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

Status: Submitted
Last Updated: 07/31/2023 10:44 AM

Technical Review Coversheet

Applicant: Providence Public School System (S374A230009)
Reader #1: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	18
Quality of Project Design		
1. Project Design	25	23
Quality of the Management Plan		
1. Management Plan	25	19
Adequacy of Resources		
1. Resources	30	25
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	5
Sub Total	10	10
Total	110	95

Technical Review Form

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Providence Public School System (S374A230009)

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:

 The 2019 governance takeover by the state of RI (warranted by the Crowley Act) created a Turnaround Action Plan (TAP), which includes "World Class Talent." (e18)
 Unlike the 80% of principals who "were promoted from within," outside hires constitute most of the AP roles, thereby increasing the hiring needs for that category. (e19)
 Previous TSL grant established Leadership Cohorts, which were successful in supporting Fellows who are on track to receive full certification. These participants demonstrated levels of significant growth. (e20)
 Tiered support was also provided to APs, thanks to the previous TSL grant. Once surveyed, these APs responded favorably to these full day sessions. (e21)
 The Leadership Institute will support three different workforce pipelines: teacher to AP, new APs and new principals (either from the district or not). (e25-e26)

 Weaknesses:

 The three different workforce pipelines, to be delineated within the Leadership Institute, appear to receive evaluation models that would be similar to each other. The applicant does not provide sufficient discussion of how proficiencies in each of these pipelines would be measured with different variables. (e26)

Reader's Score: 18

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:

Effective, equity-focused turnaround school leadership will drive the vision and evaluation of the program. (e28)

Designing and launching a comprehensive learning series for school leaders signals efficiency and personalization in design, along with the evidence-based leadership competencies that would be showcased in this learning series. (e29)

Four research-based strategies (with verified citations) describe how the Leadership Institute will support leaders to develop their abilities in decision-making and instructional strategies. (e33)

Weaknesses:

Quarterly norming and calibration sessions with principal supervisors, school leaders and central office staff requires initial guidance from TNTP, rather than from internal mechanisms. Data and stakeholder feedback throughout the first several years to refine the model, may possibly delay the cohesion intended for this project. (e28-e29)

Rating interview questions and blind resume reviews may mitigate implicit bias, along with diversifying the interview panel. However, the applicant does not further explore other needed actions for recruiting and retaining leadership beyond what we see typically represented. (e31)

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:

Various professionals have been identified to partner, including the TNTP, Chief Talent Officer, Executive Director of Leadership Development and the HR team. The Executive Director of Teaching and Learning will also be a part of this team, working closely with the assistant superintendents and principal supervisors. (e39)

Weaknesses:

Focus groups, stakeholder interviews and surveys to gather feedback on implementation of the model may benefit the project more if there would be more occasions, other than Winter and Spring 2024. (e41)
In Spring, 2024, a marketing and recruitment campaign will launch. However, the methods of these approaches do not specify the strategies that might target diverse educational leaders. (e42)
Resumes are not included in the Appendix, other than the one from the evaluator.

Reader's Score: 19

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:

Once invoked, the Crowley Act obligates the City of Providence to increase its contribution to PPSD at the same percentage by which the state increase funding. (e48)
Community input and feedback supports the long-term investments from the mayor and city council. (e48)

Weaknesses:

Performance-based bonuses and district-level professional development activities that "are not clearly aligned to school and district-level improvement activities" are not supported with specific research. (e48)

Reader's Score: 25

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:

Research cited that connects racially diverse educational leadership to increases in student achievement. (e17)

Weaknesses:

No weaknesses were 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:

   The project will build on the past statistically-proven success found in the promotion of existing employees. (e18)

   Weaknesses:

   No weaknesses were noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/31/2023 10:44 AM

Technical Review Coversheet

Applicant: Providence Public School System (S374A230009)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	20	18
Quality of Project Design		
1. Project Design	25	23
Quality of the Management Plan		
1. Management Plan	25	20
Adequacy of Resources		
1. Resources	30	27
Sub Total	100	88
Priority Questions		
Competitive Preference Priority		
Competitive Preference Priority 1		
1. Promoting Equity	5	5
Competitive Preference Priority 2		
1. Diverse Workforce	5	5
Sub Total	10	10
Total	110	98

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Providence Public School System (S374A230009)

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 provides a strong need for the project that will serve many students from underrepresented backgrounds in Providence Public School District (pg. e13). The applicant provides strong evidence of how overall retention of PPSD principals is lower and school transfers are more frequent than national benchmarks which suggest a need for comprehensive intervention (pg. e18). The applicant provides a comprehensive plan to improve teaching and learning, for example, PPSD selected and adopted new high-quality instructional materials that provides students access to grade-appropriate content and standards-aligned instruction.

