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

Technical Review Coversheet

Applicant: Hyde Leadership Charter School-Brooklyn (S374A230029)
Reader #1:   **********

	Points Possible	**Points Scored**
Questions		
Selection Criteria		
Need for Project		
1. Need	20	15
Quality of Project Design		
1. Project Design	25	23
Quality of the Management Plan		
1. Management Plan	25	25
Adequacy of Resources		
1. Resources	30	22
Sub Total	100	85
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	3
Sub Total	10	8
Total	110	93

Technical Review Form

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

Applicant: Hyde Leadership Charter School-Brooklyn (S374A230029)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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:

   (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.

   (ii)   The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

   (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.

   (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.

   Strengths:

   Overview: The Building Leaders Project at HLCSB showcases a comprehensive and well-researched initiative to address specific gaps and weaknesses. By focusing on evidence-based strategies and involving stakeholders, the school can make meaningful progress in improving educational outcomes for its students. To enhance the proposal further, providing more specific plans and emphasizing community engagement would be beneficial.

   Strengths: (i) Hyde Leadership Charter School - Brooklyn (HLCSB) has conducted a thorough needs assessment to identify specific gaps and weaknesses in services, infrastructure, and opportunities. This demonstrates a proactive approach to understanding the challenges faced by the school and its students. (e21,e24)
   The needs assessment highlights the low proficiency rates in ELA and math among HLCSB students, particularly for students with disabilities. This identification of academic gaps provides a clear focus for improvement efforts and allows for targeted interventions to address these challenges. (e21,e24)
   HLCSB acknowledges the high chronic absenteeism rate among students and recognizes the detrimental effects on their learning and academic progress. This understanding shows a commitment to addressing the underlying factors contributing to absenteeism and creating a supportive environment that promotes regular attendance. (e21,e24)
   HLCSB acknowledges the challenges related to teacher turnover, lack of qualified candidates, and insufficient professional development opportunities. By recognizing these staffing deficiencies, the school can develop targeted strategies to improve recruitment, retention, and teacher qualifications. (e21,e24)
   Commitment to improving student behavior and discipline: HLCSB acknowledges the impact of student behavior issues and highlights the need to address these challenges. By prioritizing character education initiatives and providing support and incentives for teachers and school leaders, the school aims to create a positive and conducive learning environment. (e21,e24)
   (ii) The Building Leaders Project at HLCSB demonstrates strength in integrating multiple funding streams, including Title I and Title II funds, to support the proposed initiatives. This approach allows for leveraging existing resources and maximizing the impact of available funding.(e24)
   Focus on professional development and instructional coaching: The project emphasizes the importance of professional development and instructional coaching for educators. By utilizing Title I and Title II funds, HLCSB demonstrates ongoing

support and training to improve teachers' effectiveness in addressing high-needs students' academic, behavioral, and social needs. (e24)

HLCSB recognizes the need to attract and retain highly qualified and diverse candidates. By expanding and enhancing recruitment efforts, the project aims to create a more competitive compensation structure and implement strategies to increase the attractiveness of teaching positions at HLCSB. (e24)

The project acknowledges the importance of school leaders' autonomy in making decisions that meet the specific needs of the school. This approach empowers leaders and teachers to actively contribute to the improvement of overall school operations.(e24)

(iii) HLCSB has developed an HCMS that encompasses various aspects of employee management, including attraction, selection, training, assessment, and rewards. This comprehensive approach ensures a focus on improving teaching and learning outcomes and supporting rigorous academic standards. (e27-28)

The proposed project aligns with HLCSB's overall strategy for strengthening its educator workforce. The project's strategies, such as data-driven decision-making, professional development, teacher recognition, and retention, are integrated into the School Improvement Plan. This alignment ensures a cohesive and coordinated effort to improve teaching and learning. (e27-28)

The project recognizes the importance of recruiting and retaining highly qualified staff. Strategies such as participation in job fairs, outreach to diverse cultural and professional organizations, and improved mentorship programs demonstrate a commitment to attracting and supporting talented educators.(e27-28)

(iv) The Building Leaders Project demonstrates a thorough understanding of the specific needs of HLCSB. The project design is tailored to address these needs and focuses on areas such as teacher recruitment, assessment tools, instructional coaching, professional development, student attendance, and recruitment strategies. (e27-28)

The strategies and interventions proposed in the project have been validated through qualitative and quantitative data sets. This ensures that the selected tools and strategies are evidence-based and have a proven track record of improving relevant gaps and weaknesses. (e29-30)

The project involves collaboration with various stakeholders, including administrators, representative teachers, partnering agencies, and volunteer parents. The Building Leaders Project Advisory Council helps in researching and selecting the most suitable evidence-based tools and strategies for addressing the identified needs.(e29-30)

Weaknesses:

While HLCSB identifies the gaps and weaknesses, the narrative lacks specific details on the strategies and interventions that will be implemented to address these challenges. Providing more concrete plans and initiatives would strengthen the proposal's effectiveness. The narrative does not provide extensive information on community engagement and involvement in addressing the identified gaps and weaknesses. Involving the community and leveraging community resources can enhance the project's impact and sustainability.(e21)

