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

Technical Review Coversheet

Applicant: Beech Grove City Schools (S374A210017)
Reader #3:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	100
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	110

Technical Review Form

Reader #3: **********
Applicant: Beech Grove City Schools (S374A210017)

Questions

Selection Criteria - Need for Project

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

General:

Overview:
The applicant effectively demonstrates a need for the proposed project by documenting low student academic performance rates, a need for qualified educators, ongoing professional development, effective performance evaluation, and educator compensation by clearly identifying specific gaps and weaknesses in student equity, high teacher turnover rates, a lack of an effective performance management system and teacher compensation. They clearly link the proposed project with the district's comprehensive effort to raise student academic performance rates by improving educator teaching strategies.

Supporting Statements:

Strengths:

The applicant documents that there is a high percentage of low-income students in the target schools. All five of the schools have between 51% and 61% of students who qualify for free and reduced-priced lunch. (pg. e17 and Appendix E: High Need Schools Data). This data clearly demonstrates that the target schools are High Need Schools that can benefit from participation in the proposed project.

Documenting academic deficiencies, the applicant reports that in 2020, three of the five target schools earned a D on the state letter grade system, and the district ranked in the bottom 10% of reading and math proficiency in the state. Only 26% of students in grades 3-8 passed the 2020-21 state assessment in ELA, 14 percentage points below the statewide pass rate. In math, 17.5% of students in grades 3-8 passed the state assessment in 2020-21, which puts the district at the 7th percentile among all state districts, and 19 percentage points below the statewide pass rate. (pg. e18) This data demonstrates that the current teaching strategies are not working and there is a need for change that can be facilitated by the proposed project.

The applicant documents a need for creating teaching strategy changes by documenting disparity among the students with a disproportionate percentage of minority students who are performing far below their non-minority peers. Only 5% of Black students had a passing score on the math assessment as compared to 21% of the White students and only 27% of Hispanic students, 22% of multiracial students, and 10% of Black students passed the English Language Arts (ELA)

assessment as compared to 30% of White students. (pg. e18) The data clearly demonstrates a need for the proposed project.

In terms of educator challenges, the applicant reports that they have experienced high turnover rates due to retirement, leaving the current teaching faculty with averages of less than 8 years' experience. Furthermore, the district has 17 teachers on emergency credentials and are fully staffed in only three of the five target schools for the coming 2021-2022 school year. (pg. e20) This situation clearly indicates a need for a more effective teacher preparation and development model.

The district does not have an accurate performance measurement system for teachers or school leaders. The applicant reports that they lack the capacity to provide individualized support based on needs and the professional learning is held outside the school day with little follow-up due to time limitations for classroom coaching that would further the deep application of new instruction strategies. Added to this, starting salaries are 10% below surrounding districts and the district lacks a performance-based pay or recruitment bonuses for hard-to-staff positions (including special education, math, and science) or teachers of color. (pg. e21) Addressing these gaps and weaknesses will result in the strengthening the HMCS. With the creation of a performance-based compensation system, and job-embedded, collaborative professional learning and coaching cycles for teachers that is led by teacher leaders with collaboration of school leaders will likely result in stronger, more confident educators who are able to meet the challenges of working with a diverse population of students with diverse needs. (pg. e21)

The proposed project is clearly a part of the district's comprehensive effort to build upon existing initiatives. As such, the applicant intends to partner with the National Institute for Excellence in Teaching (NIET) to adopt the state approved NIET Teaching and Learning Standards Rubric and creating mentor teacher roles. They have already adopted the NIET Principal Standards Rubric as the tool for school leader evaluation and professional growth for the coming year. Building on these investments will expand the implementation of the teaching and learning system that will include job-embedded professional learning and coaching (pgs. e22, e23)

To recruit more educators of color, the applicant proposes to build upon two initiatives related to a teacher residency program at a local university and to further develop their "Grow-Your-Own" program. These strategies will create an effective pathway to teaching for non-instructional staff who already have strong connections to the community. The applicant proposes to use grant funds to expand the percentage of candidates of color in this program to one-third. (pgs. e23, e24)

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

General:

Overview:

The applicant presents a comprehensive description of their proposed project design. They cite the several research studies and data sets that form the foundation for their Theory of Change and project Rationale. The detailed Logic Model further illustrates the rationale. The project implementation plan is well-articulated and includes appropriate methodological tools that will ensure the successful achievement of the project objectives and includes an appropriate evaluation plan that will provide performance feedback and periodic assessment of project progress.

