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

Technical Review Coversheet

Applicant: Winston-Salem/Forsyth County Schools (S374A210006)
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	18
Adequacy of Resources		
1. Resources	25	24
Sub Total	100	97
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	107

Technical Review Form

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

Applicant: Winston-Salem/Forsyth County Schools (S374A210006)

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 has provided clear information regarding the need for the project. The application identifies gaps and weaknesses and the district's plan will utilize existing funding streams to improve teaching and learning as well as supporting rigorous academic standards. The applicant will employ coaches who will ensure that efforts will successfully address the needs of the target population.

Supporting Statements:

Strengths:
Local data clearly describes gaps, weaknesses, and relevant issues that include the lack of experienced teachers within their school and includes information that notes that 22 of the 28 targeted schools have a higher percentage of teachers designated as "red" or "below average/did not meet expected growth" compared to the average for Winston-Salem/Forsyth County Schools (e 26). These issues will be addressed through coaching and support with a focus on curriculum and instructional effectiveness (e 23). The applicants' plan for professional development will improve instructional teaching and drive rigorous instructional decisions by building upon previously related efforts such as the Teaching and Learning Framework (e 23-24). This is a standards-aligned curriculum that addresses individual learner needs and skill development and has been proven to be effective to increase academic acumen among students (e 23-24). The Framework for Teaching and Learning will utilize a Continuous Improvement Cycle that will support rigorous student and teaching standards through providing instructional monitoring and utilizing assessment data to evaluate the fidelity and success of curriculum which will drive curricular refinement that will promote student engagement and students' instructional needs (e 32). The applicant's plan to utilize district wide coaching teams will effectively meet the cultural, curricular, and instructional needs of teachers and schools by providing individualized teacher support and collaboratively designing differentiated professional development that will address specific instructional gaps and cultural biases among teachers (23-24) . Coaching methods are suitable as they have been proven to facilitate an increase in student engagement (e 22-34).

Weaknesses:

None 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 well-developed plan to improve academic achievement among at-risk students. Structured and long-term planning is evident and supported by a literature review of best practices. Progress toward achieving intended outcomes will occur through providing performance feedback and periodic assessment of progress.

   Supporting Statements:

   Strengths:
   The logic model and design structure clearly demonstrate a rationale by including strategies and components based on research that notes how financial incentives can further improve the performance of high-performing teachers and can lead teachers to exert more effort and obtain higher levels of student achievement (e 37, 70). The applicant's plan to provide incentive pay and hiring diverse educators is empirically sound, aligns with district-wide goals to increase diversity and the amount of high performing teachers (e 37,70). The plan is based upon a high-quality review such as a 2020 meta-analysis of merit pay that found that the effect of teacher merit pay on student test scores is both positive and statistically significant (e 26). Developing and monitoring assessment data will be sufficient to evaluate the fidelity and success of implementation and will include refining professional development and curriculum resources based on the needs of teachers and students (e32).This will facilitate improvement and sustainability of effective strategies (e32). The district's Joint Principal and Management Trainings (JPMTs) and monthly sessions will allow opportunities to review shared learning, professional development, and collective problem-solving which will serve as means to gather ongoing feedback to allow for continuous improvement (e 61, 70).

   Weaknesses:

   None 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 has established a strong grant management plan that will focus efforts on progress monitoring and oversight of coordination of services, timely implementation, budget oversight and provides efficient evidence of how they propose to complete project activities on time and within budget. However, the applicant has not provided the minimal education or job qualifications for positions to be hired which is needed to ensure the expertise of proposed staff.

   Supporting Statements:

   Strengths:
   An inclusive management team such as the Superintendent, Executive Director of Professional Learning and Effectiveness, and Program Manager will effectively provide project planning, budget oversight and will support effective program administration and implementation(e43-44). The current team clearly demonstrates that they have the expertise needed for grant administration and consists of district-level administrators who are highly accomplished with years of program management experience (e 43). The clear correlation between timelines, staff responsibilities and tasks appropriately address the operational procedures of the management plan. The timelines are feasible with appropriate times allocated for start-up activities. For example, staff hiring and finalizing the budget are reasonably depicted and will occur within the first quarter which is appropriate for ensuring that the project will have the relevant staff and fiscal controls for the beginning stages of implementation. (e 43-44). Moreover, benchmarks are established to assess progress on an incremental basis which promotes appropriate program monitoring (e 43-44).