(ii)While the project highlights the integration of funding streams and alignment with existing policies, it does not provide detailed information on how these coordination efforts will be implemented. Clearer strategies and action plans would enhance the proposal's effectiveness. Limited information on community and stakeholder involvement: The narrative does not elaborate on how the project will involve community members and stakeholders in improving relevant outcomes. Involving the community and fostering partnerships can enhance the project's impact and sustainability.(e24,e26)

(iii) no weaknesses noted

(iv) no weaknesses noted

Reader's Score: 15

Selection Criteria - Quality of Project Design

 1. **Quality of the Project Design (25 points)**

   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:

(i)   The extent to which the proposed project demonstrates a rationale.
(ii)   The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
(iii)   The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

Overview: Overall, the proposed project at HLCSB demonstrates a well-informed and evidence-based approach to addressing educational challenges. The logic model, inclusion of relevant literature, and comprehensive evaluation plan indicate a strong potential for achieving desired outcomes. Addressing the weakness by providing more details on methodological tools would further enhance the project's effectiveness and impact.

Strengths: (i) The proposed project includes a logic model that outlines the rationale behind the project components. This model demonstrates how each component is expected to contribute to improving relevant outcomes. The logic model helps stakeholders understand the cause-and-effect relationships between project activities and intended results. The logic model is informed by research, indicating that the project's design is based on evidence-based practices and strategies. This strengthens the rationale behind the proposed project and increases the likelihood of achieving desired outcomes.(e29,e30)
(ii) Inclusion of relevant literature: The proposed project demonstrates a thorough review of the relevant literature by referencing specific resources, such as "Raising the Bar on Teacher Pay" from the American Institutes for Research. This indicates that the project design is informed by existing research and best practices in the field. The project incorporates established frameworks, such as the Danielson Framework for teacher evaluation, which has been widely recognized and used in the education field. Utilizing these frameworks provides a structured approach to evaluating and improving teaching effectiveness. The project includes the use of methodological tools, such as performance-based compensation, professional development, and the Framework for Teaching Evaluation Instrument (FFTEI), to ensure the achievement of project objectives. These tools are designed to enhance teaching effectiveness, and demonstrates promotion of data-driven assessment, and support for professional growth.(e31, e33)
(iii) The project recognizes the importance of an external evaluator with expertise in program evaluation and education-focused programming. This ensures an objective assessment of project progress and outcomes. The proposal outlines a detailed evaluation plan that includes both formative and summative evaluation methods. It incorporates data collection tools such as surveys, interviews, focus groups, and performance measure data to assess progress and gather feedback from stakeholders. The evaluation plan includes regular progress reports, quarterly reviews, and ongoing data analysis to provide timely feedback and facilitate continuous improvement. This allows for adjustments and modifications to be made based on evaluation results and stakeholder feedback.(e33,e37)

Weaknesses:

(i) no weakness noted.

(ii) Limited discussion of methodological tools: The proposal briefly mentions the methodological tools, such as performance-based compensation and professional development, but does not provide comprehensive details about their implementation or how they will ensure the achievement of project objectives. More information would be needed to evaluate the quality and effectiveness of these tools. (e31,e33)
(iii) No weaknesses noted

Reader's Score: 23

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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.

Strengths:

Overview: The proposal demonstrates strong leadership, a successful track record in managing grants, and a well-structured management plan. The collaborative approach and emphasis on sustainability and capacity building further contribute to the project's potential for success.

Strengths: The project staff, including the Executive Director, Chief of Operations, and Data Collection Analyst, are described as well-qualified and experienced in implementing grant-funded programs. This ensures that the project is led by individuals who have the necessary expertise to manage and oversee its implementation. (e39,e44)
The proposal states that HLCSB has successfully received and implemented grants from the U.S. Department of Education and other funding entities in the past, demonstrating their ability to manage projects on time and within budget. This track record suggests a level of competence and organizational capacity. (e39,e44))
The management plan includes a detailed table outlining the activities, responsible parties, and anticipated timeline for each phase of the project. This provides a clear framework for implementation and ensures that tasks are assigned, deadlines are set, and progress can be monitored effectively. (e39,e44)

The proposal emphasizes collaboration among various stakeholders, including administrators, teachers, partnering agencies, and volunteer parents. This collaborative approach ensures that the project benefits from diverse perspectives and fosters a sense of shared responsibility for its success. (e39)
The proposal includes a comprehensive sustainability plan that outlines how the project's impact will be sustained beyond the grant period. By incorporating strategies for long-term success, HLCSB demonstrates a commitment to ensuring the project's lasting benefits. (e44)
The proposal acknowledges the importance of capacity building and professional development for educators. By investing in the development of staff, the project demonstrates enhancement to their skills and expertise, ultimately benefiting students' learning experiences. (e39)

Weaknesses:

no weaknesses noted

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. Adequacy of Resources (30 points)

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:

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

Strengths:

Overview: The proposal demonstrates strengths in terms of the matching funds' commitment, support from stakeholders, and the identification of potential funding sources. However, providing more details on the multi-year financial and operating model and clarifying partnership commitments would enhance the strength of the proposal's long-term sustainability plan.