Supporting Statements:

Strengths:

The applicant presents a clear and evidence-based project rationale for increasing teacher effectiveness by providing professional development and teaching strategy support. They cite several sources of research that strongly indicate that teacher effectiveness can be improved with both professional growth of current educators and the improved recruitment and retention of effective teachers and school leaders when provided the combination of increased support, opportunities for leadership roles, and additional compensation. (pg. e28) Furthermore, multiple research studies confirm that TAP consistently results in positive impacts on student and school outcomes. (pg. e29, e30) The rationale is supported with detailed Logic Model and Theory of Action illustrations that specify the inputs, activities, outputs, and anticipated outcomes. (Appendix A, pgs. e59, e60) Having a well-supported Rationale will lead to effective planning and project implementation.

The applicant's plan will build structures for continuous system improvement through five key strategies for improving and aligning elements of the Human Capital Management System; implementing a valid and reliable evaluation processes using research-based rubrics for teachers and school leaders; creating formal, instructionally focused roles for teacher leaders in each building; implementing job-embedded, collaborative professional learning during the school day; and creating a system of performance-based strategic compensation, and incentives for hard-to-staff positions and recruitment of teachers of color. (pg. e28) The applicant presents a comprehensive detailed description of the project implementation plan that address these strategies. (pg. e31 – e41)

The project evaluation will be led by NIET's Research and Evaluation Department. The evaluator will work collaboratively with district personnel to lead a formative and summative evaluation gathering evaluation data from multiple measures of performance, including both teacher and student learning measures. Using the NIET's EE PASS web-based portal, project data will be managed, and trends will be tracked. (pg. e35, e41) The evaluator and key project personnel will meet in quarterly update meetings or conference calls to review plans, progress, and preliminary data. Program data and artifacts will be reviewed, and findings will be distributed quarterly to the project directors; feedback about training and support will be gathered at the end of each grant year (September/October), summarized, and shared with the project directors and other key personnel; and educator effectiveness and student achievement data will be examined and shared with the project directors and other key personnel annually. At the conclusion of the grant period, the evaluator will assess the overall accomplishment of goals and conduct a thorough analysis of lessons learned. (pg. e43) The proposed evaluation will likely result in timely and useful analysis and recommendations for project adjustments to ensure project effectiveness.

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

   General:

   Overview:
   The applicant's description of their project management plan demonstrates their understanding of the criterion requirements, and it addresses the key factors of the selection criterion. The applicant has successfully aligned the project focus with their management plan including strategies for how the project will be implemented and how it contributes to the proposed system improvements.

   Supporting Statements:

   Strengths:

   The applicant demonstrates a strong project leadership team by describing the key personnel on the project and providing copies of resumes in the appendices. The district Director of Elementary Education will be the Co-Project Director and she brings a deep knowledge of the needs and challenges of elementary education, and expertise in research-based professional learning, community outreach, data analysis, and curricular programs. The district Director of Secondary Education will serve as the second Co-Project Director and brings a deep knowledge of programs, testing, and data analysis. She is an expert in the TAP System, having provided support to teacher and school leaders across the state in her prior position as the TAP State Regional Coordinator at the nearby university. (pg. e48)

   The applicant includes a detailed description of the project milestones and activities. Each task/activity includes the identification of the personnel responsible and the timelines for each year of the grant. (pgs. e44-e48) The comprehensive plan is designed to effectively implement, monitor, and manage the project objectives and specific activities on time and within budget.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

General:

Overview:

The applicant effectively demonstrates that they have adequate resources to implement the proposed project as described. The project is designed specifically to create and sustain system change and improvement in terms of educator skills, competence, and effective teaching strategies. The proposed activities and strategies will likely result in the building of the local capacity to provide, improve, and expand services to the students in their district. And the applicant demonstrates that they have strong commitments and financial resources for ensuring the successful implementation of the program and sustainability beyond the grant funding period.