   Weaknesses:
   The applicant has not provided the minimal education or job qualifications for positions to be hired such as for the Project Director which is needed to ensure that staff will have sufficient expertise to oversee implementation activities (e 43-44).

Reader's Score: 18

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 narrative includes plans to improve services that will leverage growth and systemic change as well as to continuously

build capacity. The broad support from stakeholders has been noted and will facilitate sustainability beyond the length of the grant. However, the applicant has not provided a multi-year financial and operating model to demonstrate ongoing plans for sustainability.

Supporting Statements:

Strengths:
Diversity efforts such as providing professional development aimed at addressing bias and hiring Equity Coaches will effectively increase educator's knowledge and preparedness in teaching culturally diverse students. This will build a more equitable school system and impact the district's students and educators for years to come (e 22, 61). The proposed project's plan for professional development that includes proven methods such as assessments, differentiated instruction, classroom management, modeled classroom instruction, and coaching teachers through observations will improve instructional teaching strategies and will leverage growth among instructors. This will undoubtedly result in ongoing system changes and build capacity as the applicant will continue to offer professional development beyond the period of Federal financial assistance (e 21, 32, 62). The applicant has described partnerships such as the Forsyth County Association of Educators and target area Superintendents that will clearly provide ongoing delivery of services through $125,000 of in-kind supports that will be furnished beyond the grant's life cycle. This demonstrates the commitment to allocating necessary resources to continue implementing program components after the grant period is over (e 61-63).

Weaknesses:
The narrative does not include a multi-year financial and operating model which is needed to ensure that there will be an ongoing sustainability plan throughout the implementation of the project and after federal funding has ended (e.61-63).

Reader's Score: 24

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 has provided financial incentives that support High-Need Schools in recruiting, preparing, hiring, supporting, developing, and retaining qualified, experienced, effective, and diverse educators. Also, the applicant will provide professional development on key topics related to educator and leader effectiveness.

Supporting Statements:

Strengths:

The applicant's hiring bonus will clearly support high-need schools by providing an incentive for teachers with demonstrated success in achieving student growth. In an aligned effort to recruit and develop principals and school leaders, a hiring bonus will also be instituted for highly effective principals and assistant principals who sign on to lead in the targeted schools (e 20). The Wallace Foundation's Principal Pipeline initiative will support professional growth through utilizing PD strategies such as differentiated instruction, classroom management and coaching which will prepare teachers for leadership positions (e 20-21).

Weaknesses:
None 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 provides financial support and instructional strategies and practices that are focused on underrepresented teacher candidates to provide them with clear pathways and intensive support to enter the teaching profession.

    Supporting Statements:

Strengths:
The Transition 2 Teach program will clearly assist cohorts of teacher assistants by offering licensure and assessment fees up to $375 for 200 participants' coursework and licensure for T2T candidates as well as developing an in-house licensure program that will address teacher shortages in high-priority academic areas (e21). Moreover, the Teaching Residency program will be useful to address shortages by supporting teacher candidates to receive a Residency License by providing opportunities for accelerated training and licensure for Teacher Assistants in the areas of general elementary (e 50-51)

Weaknesses:

None noted.