Strengths: (i) The proposed project demonstrates a strategic approach to implementation, as reflected in the timeline and activities outlined in the previous sections. This strategic alignment increases the likelihood of achieving system change or improvement. The project emphasizes a data-driven approach to address the needs of educators and improve educator effectiveness. By collecting and analyzing data from various sources, such as teacher assessments and student academic achievement data, the project can identify areas for improvement and tailor professional development accordingly. The inclusion of PLCs in the professional development approach is a strength. PLCs provide ongoing peer support for teachers, facilitating collaboration, reflection, and the transfer of knowledge and skills into classroom practice. This collaborative approach enhances the likelihood of sustained improvement.(e44,e46)

(ii) The proposed project emphasizes job-embedded professional development for educators, administrators, and support personnel. This approach allows for ongoing learning and skill development that directly aligns with the needs of the target population. By providing professional development within the context of their daily work, the project builds local capacity effectively. The project's professional development approach is based on research-based strategies and proven effective practices. By incorporating core principles such as integrated content and pedagogy, active learning opportunities, and coherence with learning activities, the project ensures that the professional development provided is of high quality and impactful. The inclusion of PLCs as a key component of the professional development approach is a strength. PLCs facilitate collaboration, shared responsibility, and a culture of continuous learning among educators. They provide a platform for teachers to reflect on their practices, share ideas, and collectively work towards improving student outcomes. (e44,e49)

(iii) The applicant, HLCSB, demonstrates its commitment to the project's long-term sustainability by providing matching funds totaling 50% of the total funding request for each year of the grant-funded project. This commitment indicates that HLCSB has allocated resources to support the initiative beyond the grant period. The proposal mentions broad support from stakeholders, including teachers, principals, and the Project-specific Advisory Council. The involvement of these stakeholders indicates their recognition of the project's potential to improve academic achievement and provide support for students and educators. Their ongoing participation in the project's roll-out and evaluation process demonstrates their commitment to its long-term success. The Advisory Council will identify a list of potential private, local, state, and federal funding sources to support the project's sustainability. This proactive approach to securing additional funding beyond the grant period strengthens the project's long-term financial outlook.(e49,e51)

Weaknesses:

(i) No weaknesses noted

(ii) While the proposal mentions encouraging school-wide adoption of inquiry-oriented learning approaches that incorporate the use of digital resources and computer technologies, there is limited detail provided on how this integration will be achieved and sustained. Providing more information on specific strategies and resources for technology integration would enhance the proposal's strength in building local capacity in this area.(e44,e49)

(iii) The proposal does not provide specific details or a comprehensive plan regarding the multi-year financial and operating model. It would be beneficial to include more information on how HLCSB plans to sustain the initiative beyond the grant funding period, including projected budgets, revenue sources, and cost-saving strategies. While the proposal mentions partnerships with organizations such as Momentum Education, Generation Ready, NYC Special Education Collaborative, and Brooklyn College, it does not provide specific details on the nature and extent of these partnerships. Including more information on the commitments and contributions of these partners would strengthen the evidence of support from stakeholders.(e49,e51)

Reader's Score: 22

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a.   **In one or more of the following educational settings:**
   (1)   **Elementary school.**
   (2)   **Middle school.**
   (3)   **High school.**
   (4)   **Career and technical education programs.**

   b.   **That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**
   (1)   **Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.**
   (2)   **Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

   Strengths:

   Overview:
   The Applicant presents a well-documented proposal that utilizes evidence-based strategies to increase the quantity and proportion of well-prepared, experienced, effective, and diverse educators, which may encompass teachers, principals, paraprofessionals, or other School Leaders. The evidence-based approach is consistently demonstrated throughout the proposal, showcasing a strong commitment to improving the educator workforce.

   Strengths: In supporting educators and their professional growth, the project will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce. The strategies and new human capital practices adopted will be focused on goals related to building district leadership that mirrors the growing student population to support educators and their professional growth. Educators will receive real-time feedback to help them improve in key areas. The performance review system will also be redesigned with educators as partners to ensure evaluation metrics are transparent. By implementing these strategies and adopting new human capital practices, the project aims to build district leadership that mirrors the growing student population. Educators will receive real-time feedback, have a voice in the evaluation process, and access professional growth opportunities. This comprehensive approach will contribute to improved recruitment, outreach, preparation, support, development, and retention of a diverse

educator workforce, ultimately enhancing the overall educational experience and outcomes for students.(e57)

Weaknesses:

No weaknesses Noted

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
   Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

   Strengths:

   Overview:

   Throughout the proposal, the Applicant presents a well-documented plan that employs evidence-based strategies to enhance the quantity and representation of well-prepared, experienced, effective, and diverse educators. These educators may include teachers, principals, paraprofessionals, or other School Leaders. The consistent use of evidence-based approaches underscores the commitment to improving the educator workforce.