Although the applicant provides details of the needs of PPSD such as low level of academic instruction, lack of quality curriculum and alignment within schools and across the district, details are limited in providing specifically how the project design will focus on the targeted population such as higher number of diverse students 69.3% Hispanic or Latino and 6% Black.

Strengths:
i)   The applicant provides a strong need for the project that will serve many students from underrepresented backgrounds in Providence Public School District (pg. e13). For example, the applicant cites that the student body is 69.3% Hispanic or Latino and 6% Black, 0.8% Asian, 0.1% Hawaiian/Pacific Islander, and 5.5% Multi-Racial. The need is further demonstrated through the involvement of 37 high-need schools in the district in which 85.6% qualify for free or reduced lunch, which is a measure of poverty (pg. e16). The applicant provides strong evidence of how overall retention of PPSD principals is lower and school transfers are more frequent than national benchmarks which suggest a need for comprehensive intervention (pg. e18). The applicant details a compelling correlation between the declining retention of PPSD principals and PPSD students who continue to fall behind their peers academically (pg. e19). This point makes clear of the impact of retaining effective educators and principals have on student learning outcomes.
ii)   The applicant provides strong evidence that the project is built on a successful prior project, the Leadership

Cohort program, in which the relevant outcomes were funded though other financial sources (pg. e20). For example, the applicant cites outstanding outcomes that all Leadership Fellows are full certified and graduated from the cohort and cohort 2 have accepted full-time assistant principal roles. These evaluative outcomes demonstrate a strong foundation for this proposed project. More importantly, the applicant provides a compelling outcome of the previous work of how PPSD implemented a career ladder compensation system and career pathways in 2022-23 (pg. e21). The new evaluation system through partnership with PPSD and TNTP demonstrates an alignment with prior outcomes and a strong vison for equity-focused leadership plan that will help with the foundation for the proposed project.

iii)   The applicant provides a comprehensive plan to improve teaching and learning, for example, PPSD selected and adopted new high-quality instructional materials that provides students access to grade-appropriate content and standards-aligned instruction (pg. e25).

iv)   The design of the project is appropriate to and is likely to address the needs of the diverse population because of a needs assessment, Hopkins report, that is guiding the interventions in a targeted way (pg. e26).

Weaknesses:

Weaknesses:

   iv) Although the applicant provides details of the needs of PPSD such as low level of academic instruction, lack of quality curriculum and alignment within schools and across the district, details are limited in providing specifically how the project design will focus on the targeted population such as higher number of diverse students 69.3% Hispanic or Latino and 6% Black. Such details and approaches in the design of the project regarding specifically how the Leadership Institute will reflect the diverse population of students and build cultural competency with school leaders is not clear (pg. e26).

Reader's Score: 18

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 applicant provides a strong rationale for the proposed project (pg. e27-32) that is clearly detailed in their logic model (appendix a). The applicant provides comprehensive details of relevant literature in which the project is based (pg. e32). The applicant provides that formative assessment will be collected to make midcourse adjustments which will be very effective in the success of the program (pg. e34).

Although the applicant provides that an evaluator will be hired and develop an effective system of data collection, the details are not clear of the specifics of such a data collection plan (pg. e34).

Strengths:
i)   The applicant provides a strong rationale for the proposed project (pg. e27-32) that is clearly detailed in their logic model (appendix a). The logic model provides details of the rationale such as overall strategy for creating a program

for ongoing leadership development, designing a Principal Leadership Academy Program to create a pipeline of highly effective leaders, designing a School Leader Evaluation Model, and creating a system of career pathways and alignment compensation (appendix a).

ii) The applicant provides comprehensive details of relevant literature in which the project is based (pg. e32). For example, turnaround schools, require effective leadership to drive positive change and improvement which is cited by Duke, Gill, and Leithwood in literature review. The applicant provides literature review for each major objective of the proposed project such as 1) transformational leadership (Thompson, 2020), 2) instructional leadership (Hallinger, 2010), and 3) Turnaround school leader data literacy (Fullan 2018) (pg. e32-33).

iii) The applicant provides that formative assessment will be collected to make midcourse adjustments which will be very effective in the success of the program (pg. e34). It is an impactful plan that the applicant will leverage feedback from stakeholders through the first grant to inform the design the evaluation model and monitor feedback from participants on leadership development experiences and programs.