Supporting Statements:

Strengths:

The applicant describes a strong foundational support system for the project by explaining that their district superintendent has experience successfully implementing the project model in another district and their School Board and community leaders are committed to the work. Furthermore, the fact that they have selected the district Directors for Elementary and Secondary Education to be Co-Project Directors indicates that they are intentionally building the work into their overall leadership team structure for sustainability purposes. (pgs. e49 – e51)

The applicant intends to further develop their Human Capital Management System so that it effectively supports improvement in student outcomes. They have designed the project so that it will result in systems change at both the district and school levels. At the district level, district leaders will plan and deliver training for school leaders and use observation and feedback to create a consistent and coherent message for school leaders about priorities and goals. At the school level, school leadership teams will build overall instructional leadership capacity to drive school-level change, using data to set goals, design professional learning, and ensure that coaching and feedback are impacting teaching and learning. (pg. e50) The grant will enable the district to build educational capacity by creating master teacher roles in each school, collaborative professional learning opportunities, and classroom-based coaching. (pgs. e51, e52)

In terms of improving teacher recruitment efforts, the applicant describes an existing partnership with a nearby university that has developed a new partnership with the state's community college system to recruit teachers of color. The university will work with the district to place these candidates in the target schools and the project will work simultaneously with other teacher preparation programs and alternative certification providers to recruit teachers of color. (pg. e52) These strategies are likely to successfully foster the recruitment and hiring of a qualified diverse cadre of educators.

In terms of project sustainability, the applicant demonstrates that they have broad support from stakeholders as evidenced by the letters of support submitted by teachers, school leaders, district leaders, their project partner NIET, the nearby university, community and business leaders, and elected officials including the State Education Superintendent. (Appendices) In terms of the financial sustainability for the project, the district has several large capital projects that are nearing completion that will free up financial resources for other initiatives, thereby enabling them to reallocate federal title funds to the proposed project. For example, Title I funds will support master teacher salaries, Title II funds will support teacher and principal professional learning and state and local revenues will support release time for professional learning for all teachers. The district is already funding mentor stipends for 22 mentors out of the total of 27 mentors and they have a Teacher Appreciation Grant plan that will allocate state resources (traditionally averaging $500 per teacher) for effective and highly effective teachers using the new evaluation system and process. (pgs. e53, e54)

The applicant includes detailed budget worksheets and a comprehensive budget narrative that illustrates the planned expenditures and demonstrates the adequacy of the financial resources available for the project. (pgs. e159-e175) The applicant has exceeded the 50% match requirement through in-kind time and effort of district career teachers and administrators and a 5% district share of performance bonuses. Additionally, NIET is providing in-kind support valued at $85,000. (pg. e55, e161) The proposed budget will ensure that the project can be effectively implemented on time and will fidelity.

Weaknesses:

No weaknesses noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. **Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).**

   Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

   a)   Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
   b)   Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.
   c)   Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.
   d)   Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

   General:

   Overview:

   The applicant presents a reasonable plan for implementing new practices and strategies that will support their High-Need Schools with recruiting, preparing, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.

   Supporting Statements:

   Strengths:

   The applicant addresses Competitive Preference Priority # 1 with their plan to create weekly collaborative professional learning for teachers through Professional Learning Communities. The Co-Project Directors, in collaboration with their national partner, NIET, will provide intensive, practice-based training for teacher leaders to prepare them to provide high-quality professional learning for classroom teachers. (pg. e37) The applicant reports that the training and support visits in year one will focus on learning recovery and acceleration, to address immediate classroom needs. The teacher leaders will be trained to lead weekly collaborative professional learning teams, analyze teacher and student data, identify, and field test student learning strategies, and develop coaching plans for classroom teachers. This intensive core training will occur in the summer of the first year of the grant. (pg. e37) These strategies will likely result in the project being able to successfully implement new practices and strategies for recruiting, preparing, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.

   Weaknesses:

No weaknesses noted.

Reader's Score: 5

CPP2 - CPP2

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
   a)   Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.
   b)   Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.
   c)   High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.
   d)   Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.