   Strengths: By increasing educator diversity, the applicant proposed that the human capital practices implemented as part of the project will be focused on recruiting and supporting a more diverse educator workforce that mirrors the growing student population. A system of professional learning for leaders focused on diversity, equity, and inclusion will ensure they implement professional development that fosters an inclusive and supportive school climate for diverse leaders. They want to make sure that educator diversity can closely resemble the student population. This approach ensures that educators of color received individualized support, professional development, and mentorship. (e14, e21, e55,e56) .

   Weaknesses:

   While they will ensure that educators of color received individualized support, professional development, and mentorship the short- or long-term outcome is vaguely provided and the lack of support for local capacity building needs to be addressed. (e21,e55,e56)

Reader's Score: 3

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Technical Review Coversheet

Applicant: Hyde Leadership Charter School-Brooklyn (S374A230029)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		20	17
Quality of Project Design			
1. Project Design		25	25
Quality of the Management Plan			
1. Management Plan		25	25
Adequacy of Resources			
1. Resources		30	22
	Sub Total	100	89
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	3
	Sub Total	10	8
	Total	110	97

Technical Review Form

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

Applicant: Hyde Leadership Charter School-Brooklyn (S374A230029)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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:

   (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.
   (ii)   The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

   (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.

   (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.

   Strengths:

   Overview:
   The applicant adequately demonstrates a need for the project through most elements of the selection criteria but does not adequately address others. The application identifies and addresses specific gaps in services and in demonstrating how it is part of a comprehensive effort aimed at improving teaching and learning, as well as in its implementing strategies aimed at successfully meeting the needs of the target population. The plan is unclear in how it will be linking programs/strategies and grant activities to improve relevant outcomes.

   Strengths:
   (i) 85% of HLCSB students face poverty, community plagued with violent crime, property crime rates, and gang activity focused on a thriving drug trade resulting in early trauma which affects behavior resulting in 13% of students receiving suspensions compared to a state average of 4% which will be addressed through implementation of goals to build internal capacity through efficiency evaluations, support systems, and formal and sustainable performance-based compensation system that ensures improvements in HCMS and increases the effectiveness of teachers, principals, and other school leaders (e.16-e.17, e.54). 36% of HLCSB students in grades 3-8 achieved proficiency in EA and 21% achieved proficiency in math, with children with disabilities consistently scoring low (e.18). 19% of enrolled students have disabilities and the district has chronic absenteeism with 57.5% having missed more than 10 days and 69.9% of students with disabilities missing more than 10 days which will be addressed through educator preparation and training and educator mentoring (e. 22-e.23). 36% of HLCSB's staff did not have a valid teaching certificate and 58% were teaching out of certification, higher than statewide average of 8%. 24% of the teachers are inexperienced according to the LEA's New York State report card. Making more than 50% of HLCSB students being taught by teachers without appropriate certification (e.24), This gap will be addressed through strategies which embed comprehensive instructional coaching for educators, expand professional development opportunities, and expand and enhance recruitment efforts (e.56).

   (ii) The proposed project will build on the school's Observe4success database which guides users through classroom

walkthroughs, teacher evaluations, classroom evaluations, and more to provide a clear picture of strengths and weaknesses (e.15-e.16).

(iii) The Building Leaders Project has a goal to build the internal capacity to improve student academic achievement creation of a performance-based compensation system, implement a salary structure based on teacher effectiveness, utilize the Framework for Teaching Evaluation Instrument for validated teacher and principal assessment to inform continuous improvement, embed comprehensive instructional coaching and PD to address challenges to core academic delivery in high-needs classroom, leverage partnerships and enhance online credit-earning opportunities, enhance recruitment outreach to ethnically diverse cultural and professional organizations (e.10). Personalized support and feedback involving Individualized Improvement Plans for those teachers scoring less than 3.0 on the Danielson Framework which involves one-on-one coaching with a senior teacher, and attainment of specialized certifications will support building teacher capacity (e.15). Researched strategies to address student needs include self-regulated strategy development, repeated reading, and Peer-Assisted Learning/Literacy strategies (e.19-e.20).

(iv) The application includes specific project objectives and benchmarks to address a performance-based compensation system, increase capacity of teachers and administrators through PD and PLC's, establishment of evaluations and administrator performance, student achievement in core academic subjects, implement a salary structure based on effectiveness of teachers, instructional coaching, and expand recruitment efforts, all of which will address the targeted needs of the population (e.26-e.27).

Weaknesses:

(ii) While the application mentions that the Building Leaders Project will integrate Title I and Title II funds to create systems-based change that will continue beyond the funding period, there lacks specific information on how those funds will be used. (e.25).

The proposed project does not elaborate about involvement of community members and stakeholders included within the plan which makes it difficult make conclusions about what role they will play and if there are systems or programs to continue to build this project on (e.15-e.16).