Weaknesses:

Weaknesses:
    iii) Although the applicant provides that an evaluator will be hired and develop an effective system of data collection, the details are not clear of the specifics of such a data collection plan (pg. e34).

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 applicant provides a detailed management plan that details milestones, key participants involved, and timeframe for each objective of the proposed project, i.e., educator evaluation, leadership development, career pathways and compensation, and educator recruitment (pg. e37-46).

The applicant does not provide details regarding the resumes and job descriptions. It is unclear as to how the key personnel qualifications relate to the objectives because of the lack of the resumes.

Strengths:
The applicant provides a detailed management plan that details milestones, key participants involved, and timeframe for each objective of the proposed project, i.e., educator evaluation, leadership development, career pathways and compensation, and educator recruitment (pg. e37-46). The applicant includes a leadership team which is comprised of key stakeholders whose advice can be used by the Program director and key personnel who are involved in the day-to-day operations of the project. The leadership team will highly likely contribute to the overall success of the management plan. In addition, the applicant details how data will be collected and by whom during each year of the project (pg. e37-46).

Weaknesses:

Weaknesses:

The applicant does not provide details regarding the resumes and job descriptions. It is unclear as to how the key personnel qualifications relate to the objectives because of the lack of the resumes. The applicant does not include details of the FTEs as a result it is unclear as to the amount of time and adequacy allocated for each key personnel in relation to their responsibilities (pg. e37-46).

Reader's Score: 20

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 applicant details compelling evidence that the project will contribute to systemic change and improvement in the district based on their prior TSL grant and how this proposed project through a comprehensive approach to leadership development will bring awareness to school leadership and contribute to supporting school leaders (pg. e46). Although the applicant provides details that the project will support students in high-need   student populations, details are limited in providing the specific ways the project will contribute to serving the diverse population of PPSD which is 69.3% Hispanic or Latino and 6% Black, 0.8% Asian, 0.1% Hawaiian/Pacific Islander, and 5.5% Multi-Racial.

   Strengths:
   i. The applicant details compelling evidence that the project will contribute to systemic change and improvement in the district based on their prior TSL grant and how this proposed project through a comprehensive approach to leadership development will bring awareness to school leadership and contribute to supporting school leaders (pg. e46).
   ii. The applicant provides details for how the plan will contribute to support students through supporting education leadership and support retention of talent (pg. e47).
   iii. The applicant demonstrates a strong plan as to how the proposed project will be sustained after the period of Federal funding has ended (pg. e48-49). For example, since the Rhode Island Commissioner of Education has control of PPSD, the City of Providence is obligated to contribute to PPSD at the same percentage by which the state increases funding statewide. The applicant provides that this funding is between $200-$400 million in improvements over the next decade (pg. e48). This project, through the successful implementation and as detailed through the evaluation, will provide a strong case for sustainability for future funding.

   Weaknesses:

   Weaknesses:
   ii. Although the applicant provides details that the project will support students in high-need   student populations, details

are limited in providing the specific ways the project will contribute to serving the diverse population of PPSD which is 69.3% Hispanic or Latino and 6% Black, 0.8% Asian, 0.1% Hawaiian/Pacific Islander, and 5.5% Multi-Racial. Having details regarding strategies about how to build pipelines for diverse leaders or approaches to reflect the student population would highly likely provide a plan to serve the target population (pg. e48-49).

Reader's Score: **27**

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 addresses Competitive Preference Priority 1 for a Principal pipeline and induction program and as a school district of more than 20,000 students in 37 schools.

Strengths: The applicant address Competitive Preference Priority 1 through a program that focuses on Principal pipeline and induction program (pg. e14-15). The applicant provides a qualification for the bonus that requires school leaders meeting student learning objectives aligned to Math, English Language Arts and student attendance.