   General:

   Overview:
   The applicant presents a sufficient plan for expanding the district's "Grow Your Own Program" for supporting and preparing paraprofessionals and non-instructional staff and providing them with clear pathways and intensive support to enter the teaching profession. Additionally, the applicant's project includes strategies for improving the district's recruitment of teachers of color.

   Supporting Statements:

   Strengths:

   The applicant proposes to expand an existing partnership with a nearby university to improve their recruitment of teachers of color. They intend to leverage the university's recently created partnership with the state's community college system to expand their teacher preparation programs, with the goal of attracting more candidates of color. (pg. e39) Furthermore, the district will expand their own Grow-Your-Own program focused on non-instructional staff that has proven a strong source for candidates of color by using recruitment incentives to strengthen their ability to recruit talent to the proposed TSL program. The applicant reports that their PBCS committee will determine the level and type of incentives, which will include multi-year commitments to teach in the district. (pg. e39, e50) These strategies will likely result in the district being able to expand their "Grow Your Own Program" that will support and prepare paraprofessionals and non-instructional staff with clear pathways and support to enter the teaching profession.

   Weaknesses:

   No weaknesses noted.

Reader's Score: 5

Status: Submitted

Last Updated: 09/03/2021 11:07 AM

Technical Review Coversheet

Applicant: Beech Grove City Schools (S374A210017)
Reader #2:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	100
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	3
Sub Total	5	3
Total	110	108

Technical Review Form

Reader #2:　　**********

Applicant:　Beech Grove City Schools (S374A210017)

Questions

Selection Criteria - Need for Project

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

   General:

   The applicant demonstrated an awareness of the needs of the district by empowering Master Teachers to assist in training and developing other master teachers. The funding streams to support this effort were discussed in the areas of teacher evaluations and mentoring. There is an established partnership that will provide support system to increase teacher and student performance.   The design that included mentoring and coaching will address the needs of the target population.

   Strengths:

   (i) The applicant provided a comprehensive discussion regarding strengths and weakness   in the school district that affect student and teacher outcomes . To address the challenges in the district, the proposed implementation of Master Teacher creates an environment where novice teachers will gain knowledge through engagement with experienced educators (35-36). The Master Teacher model allows for experience teachers to participate in analyzing data associated with teacher performance, lead professional learning, and manage school leadership teams (e. 35-36).

   (ii) The applicant explained that the program will utilize existing funding streams to improve relevant outcomes. The Teaching and Learning Standards Rubric and Principal Standards Rubric are effective methods to identify areas in need of growth and development through evaluations (e.22).   The applicant explained that positive results from the evaluations can lead to efforts to target teacher appreciation grants to support teachers (e. 23). Also, the allocation of funds from the state and district to support mentors will provide opportunities for better guidance and direction (e. 54).

   (iii) The applicant provided a thorough discussion regarding efforts to improve teaching and learning outcomes that impact academic standards for students .   The proposed NIET Educator Effectiveness Preparation and Support System will be helpful in gathering performance data relating to teacher and student performance (e. 25-26). It is the appropriate tool for creating opportunities for professional development training, certifications, classroom lesson instruction, coaching sessions, and leadership meetings (e. 26).

   (iv)　　The applicant presented a complete design that will successfully address the needs of the target population or other identified needs . Providing support for teachers through on-site mentoring and coaching is an efficient method in that it allow for district leaders, school leader training and support, and teacher learning and support throughout the

duration of the grant (e. 27-28).

Weaknesses:
(i)   No weaknesses noted.
(ii)   No weaknesses noted.
(iii)   No weaknesses noted.
(iv)   No weaknesses noted.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

General:

The applicant presented a comprehensive discussion regarding the components of the research design as well as the research/literature to support the project. The main focus of the project design was aimed at better professional training through collaborative professional learning and career ladder incentives. The program surveys submitted by educators, district leaders, and school leaders will be used to determine effectiveness.

Strengths:

(i)   The rationale for the proposed project demonstrated a relationship between teaching effectiveness through professional development and improved recruitment and retention effort (e. 28).   Implementing several levels of support (professional development, career ladders, collaborative professional learning etc.) for teachers produce better student outcomes (e. 28). The applicant presented a logic model that aligned these elements with inputs, activities, outputs, and outcomes expected from the interventions (e. 42).