Reader's Score: 17

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 points)**

   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:

   (i)   The extent to which the proposed project demonstrates a rationale.
   (ii)   The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
   (iii)   The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   Overview:
   The project's design clearly addresses all elements of each of the selection criterion. It identifies a rationale and includes a high-quality review of the relevant literature, the use of appropriate methodological tools to ensure successful achievement of project objectives and identifies the extent to which the methods of evaluation will provide performance feedback and periodic assessment of progress toward achieving intended outcomes. Includes a high-quality plan for

project implementation.

Strengths:
(i) The proposed project demonstrates a rationale through the Logic Model which displays the problem, sub-problem, goals, and objectives along with strategies and the research base to support, along with short and long-term outcomes in Appendix A (e.54-e.56).

(ii) The applicant has included research through a high-quality review to support each of the strategies that will be implemented in the project with an accompanying bibliography (e.54-e.58).

The project will utilize the Danielson Framework as a basis for teacher and leader evaluation and insight into the professional development needs and indicating a plan for implementation (e.31).

Through review of relevant literature, the project has identified the combination of tools and methodologies to ensure successful achievement of the project's objectives which include the Framework for Teaching Evaluation Instrument and Charlotte Danielson Framework (e.31-e.32).

(iii) A highly qualified third-party External Evaluator will be hired to ensure ongoing, accurate, objective assessment of the progress towards achieving the project goals and outcomes which will encourage successful implementation of the project (e.33).

The project utilizes a variety of formative and summative evaluation procedures which will be informally reviewed and discussed weekly among key personnel and the Project Director and analyzed by the External Evaluator and data specialist which will be used to improve the project (e.33-e.34).

The project has included a table to display data to be collected, measurement tool, and collection frequency to be collected that is thorough and will support successful implementation of the project (e.26-e.27).

Weaknesses:
No weaknesses noted

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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.

Strengths:
Overview:
The quality of the management plan clearly addresses all elements of each of the selection criterion. The management plan adequately achieves the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The applicant includes a detailed timeline and responsibilities chart highlighting timelines for specific deliverables from all key partners and stakeholders involved in the project, outlined for all three years of the grant which support successful implementation of the project (e.39-e.44). HLCSB has received other U.S. Department of Education grants successfully, on time, and within budget demonstrating a history of successful implementation of grant programs (e.38). A highly qualified third-party External Evaluator will be hired to ensure ongoing, accurate, objective assessment of the progress towards achieving the project goals and outcomes supporting the proposed project being completed on time and within budget (e.33).

The project has a current plan for six positions to be filled by either current staff or by contract, which gives a general qualification and responsibilities for each. These same positions are found in the detailed timeline and responsibilities chart making the project's responsibilities clearly defined for successful implementation (e.39-e.44).Bios have been included for three of the current stakeholders which support their experience and qualifications to support the project and increasing the likelihood of accomplishing project tasks (e.81-e.90). The applicant notes that the management plan may need to be adjusted and that it is currently a strategy for the staff to follow supporting the project's ability to be flexible and adjust as necessary to meet the goals and objectives of the project (e.44).

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. **Adequacy of Resources (30 points)**

   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:

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

   Strengths:

   Overview:
   The project resources adequately address some elements of the selection criteria, but do not adequately address others. The proposed project will likely result in system change or improvement, build local capacity to provide, improve, or expand services that address the needs of the target population. However, while there is intention to operate the program beyond the length of the grant, this plan has limited evidence of commitment of partners and broad stakeholders and a sustainability plan that has not yet been drafted.

   Strengths:
   (i) The project includes a minimum of one 45-minute observation and completion of the Teacher Self-Report form which will serve as a source of data to utilize when designing and differentiating the Project training approach to meet the needs of educators, improve effectiveness, and lead to student achievement (e.45). The project will integrate PLCs to provide ongoing peer support, giving teachers practice adopting new strategies that have been learned during the individualized

professional development, and building teacher capacity (e.46).

(ii) A key component of the project for building the LEA's capacity to provide services that address student learning, social and emotional, and behavioral needs is through ongoing, reference-based job embedded professional development for all school educators, administrators, and support personnel. This is an innovative way to address the social and emotional needs of the students while also focusing on student learning. Utilizing a job embedded approach is a successful strategy that offers all those involved in the moment training and will support meeting the proposed project's goals (e.46).

The project intends for the sustained professional development approach to encourage school-wide adoption of inquiry-oriented learning approaches that incorporate the use of digital and computer technologies which promotes student motivation and builds capacity for student learning. By utilizing technology as a tool for learning, the project will increase engagement and motivation. An inquiry-oriented learning approach allows for students to gain practical knowledge while utilizing critical thinking skills (e.49).

(iii) The project has the commitment of the district as evidenced by the 50% match and Match Intent and Ability Letter from Hyde Leaderships Charter School Brooklyn (e.53).

Weaknesses:

(iii) The application lacks evidence of broad support of stakeholders such as teachers from the school, teachers' unions, or university partnerships making it difficult to know if there is a commitment to the project (e.53).

The application is lacking in support of the plan beyond the three- year grant in letters showing broad support of stakeholders. Including a projected budget plan that allows for the reader to understand how the program would be sustained beyond the grant funding would be helpful to ascertain the possible long-term success of the project (e.53, e.96-e.98).