Weaknesses:

Weaknesses:
No weakness 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 applicant addresses Competitive Preference Priority 2 as they provide a strong recruitment plan and has a strong plan for ensuring equity in the proposed activities such as cohorts with diverse school leaders.

   Strengths:
   The applicant addresses Competitive Preference Priority 2 through citing that they have a recruitment campaign and hiring practices focused on sourcing multilingual leaders and leaders of color in the hiring process (pg. e17-18). The applicant provides a clear plan for ensuring equity in student access through systemic ways of improving leadership in the large district. The equity plan includes diverse cohorts of school level leaders (pg. e17). Cohorts are great models to build community and ensure higher success of the retention of diverse educators.

   Weaknesses:

   Weaknesses:
   No weakness noted.

Reader's Score: 5

Status: Submitted
Last Updated: 07/28/2023 06:26 PM

Technical Review Coversheet

Applicant: Providence Public School System (S374A230009)
Reader #3:   **********

		Points Possible	**Points Scored**
Questions			
Selection Criteria			
Need for Project			
1. Need		20	18
Quality of Project Design			
1. Project Design		25	25
Quality of the Management Plan			
1. Management Plan		25	22
Adequacy of Resources			
1. Resources		30	28
	Sub Total	100	93
Priority Questions			
Competitive Preference Priority			
Competitive Preference Priority 1			
1. Promoting Equity		5	5
Competitive Preference Priority 2			
1. Diverse Workforce		5	5
	Sub Total	10	10
	Total	110	103

Panel #2 - TSL Panel - 2: 84.374A

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

Applicant: Providence Public School System (S374A230009)

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:

   The application demonstrates a clear need for the project. The application ties together four critical areas that identify gaps in program infrastructure and current educational strategies that try to meet the needs of underserved students. The proposed examples described how the application will help integrate the districts' schools and make a comprehensive effort to improve best practices.

   Strengths:
   The application proposes that four areas of focus will be educator evaluation, leadership development, career, pathways, and compensation, and educator recruitment, which together comprise the PPSD Leadership Institute. pg. e14
   These areas of the proposal laid out a vision for school improvement and a district turnaround through the development of the turnaround action plan. (TAP) One of the proposed enhancements was the district's HCMS system to address the challenge of retraining and growing strong leaders in Providence Public School District, which would also assist in the strong recruitment of staff. pg. e18 The Leadership Cohort as part of the TSL grant was successful in fully certifying all leadership fellows from Cohort 1. Cohort 2 fellows were all placed in full-time assistant principal roles for the coming year. Pg e20. As part of a new career ladder, compensation system, and career pathways model, a new reward system was set in place during 2022-2023, promoting greater job stability for the district. pg. e21 The proposed compensation system also makes improvements in equity and stakeholders' voices. pg. e21 Part of school leadership is the selection of high-quality instructional materials to ensure grade-appropriate content and standards-aligned instruction for all students. pg. e25. The PPSD Leadership Institute as part of this project will systematically improve the quality of leadership, across high-needs schools and build the capacity to transform the educational experiences of their students. pg. e27 Providence will retrain with continued professional development of its leadership staff. Providing new career ladder choices and compensation will also retain and secure leadership. Having a continued source of teaching fellows will hopefully fill in the gaps in staffing needs in their school system.

Weaknesses:

Supporting upcoming school leaders in a district remaining in a turnaround status as a proposed activity may not lead to innovative improvements in systems. pg. e18
Although the applicant provides details of the needs of PPSD such as low level of academic instruction, lack of quality curriculum, and alignment within schools and across the district, details are limited in providing specifically how the project design will concentrate on the targeted population such as larger numbers of diverse students 69.3% Hispanic or Latino and 6% Black. With the assistance of PPSD's Leadership Institute, the project design may reflect the diverse population of pupils and build cultural competency with their school leaders but is not self-evident. pg. e26.

Reader's Score: 18

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 connects enhancing the quality of leadership to promote teacher effectiveness and student performance. pg. e27. The applicant also suggests that ongoing high-quality professional development for principals and other leaders is key to supporting student learning. pg. e27. The applicant states that the Providence Leadership Institute, has many research-based strategies, including intensive, professional development, collaborative, learning communities, on-site support, and coaching, and job-embedded learning. pg. e35.