(ii)   The applicant discussed the relevant literature supporting the project objectives . The literature reviews were relevant to the goals and objectives of the program because it provided strong evidence for the use of teacher support, leadership roles, and additional compensation as a means to recruit and retain effective teachers (e. 27). Some of the studies discussed included Barnett and Wills, 2016, Wenner and Campbell, 2017, Ritter and Barnett, 2013), and Torres, 2019 (e. 29-32).

(iii)   The applicant provides a plan to receive performance feedback relating to assessment outcomes. The program's proposed feed-back process involves quarterly meetings between key project personnel to review plans, program progress, and program evaluation data (e. 43). In these meetings, program staff and leadership will discuss information from surveys distributed to teachers, school leaders, and district leaders that assess program impact (e. 43).

Weaknesses:

 (i) No weaknesses noted.
 (ii) No weaknesses noted.
 (iii) No weaknesses noted.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project.**
   In determining the quality of the management plan for the proposed project, the Secretary considers the
   adequacy of the management plan to achieve the objectives of the proposed project on time and within budget,
   including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

   General:

   The applicant provided a management plan that met the conditions of the criteria. The personnel have a wealth of
   experience and expertise to implement the program. The structure of the management plan was presented and line with
   timelines and responsibilities to achieve project goals.

   Strengths:

   The applicant provides sufficient evidence of quality team, highlighting the experience and education of key personnel.
   The proposed project management plan included personnel with a wealth of experience and expertise (e. 47-49). For
   example, the individual who is overseeing the implementation of the project is the district's superintendent with over
   fourteen years of experience in managing projects of this magnitude (e. 48). The applicant provided defined
   responsibilities, timelines, and milestones for the proposed project (e. 46-49).

   Weaknesses:

   No weaknesses noted.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

   General:

   The applicant documents evidence the likelihood of system change and improvement by expanding the efforts of the
   human capital management system. The Master Teacher role will be critical in building local capacity of effective and
   well trained educators. Support for the program will continue through in-kind contributions and grants.

   Strengths:

   (i)   The applicant presented evidence of the likelihood of system change and improvements by utilizing a

management system approach (e. 50). By building on the foundation of the Human Capital Management System the supports will be affective with professional development services, increased staff and leadership training to gain experience, expanding instructional leadership capacity, and increase support at the district level (e. 51).

(ii)   The project proposes to implement a master teacher role support system to build capacity through collaborative professional learning and classroom-based coaching (e. 52).   The support system will lead to efforts of inclusion and expansion of minority teacher populations (e. 52). Furthermore, the applicant explained that the result from the teacher supports will lead to opportunities for career advancement (e. 52).

(iii)   The proposed project use of resources beyond the length of the grant will be in the form of Title I and Title II funds that support master teacher salaries and teacher and principal professional learning activities (e. 54). The applicant noted that state and local revenues will support teachers during release times for professional learning training, and district funds will support program mentors (e. 54).   The proposed project will use in-kind contributions to fund program services for teachers and administrators beyond the length of the grant (e. 54). The applicant noted that State Teacher Appreciation Grants will be used for performance-based compensation (e. 55).

Weaknesses:

(i) No weaknesses noted.
(ii) No weaknesses noted.
(iii) No weaknesses noted.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. **Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).**

   Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

   a)   Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
   b)   Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.
   c)   Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.
   d)   Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

   General:

   The applicant explained that the program will partner with the non-profit National Institute for Excellence in Teaching to increase the effectiveness of teachers and school leaders (e. 37-39). The proposed intensive practice-based training for teacher leaders will provide high-quality professional learning for classroom teachers (e. 37-39). The applicant stated that

the teacher leaders will be trained to lead weekly collaborative professional learning teams, analyze teacher and student data, identify, and field test student learning strategies, and develop coaching plans for classroom teachers (e. 37-39).

Weaknesses:
No weaknesses noted.

Reader's Score: 5

CPP2 - CPP2

1. Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:
a)   Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.
b)   Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.
c)   High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.
d)   Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.