Reader's Score: 22

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a.   **In one or more of the following educational settings:**
   (1)   **Elementary school.**
   (2)   **Middle school.**
   (3)   **High school.**
   (4)   **Career and technical education programs.**

   b.   **That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**
   (1)   **Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.**

(2)   Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Strengths:

Overview:

The application clearly demonstrates promoting equity in student access to educational resources and opportunities. The proposed is designed to promote educational equity and adequacy in resources and opportunity for underserved students in elementary, middle, and high school settings. The project examines the sources of inequity and inadequacy and implements responses that include increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve as well as improve the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.

Strengths:

The project will implement individualized professional development that is aligned to the needs of the teacher to improve the effectiveness of teaching. By using a Lead Mentor as well as an Instructional Facilitators, all teachers will receive the training that is needed to meet the needs of the students and increase learning (e.10).

The proposed project will implement a performance-based compensation system that will encourage both teacher and leader retention. Offering financial incentives is a strength in that it addresses issues with salaries and teachers or leaders leaving the profession for higher paying jobs (e.10).

The project will utilize the Framework for Teaching Evaluation Instrument for validated teacher and principal assessment to inform continuous improvement, in core academic delivery in high-needs classrooms. Having a standardized tool will increase the ability of the proposed project to meet the needs of the teachers by identifying and then addressing them through target professional development (e.10).

The application will utilize instructional coaching and professional development to address challenges and weaknesses in core delivery in high-needs classrooms. One-on-one coaching has been shown to have great success in supporting changes in teaching. Offering in the moment training in high-needs classrooms will give teachers support and new strategies, while increasing student learning (e.10).

Researched strategies to address student needs include self-regulated strategy development, repeated reading, and Peer-Assisted Learning/Literacy strategies, which will promote student learning (e.19-e.20).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
   Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

Strengths:

Overview:
The application has provided adequate evidence of a project designed to increase the proportion of well-prepared , diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity. The applicant has provided limited evidence of a need to build capacity to hire a diverse educator workforce.

Strengths:
The application is utilizing professional development opportunities to meet the needs of diverse learners which includes students with disabilities and English learners. By putting a focus on these specific groups of learners, teachers will gain strategies that impact student learning (e.18).

Implementation of a performance-based compensation system will encourage teacher and school leader retention. These financial incentives will address teacher retainment as well as recruitment and will allow for the district to attract diverse teachers through the incentives (e.10).

Weaknesses:

The applicant has listed a strategy of expanding and enhancing recruitment efforts to increase attraction and retention of highly qualified, diverse candidates reflective of the diverse student body of HLCSB. However, there is not a short or long-term outcome that aligns with this strategy. The application lacks evidence of this occurring, such as not having any letters of support from the organizations listed in the strategy (e.21).

Reader's Score: 3

Status: Submitted
Last Updated: 07/31/2023 05:28 PM

Technical Review Coversheet

Applicant: Hyde Leadership Charter School-Brooklyn (S374A230029)
Reader #3:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Need for Project			
1. Need		20	16
Quality of Project Design			
1. Project Design		25	25
Quality of the Management Plan			
1. Management Plan		25	25
Adequacy of Resources			
1. Resources		30	24
	Sub Total	100	90
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	3
	Sub Total	10	8
	Total	110	98

Panel #1 - TSL Panel - 1: 84.374A

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

Applicant: Hyde Leadership Charter School-Brooklyn (S374A230029)

Questions

Selection Criteria - Need for Project

1. **Need for Project (20 points)**

   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:

   (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.
   (ii)   The extent to which the proposed project will integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams from other programs or policies supported by community, State, and Federal resources.

   (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.

   (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.

   Strengths:

   Overview:
   The application presents a strong case of need for this project. It cites difficult life circumstances for its high-need students, a lack of qualified teachers, and low academic performance. The applicant would like to effect changes but is cash strapped. (pp. e 10-12)

   Strengths:
   (i) The applicant clearly identifies which specific gaps or weaknesses in services, infrastructure, or opportunities are present in their district. For example, the student population includes extreme academic challenges where, overall, just 36% of students in grades 3-8 achieved proficiency in ELA, and only 21% achieved proficiency in math. These figures are well below the state average and are below comparable schools with the same kinds of students. Other issues identified include high absenteeism, a high number of students with disabilities in the cohort, and a real dearth of qualified and available educators to work with them in an effective way. (p. e 22)

   (ii) In addition, the project has solid plans in the project that will address this school's dire needs. For example, in addition to addressing the pay gap for qualified educators using grant funds to reward recruitment, retention, and higher student achievement, the project has several promising instructional strategies that have proven successful in similar environments. These include self-regulated strategic development and repeated reading. The first is a writing program to improve students' academic skills through a six-step process that teaches specific academic strategies and self-regulation. The other promising practice is reading improvement strategy, one that is particularly effective for students with disabilities. (p. e 19)