Strengths: The application proposes that ongoing high-quality professional development for principals and other leaders is key to supporting student learning. pg. e27. The proposal also cites the turnaround schools which are usually characterized by low student achievement, and other problems require effective leadership to drive positive change and improvement.pg e32 Supported in the literature is the rationale that cultivating transformational leadership can inspire and motivate stakeholders to work collaboratively toward school improvement. pg. e32 Leadership development programs focus on developing leaders' data literacy and their ability to use data to inform decision-making and instructional strategies. pg. e33 The application states that the Providence Leadership Institute has many research-based strategies including intensive professional development, collaborative learning communities, on-site support and coaching, and job-embedded learning. pg. e33. Table 2.2. which is provided by the application, and reflects goals, key activities, and metrics in a clear manner. pg. e35.

Weaknesses:

no weaknesses

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: Citing key personnel in the application for the support of vision, design, and implementation of core talent practices could provide culturally responsive, educational experiences for PPSD's students.pg e37. The application mentions many of the roles of the organization TNTP implementation of this grant. pg. e38. Another key personnel, who supervised the work of PPSD and worked on the current TSL grant will expand her role by overseeing project planning, development, delivery, meetings, and reporting for this grant project. pg. e38

   Strengths: The application highlights effectively proposed work design and implementation in the new grant from 2023-2026 in Table 3.1 Workplan. pgs. e40-45. The Director of HR is a key personnel who will also work with the research, planning accountability, and information, technology offices to support the development of crucial data infrastructure. pg. e39 Another important personnel will work with the finance division to navigate the cost to support the work and planning for sustainability. pg. e39. Data infrastructure can be extremely costly to aid the quality of the management plan so it must be monitored.

   Weaknesses:

   The applicant reports that Providence Leadership Institute has several key players selected given their track records of success in turnaround efforts and their ability to bring transformation to an educational environment. (Resumes and Job Descriptions are listed in Appendix B.) pg. e37. The application did not come with Appendix B. to refer to.

Reader's Score: 22

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: Research has demonstrated the impact of high-quality leadership on teacher effectiveness, and student performance as indicated in the application. pg. e46. PPSD's goal is to sustain the accelerated change that they have seen over the past three years. pg. e46

Strengths: The likelihood of systemic change or improvement as demonstrated in this application is by using a comprehensive approach to leadership development. pg. e46.
The districts' use of the previous TSL grant for a leadership development academy, and leadership cohort started this positive impact on the schools it affected. pg. e46. Building a high-quality workforce will provide best practices to give equity to all students. pg. e47. A systemwide transformation is needed for school leaders to be prepared and diverse participants in an underachieving school system as part of the vision of this project proposal. pg. e47. Planning for an effort, known as, Our Learning Spaces, the mayor and city council of Providence will make long-term investments in its school infrastructure as reported in this application. pg. e48

Weaknesses:

The applicant's overreaching goal is to sustain the accelerated change that
PPSD has seen this over the past three years. PPSD proposes that they have already begun the work and have materials ready to go. With swift design and implementation, they will be able to yield better outcomes for PPSD's high-need population. pg. e48.   Planning better outcomes for the high-need population based on current and future city and state funding sources may prove limited with the proposed budget narrative. pg. e57-70.

Reader's Score: 28

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 highlights that increasing the number of school leaders from diverse racial, cultural, and socioeconomic economic backgrounds will contribute to a more inclusive, equitable, and enriching educational environment so that a strong pool of best-in-class leaders will enter the career pipeline. pg. e17
Strengths: According to research, the application states principal preparation was a positive predictor of student achievement growth. pg. e17. The application supports, effective partnerships, like those between PPSD and TNTP that are promising means to provide a high-quality and diverse workforce. pg. e17.

Weaknesses:

no weaknesses

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 mentions that hiring practices should consider multilingual leaders and leaders of color to ensure a fair and equitable hiring process to assist high-need schools pg. e17
   Strengths:
   The proposed project found in the application will operate at the district level, thereby serving all 37 high-need schools in the district. Since all the schools have a federal measure of poverty of approximately 85.6% of the diverse students, effective educator diverse work force, will assist underserved populations in the school district pg. e16

   Weaknesses:

    no weaknesses

Reader's Score: 5

Status: Submitted
Last Updated: 07/29/2023 01:44 AM