General:

Strengths:

The applicant stated that the program will increase the equitable access to underrepresented minority groups by developing a robust grow-your-own program and strengthening the established partnership with Marian University to identify and recruit teachers of color (e. 14).   The program will use recruitment incentives to strengthen efforts to recruit talent (e. 39). The program's performance-based compensation system committee will determine the level and type of incentives (e. 39).

Weaknesses:

a)   Although the applicant referenced "grow your own programs" in the logic model and a sentence in the narrative, there were no further details on how the applicant would accomplish this effort (e. 14). The applicant mentioned incentives to recruit talent, however they did not provide specifics on the type and amount (compensation) that would be used (e. 39).

Reader's Score: 3

Status: Submitted
Last Updated: 09/03/2021 12:27 PM

Technical Review Coversheet

Applicant: Beech Grove City Schools (S374A210017)
Reader #1:   **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need	25	25
Quality of Project Design		
1. Project Design	30	30
Quality of the Management Plan		
1. Management Plan	20	20
Adequacy of Resources		
1. Resources	25	25
Sub Total	100	100
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	2
Sub Total	5	2
Total	110	107

Technical Review Form

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

Applicant: Beech Grove City Schools (S374A210017)

Questions

Selection Criteria - Need for Project

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

  General:

  Overview

  The application demonstrates a clear need for the project and links strategies and grant activities to the identified gaps. The proposal thoroughly describes how it will integrate with and build upon similar efforts and resources within the districts. The applicant has also demonstrated how this project will be a part of a comprehensive effort aimed at improving teaching and learning in the state and district. It is likely that the proposed project will meet the needs of the district.

  Strengths

  The applicant has provided data to demonstrate the need for the project (e17-22). As an example, 3 of 5 schools to be included in this project earned a D on the state letter grade system, and the Beech Grove District currently ranks in the seventh percentile for math and tenth percentile for high-school literacy in Indiana (e18). Despite these ratings, nearly all of the district's teachers are rated (highly) effective based on the district's evaluation system (e20), suggesting a clear need for refining the district's evaluation system. By making revisions to the evaluation system and ensuring that educators are appropriately trained on implementation, it increases the likelihood of appropriate differentiation of effectiveness among educators.

  There is also a high need for diverse educators in the district, as one-third of its students are of color, yet 97% of the teaching staff is white (e19). The proposed project is likely to address these needs through its plan for recruiting more diverse educators and refining the district's evaluation system to retain effective educators whose performance is also based on student performance (e59). Because there is a clear link between student achievement and having educators of color, it is likely that this intervention will lead to some level of advancement in student achievement.

  The project will build upon efforts that are already in place but need refining (e.g., evaluation system, mentor teacher roles, etc., e21). To recruit more educators of color the project will also build upon existing initiatives (e.g., university partnership, e23). This project will add to the use of existing funds, such as ESSER and Teacher Appreciation Grant funds (e24). Building a project upon existing efforts helps create alignment and promote sustainability of the project, as it becomes integrated into larger systems of improvement.

This project is part of a comprehensive effort to improve teaching and learning. It addresses key pillars of the state's plan for equitable access to effective educators and legislation requiring more rigorous teacher evaluations to include student learning measures (e24). In addition, compensation for teacher leader roles, which this project will provide, has been identified as an approved use of state funds for schools in need of improvement (e55). Having aspects of the program identified as approved uses of state funds, helps promote sustainability, as the state continues to set aside funding to promote aspects of this intervention.

Because this project builds upon many exiting efforts in the district and directly addresses the specific needs of the population, it is likely that the project will address the identified needs of the population and lead to eventual gains in student achievement.

Weaknesses

None cited.

Reader's Score: 25

Selection Criteria - Quality of Project Design

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

   General:
   Overview

   The project's design adequately addresses all elements of the selection criterion. The proposed project presents a solid rationale and research basis. The logic model aligns project activities with intended outcomes. The proposed methodological tools and methods of evaluation are appropriate to ensure successful achievement of project and ongoing assessment and evaluation of the project and its progress.

   Strengths:

   The applicant has demonstrated a clear rationale (e56, e28) for the project that is supported by research throughout the application. Because research shows the importance of teachers of color in raising academic performance and improving test scores, graduation rates, and aspirations to attend college among students of color (e19); high teacher turnover and inexperience negatively impacts student learning (e20). It is likely that the project will lead to eventual gains as it aims to increase and further develop the capacity of educators of color.