   (iii) The applicant will, to the best of its ability, given its poor financial condition, attempt to the integrate with or build on similar or related efforts to improve relevant outcomes using existing funding streams. The applicant proposes use of various federal grant dollars to support the work of the school and the work in the proposal. An example is that the district will make use of Title I and Title II funds to support professional development and the attainment of Certifications, a severe area of need for the school, where a large percentage of teachers re uncertified or teaching out of

their certification areas. The newly proposed project will also use the existing resource of the district. For example, the proposed initiative will utilize the school's existing Observe4success database, which is fully customizable and able to handle the load of data related to the evaluation and compensation system to be put into place. (p. e 25)

(iv) The application clearly denotes how the design of the proposed project is appropriate to, and will successfully address, the needs of the target population. To begin with, the school must address the terrible shortage of teachers. They have had significant deficiencies in current staffing, with turnover rate of 49% of their teachers. Complicating matters further, the school has to compete with nearby schools that have higher pay. The efforts the school/district will make to attract and retain new teachers and support them with high-quality professional development is a large part of the planned project. This effort will help meet the needs of students and remedy the status of teachers, where 36% did not have a valid teaching certificate, and 58% were teaching out of certification, as mentioned previously. In order to fulfill their expectations of acquiring high quality teachers, one goal of the project that is particularly appropriate is the plan to integrate a reliable and valid teacher and principal assessment tool so that they can be fairly compensated for the impact on student learning. (p. e 29)

Weaknesses:

(i) None observed.
(ii) A weakness in the application is the lack of detail regarding community involvement and support for the project. While the proposal mentions parental involvement with the school, there is no significant detail about the involvement of the parents and the community stakeholders in the planning and implementation of the grant. (p. e 29)
(iii) None observed.
(iv) None observed

Reader's Score: 16

Selection Criteria - Quality of Project Design

1. **Quality of the Project Design (25 points)**

   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:

   (i)   The extent to which the proposed project demonstrates a rationale.
   (ii)   The extent to which the design of the proposed project includes a thorough, high-quality review of the relevant literature, a high-quality plan for project implementation, and the use of appropriate methodological tools to ensure successful achievement of project objectives.
   (iii)   The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

   Strengths:

   Overview:
   The application provides a logic model, one that is detailed and thoughtful. It contains all the elements of a strong logic model—a statement of the problems, strategies to address those problems, objectives that are clearly spelled out, and the presence of an immense catalog of research findings that buttresses the project's activities and strategies. (p. e 54) In addition, the project provides appropriate tools to methodically measure program progress and give valuable feedback. (pp. e 52-54)

   Strengths:
   (i) The application provides a logic model, one that is detailed and thoughtful. It contains all the elements of a strong logic model—a statement of the problems, strategies to address those problems, objectives that are clearly spelled out, and the presence of an immense catalog of research findings that buttress the project's activities and strategies. For example, the

logic model provides an acute statement of one aspect of the tremendous problems facing the district in terms of personnel. The proposal notes that it is far too often that
vacancies occur mid-year, leaving classrooms of students without the consistency they desperately need. When this occurs, substitute teachers lead the classes until a replacement teacher can be found – and it remains a major challenge to recruit candidates that are qualified. (p. e 54)

(ii) The project design is set up to provide an understanding of the critical needs of the students to be served. For example, the project notes that the school serves an extremely at-risk and in need population of students, living in an urban area that is fraught with high rates of crime and other social ills. Furthermore 85% of the students face poverty and are at-risk of educational failure. Given these dire circumstances, it is completely reasonable that the project would move in the direction that it does. It proposes a project that is highly researched and represents a high quality and realistic approach to the needs outlined. Some of the objectives named in the project are valid and consist of such items as to establish support for a performance-based compensation system with incremental increases for the educators to be targeted. Other objectives include one that calls for student achievement in core academic subjects will statistically improve each year when compared to baseline numbers. (p. e 54)

(iii) The application provides strong evidence of its ability to evaluate the project in meaningful ways. There are several methods of evaluation that will provide performance feedback and permit periodic assessment of progress for the grant. For example, teachers and school leaders who receive combined average framework scores of less than 3.0 will work with the Head of School and Instructional Team to develop a personalized Individual Improvement Plan that will outline specific, measurable improvement goals, objectives, strategies, and timelines (p. e 15) Another example of the use of feedback is seen in the proposal's aim to develop a project advisory council. This group is to review project activities and progress and recommend improvements. Most importantly, they will use performance feedback to drive decision-making. (p e 16)

Weaknesses:

None observed.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

1. Quality of the Management Plan (25 points)

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.