Reader's Score: 5

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Status: Submitted
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Technical Review Coversheet

Applicant: Winston-Salem/Forsyth County Schools (S374A210006)
Reader #2:   **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Need for Project			
1. Need		25	21
Quality of Project Design			
1. Project Design		30	27
Quality of the Management Plan			
1. Management Plan		20	16
Adequacy of Resources			
1. Resources		25	24
	Sub Total	100	88
Priority Questions			
CPP1			
CPP1			
1. CPP1		5	5
	Sub Total	5	5
CPP2			
CPP2			
1. CPP2		5	5
	Sub Total	5	5
	Total	110	98

Technical Review Form

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

Applicant: Winston-Salem/Forsyth County Schools (S374A210006)

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 adequately identifies gaps and weaknesses, including the magnitude of each with varying levels of success. The application thoroughly describes how it will integrate with and build on similar efforts already developed within the district. The application adequately demonstrates how the proposal is part of a comprehensive effort aimed at successfully meeting the needs of the target population.

   Strengths
   A variety of funded efforts, which includes the district's strategic plan, the Teacher Academy, and Project Impact will adequately integrate with the proposed project as part of the district's comprehensive effort, which will amplify the chances of successful implementation. e28-32

   The district plans on partnering with numerous colleges and universities, including two HBCUs that they have already begun working with. These partnerships will serve as valuable resources for professional development opportunities and the recruitment of a diverse staff, where the impact will be sustained and far reaching. e30-31
   The district has created the Framework for Teaching and Learning to guide the vision and strategic direction of all teaching and learning standards. This will ensure alignment in order to direct the comprehensive effort consistently towards improving academic outcomes for the students. e32-33
   The identification and development of the specific, measurable objectives and goals provide a clear design of the project that aligns with the various initiatives and supports already in place as mentioned in the provided chart. Each goal is tied to specific objective and intended outcome, and each is also aligned to existing priorities, supports, and initiatives within the identified high needs schools, such as the strategic goals e35-37, which can be used as an additional, detailed resource to specifically and continuously address the targeted needs of students and school personnel.
   The gaps and weaknesses that the proposal would like to address are clearly identified and supported by sound data. This will ensure that the multi-level project will solve the issues that

the schools are actually dealing with using effective, well-researched sources.

Weaknesses
The applicant provides sufficient data to support the majority of identified gaps and weaknesses, however, the student achievement data is only partially addressed, as the source of the data, in regards to the positive impact that highly qualified educators have on student achievement, was more than 20 years old, which could hinder the success of student outcomes because whether the intended goals are achieved would really depend on the most current, reliable data sources. e22-25

Reader's Score: 21

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 has developed a clear and concise rationale to recruit a more diverse and effective educator workforce in order to positively impact student achievement. Although a detailed logic model is included, it does not differentiate between short- and long-term goals. An extensive, high-quality review of literature has been conducted in developing successful strategies and activities. A hired, experienced evaluator and the Office of Equity and Accountability have already selected tools to provide both thorough formative and summative assessments of progress towards intended outcomes.

   Strengths:
   The Equity-Centered Teacher and School Leader Pipeline, through providing financial and professional incentives, will greatly impact the district's ability to recruit and retain diverse and effective educators in both the present day and the future. e37
   Evaluating the outcomes of past projects like the STAR program that was funded by a previous grant -TIF Grant of 2016, and applying the lessons learned to the current proposal will increase the likelihood of creating a high-quality plan for implementation that aligns with other district initiatives because the plan will be easily understood by all involved and/or impacted, an issue with past initiatives that prevented intended successes. e37-38
   The research cited is extensive in scope and utilizes differentiated testing models that support project activities. The project has a high likelihood of success as the design is informed by robust and comprehensive research. e24-38
   Using the SAS EVAAS model, "a consistent and reliable tool implemented by the state," will help identify teachers who exceeded expected growth in the previous year. Identifying these educators along with procuring an agreement from them to teach a core subject in one of the 28 high-needs schools will result in hiring bonuses, which in turn aids in the recruitment of experienced and effective educators. e43-46
   The Teacher Cadet program that will be offered at 11 of the high schools is "designed to create a pipeline of students to be the next generation of teachers" who will enter the

classroom with an abundance of hands-on experience and knowledge of how the district operates. Another result of implementing this program is that these future educators will better reflect the students in these schools, and as such, will be more successful in establishing a nurturing and safe relationship and classroom, which impacts student achievement overall. e47-49