   The proposed project will also build upon existing system, which improves the likelihood of buy-in for the project (e21) and alignment with other initiatives to improve learning within the district.

   The applicant provides a thorough review of the literature throughout the application and staring on page e29. They have proffered a solid and thorough design of the project, with each element accounted for and aligned with corresponding activities to implement the project and achieve its objectives (e30). Grounding the project and its components in a clear rationale and research-based helps to reinforce its effectiveness and likelihood of producing eventual gains in student achievement and educator development, recruitment, and retention.

The project will include multiple points of assessment and feedback to gauge progress and implementation (e41-44). Annual school reviews will include observations of classrooms, ILTs and PLCs. Each year NIET will also survey teachers, school leaders, and district leaders to assess perceived quality of the program and program impact (e42). In addition, every classroom teacher will receive three cycles of formal observation with actionable feedback within two days of the observation (e35). Regular meetings (quarterly update meetings) and communication (e.g. conference calls) between the evaluator and key personnel will also provide ongoing feedback (e.g., perceptions of training support). Educator effectiveness data and student achievement data will be shared with key personnel annually. The TSL Advisory Board will also serve to help monitor progress and ensure implementation is on track (e43). From these, feedback will be provided to district and school leaders. This will lead to continuous feedback that can be used for continuous improvement and allow for mid-course corrections for the project.

Weaknesses:

None cited.

Reader's Score: 30

Selection Criteria - Quality of the Management Plan

1. **The Secretary considers the quality of the management plan for the proposed project.**
   In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

   General:

   Overview

   The management plan described by the applicant is adequate to achieve the objectives of the proposed project. There is a clear timeline, roles and responsibilities for key personnel. The project also includes a number of personnel with significant experience on similar projects.

   Strengths:

   The applicant presents a detailed management plan (e44-48) with clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. It also includes a team of experienced professionals to support implementing of the project, both of which increase the likelihood that the project will be completed on time and within budget.

   In addition, having a detailed management plan with clearly detailed steps helps ensure that all project partners have a shared understanding of needed progress and the timeline in which progress needs to be done.

   Weaknesses:
   None cited.

Reader's Score: 20

Selection Criteria - Adequacy of Resources

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

   (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 serves 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.

   General:

   Overview

   The applicant has provided a through and detailed plan that is likely to build systemic change and local capacity. They have designed interventions to impact every level of their education system and build educator capacity within the classrooms. The lead applicant has a long history with implementing and managing such projects, which increases the likelihood that the project will be successful and able to sustain beyond the grant. Serval funding sources were also identified to support the project once this project funding ends.

   Strengths:

   The lead application has more than 20 years' experience in developing, implementing and expanding PBCS and HCMS for teachers and school leaders and positively impacting student achievement (e25), as such, it is highly likely that it will build local capacity and system change.

   As part of this project, school leadership teams analyze the strengths and weakness of their respective school, trends by grade or subject, and individual teacher performance to differentiate professional development (e50) and ensure it is meeting the needs of teachers within each school. Not only does this build local capacity it helps to drive change within each school's system.

   Data from principal evaluations will be used to inform retention and placement decisions for leaders, as well as inform high-quality coaching and professional learning opportunities that will be differentiated based on individual needs (e35), Basing retention on performance will help ensure the most effective educators remain in place to promote continued change in the system, and tailoring PD to meet individual needs will build the capacity as the training for each educator meets them where they are professionally.

   Monthly collaborative learning groups (e59) will also help ensure change throughout the system as educators share practice and problems regularly. Teacher leader positions at each school further help build local capacity as teacher leaders provide observations and feedback as well as opportunities for collaboration among educators weekly (e21, e36).

   To maintain the position of teacher leader and the associated stipend ($5k of 10k), educators must continue to earn an effective rating (e41). Incentivizing teachers to maintain these roles also helps influence long lasting change, which will be perpetuated within the system. Not only will teacher leaders provide ongoing professional development at each school, they will also serve to create a pipeline of future leaders within each school (e36), which helps sustain improvements within the system over time.

