengths: The applicant's project plan has provided appropriate evidence from within LA BOLD as the HCMS is implemented by each partner district to align well with their instructional improvement plan. Additionally, they will use educator effectiveness including the data from: recruitment, hiring, placement, support/professional development, advancement, compensation, retention and dismissal (p. e26).

Weakness: N/A

### Reader's Score:

#### 3. (3) The extent to which the proposed project is supported by a strong theory.

### General:

Strengths: The applicant's project plan is supported by evident research from the Louisiana partnership to have grown from 5 pilot schools in 2003-2004 to more than 164 schools in 2016. The influence of the Louisiana TAP schools has gained in student achievement faster than the state average which demonstrated a closing achievement of the gaps in the math and English Language Arts Areas (Barnett, Wills & Kirby, 2015) (p. e20). TAP's Observation Rubric Differentiates Effective from ineffective Teachers from Figure 1 (p. e22). Additional information with proven results from Barnett, Wills & Kirby, 2015; Berry, Daughtrey & Wieder, 2010; Center for American Progress, 2014; Chingos & West, 2012; Stone-Johnson, 2014) (p. e32). The Theory of action from Appendix C includes a vertical alignment between the human resources practices and the district goals.

Weakness: The applicant's researched references are apparent however, a clearer perspective of the strong theory chosen with further explanation is desired.

### Reader's Score:

#### 4. (4) The extent to which the proposed project will integrate with or build on similar or related efforts to improve the relevant outcomes (as defined in 34 C.F.R. 77.1(c)), using existing funding streams from other programs or policies supported by community, State and Federal resources.

### General:

Strengths: The applicant's outcomes pertain to collaboration from all partners which are presented in a thorough investigation of research taken from a variety of sources (e.g. 2015 Louisiana COMPASS Teacher Evaluation Report, indicated that 93% of all teachers were scored as 'Effective Proficient or Highly Effective' (p. e23). Additionally, the initiatives will be complemented by a series of: recent state statues, policies, programs, and funding sources (as described on p. e20-22) and that will contribute to the success and sustainability of the projected plan.

Weakness: N/A

### Reader's Score:

## Selection Criterion - Professional Development Systems

### 1. In determining the quality of the professional development systems to support the needs of teachers and principals identified through the evaluation process, we will consider the extent to which--

**Reader's Score: 15**

**Sub Question**

- 1. (1) Each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 2(a), to improve their effectiveness.**

**General:**

Strengths: The applicant's high-quality plan for the professional development systems is to help support the needs of teachers and principals and is identified through the evaluation process. In addition, this will be extended through (1) the evaluation system providing detailed data related to teacher practices and, (2) the cadre of teacher leaders of the master and mentor teachers of the caliber who are trained in the rubric and evaluation process, to observe in the classrooms, and who provide the job-embedded professional development.

Weakness: N/A

**Reader's Score:**

- 2. (2) The plan describes how the participating LEA will use the disaggregated information generated by the proposed educator Evaluation and Support System to identify the professional development needs of individual Educators and schools.**

**General:**

Strengths: The applicant's plan has executed a chart from Figure 7 (p. e39). The chart was generated from the data of the NIET Performance Data Management System which demonstrated how often particular indicators on the TAP Rubric have been chosen as the area of refinement. Those areas that support this System report include: Lesson Structure and Pacing, Assessment, Questioning, Academic Feedback, Grouping Students and Problem Solving (p. e39).

Weakness: N/A

**Reader's Score:**

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

- 1. 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 applicant's NIET and districts will establish quarterly communications to monitor progress, ensure the implementations and further address any challenges. The evaluation will collect and analyze three objectives: (1) Increase the percent of effective teachers (2) Increase the percent of effective principals (3) Improve student achievement. The applicant's management plan milestones, responsible parties, and a timeline for completion of the project is evident (p. e47-49).

Weakness: N/A

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

- 1. In determining the adequacy of resources for the proposed project, we will consider the extent to which--**

**Reader's Score:** 5

**Sub Question**

- 1. (1) The applicant demonstrates that Performance-based Compensation Systems are developed with the input of teachers and schools in the schools and local educational agencies to be served by the grant.**

**General:**

Strengths: The applicant has provided an adequacy of resources which demonstrates appropriate usage of funds to measure performance. This will be based upon: Skills, knowledge and responsibilities, classroom level learning, Student learning and School wide student learning growth. The Districts will determine the annual distribution of performance pay which will be based upon the measures and weights assigned. Chart (Figure 9) illustrates the 'Differentiated Pay for Teachers Based on Performance and Leadership Roles' (p. e51).

Weakness: N/A

**Reader's Score:**

- 2. (2) The applicant demonstrates a plan to sustain financially the activities conducted and systems developed under the grant once the grant period has expired.**

**General:**

Strengths: The applicant sustainability to the plan is determined by the districts using non-TIF funding to take over an increasing share of performance-based compensation each year. Districts will adopt 25% in Year 3 and 50% in Year 4. By year 5, districts will fund 75% of performance-based compensation with funds provided by other local, state or federal resources. Stakeholders will consist of an advisory board, school leadership team and communication plan (p. e54).

Weakness: N/A

**Reader's Score:**

**Priority Questions**

**Competitive Preference Priority - Supporting High-Need Students**

- 1. (1) Projects that are designed to improve academic outcomes for students served by Rural Local Educational Agencies.**

**General:**

Strengths: This applicant focuses on work that will be spread across Louisiana in the northern, central and southern areas of the state. This will be the National Institute for Excellence in Teaching (NIET) and 12 of the Louisiana Local Education Agencies (LEAs) (Appendix F). The schools will encompass rural, suburban and urban community schools. These schools will encompass an average poverty rate of 87% (p. e17), and are schools among the highest poverty schools in the state. In addition, there are 12 of the targeted schools that are identified by the Louisiana Department of Education as priority (p. e16).

Weakness: The school must be rural to meet this criterion.

Reader's Score: 0

**Competitive Preference Priority - Improving Teacher Effectiveness**

1. We will consider projects that are designed to address promoting equitable access to effective teachers for students from low-income families and minority students across and within schools and districts.

To meet this priority, teacher effectiveness must be measured using an Evaluation and Support System. We are particularly interested in applications that address the following invitational priority:

**Invitational Priority-Promoting Equitable Access Through State Plans To Ensure Equitable Access to Excellent Educators: Applications that include a description of how the applicant's project promotes equitable access to effective Educators for students from low-income families and for minority students across and within districts, consistent with approved State Plans to Ensure Equitable Access to Excellent Educator.**

**General:**

Strengths: The applicant's plan for the LA BOLD districts will build its HCMS to use teacher and principal evaluations and student achievement data across points of: Teacher and Principal Evaluation, Career Advancement, Recruitment/Hiring, Placement, Dismissal, Tenure, Professional Development and Performance-based compensation. The system will have access to CODE, the NIET Performance Data Management System. This will be for storing and analyzing teacher evaluation and school data (p. e28-31). CODE's analysis will identify areas of strengths and areas for improvement in order to help inform professional development. CODE samples designed on application (p. e30).

Weakness: N/A

Reader's Score: 5

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**Status:** Submitted  
**Last Updated:** 08/09/2016 03:40 PM