Weaknesses:
Although the Logic Model contains a clear objective, specific inputs and activities; the short-, intermediate-, and long-term goals are insufficiently detailed, which could impact the timeline of implementation, and in turn, negatively impact the intended outcomes. e70

Reader's Score: 27

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
Overall, the quality of the management plan for the proposed project is exemplary. The management plan will successfully allow for the proposed project to correspond with the timeline provided and within budget. The proposed timelines are incredibly thorough with monthly milestones for accomplishing project tasks. Roles for key personnel are somewhat defined with responsibilities that are not clearly defined for each.
Strengths:
The qualifications of currently employed staff members are well-matched in terms of roles provided and are well-qualified to develop and support the project activities. Because the district will be working with existing educators, both the timelines of implementation and the budget should be predictable with no future hurdles. e45-e50
The district has demonstrated its commitment in the past to large-scale initiatives, including Project Impact and Inspire 340, where they indicated the ability to attract and collaborate with a variety of stakeholders in the community for several years with great success. The successes in the past are great indicators of reaching intended goals in the future. The proposed project will get off the ground sooner as partnerships and buy-in have already been developed. e56
The Area Superintendent for Leadership Development, a newly created role, will work with both stakeholders and consultants to design and oversee a comprehensive talent management system and will also oversee the major "components of the equity-centered principal pipeline and by establishing relationships with and working closely with partners. Because the Area Superintendent for Leadership Development reports directly to the Deputy Superintendent and sits on the Superintendent's senior team," this position will serve as the primary "connector" or communicator or to other Area Superintendents, which in turn work directly with each administrator. By adding this role, information should successfully flow in several different directions that will keep the various roles aligned and in sync with one another. e58
A chart was developed to be used as a monthly timeline for implementation as it contains very specific milestones and the corresponding, responsible parties. Because these are available to all of the educators and other involved personnel, each objective should be more

attainable in the allotted time period, as it is incredibly clear and consistent. e59-60
The budget appears to be reasonable for the proposed project. All personnel and fringe
benefit costs are based on current rates and there are no travel or equipment costs. In addition, much research has
already taken place to obtain local contract figures and vendor-supplied estimates. This research will assist the district in
guaranteeing the proposed project stays within budget, and as a result, on-time and successful in reaching intended
outcomes. e139-149

Weaknesses:
The personnel selected to carry out this multi-year project are highly qualified and have past experiences that will assist
each in their new positions. However, responsibilities for each person listed, as well as the job descriptions for personnel
yet to be hired are needed to be more robustly developed in order to get the proposed project started promptly and carried
out with clarity. e57-59

Reader's Score: 16

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
   There is a great likelihood that the proposed project will result in system change or improvement. The proposed project is
   extremely likely to build local capacity to provide and improve services that address the needs of the target population.
   The application successfully 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; evidence of broad support and commitment
   from stakeholders and partners critical to the project's long-term success; or more than one of these types of evidence.

   Strengths:
   The district has the necessary infrastructure already in place, including area superintendents and central office leadership
   who will provide aligned supports and consistent communication to school level leaders, who will in turn manage
   messaging to school level staff. As a result, of this strong and continuous mechanism for managing communications, it is
   very likely that lasting, system improvement will occur because all personnel will be on the same page in the present day
   and future. e61
   The district has recently rehired a re-envisioned cohort of Area Superintendents that will play a role in hiring, coaching and
   evaluating highly effective and equity-centered school leaders, while also identifying opportunities for differentiated and
   personalized supports for school leaders, individual schools and various cohorts. This will in turn, inform the content of the
   Joint Principal and Management Trainings, where the Central Office and school leaders collaborate monthly for
   professional development, shared learning and collective problem-solving. This venue for sharing will result in the
   gathering of ongoing feedback to allow for continuous improvement that will very likely result in system change. e61
   The initiatives proposed for the development of the Equity-Centered Teacher and School Leaders Pipeline in tandem with
   the ongoing work with the Wallace's Foundation on a Principal Pipeline will support and cultivate the Teacher Cadet
   program, teacher assistants seeking licensure, teachers seeking leadership opportunities, assistant principals seeking
   principalships and principals seeking additional leadership opportunities. This development of a true "top to tail" pipeline

will increase the likelihood of a systems-level approach to talent cultivation. e61-62