   This project will result in systems change at three levels: at the district level (district leaders will plan and deliver training for school leaders and use observation and feedback to create a consistent and coherent message for school leaders about priorities and Goals); at the school level (school leadership teams will build instructional leadership capacity to drive school-level change, using data to set goals, design professional learning, and ensure coaching and feedback are impacting teaching and learning); and at the classroom level (through evaluations, every teacher received a "glow" and "grow") (e50). Creating impact and addressing needs at every level of the local education system is likely to lead to systemic change and promote its longevity,

Not only is this project led by an applicant with a history of managing grants such as this (e25), there is a sustainability model that is likely to provide the resources needed to maintain the grant beyond this funding. Title I funds will be used to support master teacher salaries, and Title II funds will support teacher and principal professional learning. State and local revenues will support release time for professional learning for all teachers, and the district is currently funding 22 of the 27 mentor teachers that will be included in the project. Several large projects in the district are also coming to a close, which could help free up more money to support this project (e54). Having a diverse assortment of potential and actual streams of revenue to support the project helps ensure the likelihood of sustainability after grant funding has ended.

Weaknesses:

No weaknesses found.

Reader's Score: 25

Priority Questions

CPP1 - CPP1

1. **Competitive Preference Priority 1: Supporting Educators and Their Professional Growth (Up to 5 points).**

   Under this priority, projects that are designed to increase the number and percentage of well-prepared, experienced, effective, and diverse educators--which may include one or more of the following: teachers, principals, paraprofessionals, or other School Leaders as defined in section 8101(44) of the ESEA--through Evidence-Based strategies incorporating one or more of the following options:

   a)   Adopting, implementing, or expanding efforts to recruit, select, prepare, support, and develop talented individuals--to serve as mentors, instructional coaches, principals, or School Leaders in High-Need Schools who have the knowledge and skills to significantly improve instruction.
   b)   Implementing practices or strategies that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators.
   c)   Increasing the number of teachers with State or national advanced educator certification or certification in a teacher shortage area, as determined by the Secretary, such as special education or bilingual education.
   d)   Providing high-quality professional development opportunities to all educators in High-Need Schools on meeting the needs of diverse learners, including students with disabilities and English learners.

   General:

   Strengths:

   The proposed project will support all educators in high needs schools, while implementing strategies and practices to develop and retain high quality teachers through stipends, career pathways and ongoing, individualized professional development. This project presents a robust and thorough plan to elevate all professionals within the school in their practice or professionally (e13, e17, e24, e59).

   Weaknesses:

   None cited.

Reader's Score: 5

CPP2 - CPP2

1. **Under this priority, applicants must develop projects that are designed to improve the recruitment, outreach, preparation, support, development, and retention of a diverse educator workforce through adopting, implementing, or expanding one or more of the following options:**
   a) **Educator candidate support and preparation strategies and practices focused on underrepresented teacher candidates, and which may include "grow your own programs," which typically recruit middle or high school students, paraprofessionals, or other school staff and provide them with clear pathways and intensive support to enter the teaching profession.**
   b) **Professional growth and leadership opportunities for diverse educators, including opportunities to influence school, district, or State policies and practices in order to improve educator diversity.**
   c) **High-quality professional development on addressing bias in instructional practice and fostering an inclusive, equitable, and supportive workplace and school climate for educators.**
   d) **Data systems, timelines, and action plans for promoting inclusive and bias-free human resources practices that promote and support development of educator and school leader diversity.**

   General:

   Strengths:

   The project plans to elevate its partnership with a local IHE to develop a robust grow-your-own program, to identify and recruit teachers of color. The applicant will also utilize a communications team to disseminate information through newsletters, websites, and other public forums to recruit diverse educators (e56).

   Weaknesses:

   The applicant provides limited information on the grow your own program that is intended to help recruit and place diverse educators. To recruit diverse educators and retain them, more needs to be done than "talk" and advertise about it. Although the program to support all educators is strong, as defined in this proposal, it will not be enough to target and recruit diverse educators to these schools, as the applicant is hoping.

Reader's Score: 2

Status: Submitted
Last Updated: 09/03/2021 01:40 PM