Strengths:

Overview:
The applicant has a strong management plan, one with necessary tools and personnel to make sure the plan is put into place in a timely way. (pp. e 39-41)

Strengths:
One significant quality feature of the management plan is the involvement of a newly created grant council to ensure the project is implemented on time, within budget, and addressing the goal through measurable objectives. In addition to this new group, the proposal lists the primary activities, milestones, persons responsible, and an anticipated timeline for the

management team to follow. For example, the plan calls for school leaders' and teachers'
Incentives to begin in the first year of the grant, and that a competitive salary schedule will be completed and implemented no later than the third year. In addition, the project's management plan calls for the completion of target activities and a sustainability plan with initiation strategies in the third quarter of the closing year of the grant and implementation in the fourth quarter, so there is no break in activities that were associated with the work of the grant. (pp. e 39-41)

Among those items of note in the management plan outline, are the details that the head of the school will serve as the primary grant leader and school authority. In addition, the project plans to hire two key figures for the project. One is the project director, who will serve as the primary leader over the project. The other key figure to be employed will be the external evaluator who will be assessing and analyze data that have been collected and create reports summarizing the connection between the data and the anticipated Project outcomes. Data analysis, formative and summative reports will also come from this contractor. (pp. e 38- 39)

Weaknesses:

None observed.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. **Adequacy of Resources (30 points)**

   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:

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

   Strengths:

   Overview:
   The project as described is likely to result in systemic change. The timeline provided gives a look at the ways the project will use strategic approaches to implementation that will result in improvement. (p. e 44) In addition, the project is likely to build local capacity in both its teachers and principals, since there will be a means to acquire, train, and retain high quality teachers who can make an impact on students. The project also demonstrates that it has sustainability plan and broad support and commitment from partners to ensure long-term success. (pp. e 46-47)

   Strengths:

   (i) The project is likely to have an impact on the system and improve the educational outcomes for the high-needs students to be served. The systematic means by which the evaluation system will be revised and improved for both teachers and principals bodes well for the system, as does the instructional models to be embedded into the teaching and learning taking place at the school once highly qualified teachers are in place and instituting these best practices. (p. e 46)

   (ii) The approach taken by the project will lead to sustainability by building the capacity at the school with specific strategies to support the attainment of the goal, objectives, and outcomes. A data-driven approach will be used to ensure

that the needs of individual educators are met through ongoing, job-embedded professional development. Initial professional development and training topics will be determined in a just-in-time manner. (pp. e 46-47 With the advent of the review and revision of current professional development appraisal system components, student academic achievement data, and educator input determined through an annual review, the project will gain capacity for teachers and their leaders. Once teachers feel success with their students using the proposed instructional strategies and feel more confident in their own abilities, local capacity will be increased in powerful ways. (pp. e 45-46)

(iii) To further strengthen the ongoing efforts started by the grant, the school plans to integrate professional learning communities into the professional development approach to provide ongoing peer support for teachers and ensure the transfer of newly acquired knowledge and skills into instructional practice with encouragement to take on leadership roles. (p. e 46)

Weaknesses:

(i) None observed.
(ii) None observed.
(iii) weakness in the application is the lack of detail regarding a multi-year financial and operating model to assure sustainability. (pp. e 49-

Reader's Score: 24

Priority Questions

Competitive Preference Priority - Competitive Preference Priority 1

1. **Competitive Preference Priority 1:**
   Promoting Equity in Student Access to Educational Resources and Opportunities (Up to 5 points).

   Under this priority, an applicant must demonstrate that the applicant proposes a project designed to promote educational equity and adequacy in resources and opportunity for underserved students.

   a.   **In one or more of the following educational settings:**
   (1)   **Elementary school.**
   (2)   **Middle school.**
   (3)   **High school.**
   (4)   **Career and technical education programs.**

   b.   **That examines the sources of inequity and inadequacy and implement responses, and that may include one or more of the following:**
   (1)   **Increasing the number and proportion of experienced, fully certified, in-field, and effective educators, and educators from traditionally underrepresented backgrounds or the communities they serve, to ensure that underserved students have educators from those backgrounds and communities and are not taught at disproportionately higher rates by uncertified, out-or-field, and novice teachers compared to their peers.**
   (2)   **Improving the retention of fully certified, experienced, and effective educators in high-need schools or shortage areas.**

   Strengths:
   Overview:
   The application clearly meets the criteria for the priority without any observed weakness.

Strengths:

The proposed project has a significant professional development component available to all
educators at the school. The applicant is a high-need school with a high turnover of staff and teachers. In addition, the applicant plans strong training component for all
educators. (p. e 18)

Weaknesses:

None observed.

Reader's Score: 5

Competitive Preference Priority - Competitive Preference Priority 2

1. **Competitive Preference Priority 2:**
   Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning (Up to 5 points).

   Projects that are designed to increase the proportion of well-prepared, diverse, and effective educators serving students, with a focus on underserved students, through building or expanding high-poverty school districts' capacity to hire, support, and retain an effective and diverse educator workforce, by developing data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator diversity.

   Strengths:

   Overview:
   This project has the qualities in design that will increase the number of well-prepared and effective educators.
   Strengths:
   The applicant will provide high-quality professional development on addressing bias in instructional practice and build an inclusive, equitable, and supportive workplace and school climate for educators. (p. e 20)

   Weaknesses:

   A weakness in the application is that the proposal stated it has a strategy to recruit diverse teachers, but there are no long-term outcomes in diversity described. (p. e 21)   Another weakness is the lack of letters of support for the work (pp. e 55-56)

Reader's Score: 3

Status: Submitted
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