The potential for tremendous synergy with major district initiatives including the district's strategic plan and "the community-facing goals of '90 by 25' that aims to reach 90% of students in all subgroups achieve 3rd grade reading proficiency by 2025," will be built upon by the proposed project's desire to strengthen and diversify the teacher and leadership pipeline, which will multiply the impact of these initiatives. These actions are highly likely to have a positive, collective impact on the district's students and educators for years to come resulting in system change. e62

The district's Director of Leadership Development, newly hired in Summer 2021, will support relationships with university partners to deliver professional development for Central Office, principal supervisors, principals, assistant principals and aspiring leaders. Because, going forward, this position will be permanent, there's a greater likelihood of building local capacity to provide and approve upon services that address the needs of the target population. e64-65

Both the educator leaders being actively involved in the initiatives that underpin the proposed project, as well as the multiple letters of support obtained, demonstrates evidence of broad support from a variety of school-based and community stakeholders. This will be critical in the project's long-term success of intended outcomes well past the end of the grant cycle. e65, e101-110

Weaknesses:

A multi-year financial and operating model is not included within the narrative and is essential in ensuring that there will be an ongoing sustainability plan throughout the implementation of the project and after federal funding has ended. e45-50

Reader's Score: 24

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 creation of an online repository of professional development on key topics related to leader and teacher effectiveness through providing support specifically on differentiated instruction, classroom management, model classroom instruction, facilitating PLCs and coaching teachers through observation, which is intended for both teachers and administrators. Providing these supports on-demand will allow all district personnel to develop skills any time of day and on any content

applicable to each individual. The more supports and choice involved in developing necessary skills, the more likely the educator will feel confident and competent, and as a result, will also aid in retention. e20-21

Investments in reimagining principal induction, mentoring and evaluation will underpin and reinforce the incentive pay system, which, in turn, will assist the district in recruiting and retaining highly effective teachers. e20-21

Weaknesses:
No weaknesses to note.

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:
   Goal 4 in the district's strategic plan, which aligns with the proposed project, specifically addresses recruiting and retaining a highly effective and diverse workforce to ensure excellence for all. Objectives of this goal that will be monitored by the senior team and department leads are that the district will build capacity of a diverse workforce, develop a coherent onboarding and succession plan to support and retain the intended diverse workforce. Developing specific objectives to achieve this goal, while also ensuring that progress towards specific targets will be monitored by several people only increases the chances that the goal will be achieved. e28-29

   The planned development of an equity-centered principal pipeline to recruit and retain a diverse leadership team with the knowledge and skills necessary to make educational equity a reality is well developed and is a major priority. The diverse leadership team this will result in will very likely include opportunities to influence the school, and by extension, the educators and students as well. e29-30

   Weaknesses:
   No weaknesses to note.

Reader's Score: 5

Status: Submitted
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Status: Submitted
Last Updated: 09/03/2021 01:12 PM

Technical Review Coversheet

Applicant: Winston-Salem/Forsyth County Schools (S374A210006)
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	18
Adequacy of Resources		
1. Resources	25	24
Sub Total	100	97
Priority Questions		
CPP1		
CPP1		
1. CPP1	5	5
Sub Total	5	5
CPP2		
CPP2		
1. CPP2	5	5
Sub Total	5	5
Total	110	107

Panel #3 - TSL - 3: 84.374A

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

Applicant: Winston-Salem/Forsyth County Schools (S374A210006)

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 narrative covers key components that develop a picture of a needs for a project based on gaps and weaknesses that supports the plan to build its teaching workforce through performance-based compensation. In doing so, the applicant will increase the number of high performing teachers in the neediest schools. The applicant relates its project to relevant outcomes that connect to existing efforts and activities are a part of a comprehensive effort to improve teaching and learning.

   Strengths

   The narrative is detailed to indicate a compelling need for a project (pages e22-e37). The pipeline initiative supports equity actions of developing teacher assistants, teachers and teacher leaders in the district. This builds the capacity of employees from multiple levels.

   The applicant will use the cooperation of a local foundation to support this endeavor and in this way, has support of local partners. This will address gaps in administering the strategic plan in recruiting and retaining a highly-effective and diverse workforce. Specifically, partners such as a local university will offer coursework and licensure for participants.

   The applicant will use its Framework for Teaching and Learning that blends rigorous curriculum, effective instruction, use of data and high-quality professional development (page e32). In this way, the applicant addresses the needs of the target population by ensuring high quality instruction.

   Using strategies such as coaching support, professional development is provided to teacher assistants as well as teacher leaders (pages e22-e37). Coaching support is provided through walk-through teacher observations. These observations provide real-time feedback to teachers and assess methods being used in the classroom.

   Weaknesses

   None 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 narrative provides program that using supporting research studies that justify the activities in the project. Specifically, the applicant uses results from a grant funded program that supports performance-based compensation as a means of building teacher capacity and increasing the teacher workforce for high-need schools. This information supports the rationale for the design and ultimately connects to the performance outcomes.

Strengths:

This applicant provides a high-quality project design (pages e22-e37). The applicant notes that supporting research has shown that financial incentives can further improve the performance of high-performing teachers. Financial incentives can lead teachers to exert more effort and obtain higher levels of student achievement. Therefore, the project design includes supporting activities. Research underscores the applicant's project and supports the direction of activities.

The logic model is comprehensive and supports the rationale for the project design (page e70). The applicant uses inputs such as staffing and financial resources to provide such activities as recruiting interested and qualified teachers and teacher assistants to participate in the program. In the short-term, these activities add quality teachers to the pipeline thus increasing the number of high-effective teachers in the high need schools. The project design includes performance targets for measuring program success. For example, several project outcomes are directly related to student proficiency and school performance. In this way, the project provides evaluation methodologies that support the needs identified.

Further strengthening the narrative, the applicant has surveyed teachers to determine their support of the project. The applicant also provided real time training to ensure that teachers and administrators understand the merit pay system (pages e22-e37). This creates an in-depth understanding of how the project is administered to benefit those who will participate.

Weaknesses:

None 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 clearly defined management plan is provided to describe how the project components will be carried out. Included in the narrative are personnel designated for activities as well as a timeline for activities. Key personnel are designated for leading the project within existing district efforts. Such key personnel also have sufficient qualifications to conduct activities.

Strengths:

The management plan is sufficient for describing how the project will be conducted (pages e45-e50). The project is infused with district efforts and will be led by the superintendent with supporting district leadership. As such, the project has high visibility and the immediate attention of the highest decision-making authority. These include area superintendents, and key offices such as the Office of Equity and Accountability. The activities of the program are ingrained into key office functions which ensures a high-quality management plan. Qualifications including degree attainment and years of experience of existing staff are provided. These qualifications are adequate to support project activities (pages e45-e50).

The applicant provides a thorough timeline which designate specific activities and milestones for completing activities. The applicant provides specific timeframes for recruiting and hiring key positions. For example, the applicant expects the Project Director, Project Evaluator, Administrative Assistant and Residency Coordinator to be hired within the first 2 months of the project. This will ensure that project activities are conducted according to the timeline.

Weaknesses:

Lacking from the narrative are complete qualifications needed for the project evaluator and the project director (page e59). Since these are positions to be hired, this information is needed for a complete and detailed narratives.

Reader's Score: 18

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 comprehensive narrative describes how the activities will result in change, building capacity and extend beyond the period of grant funding. As the applicant is building on existing activities within the strategic plan, the likelihood of the project activities to have sustaining impact are clear in the narrative.

   Strengths:

The applicant provides a sufficient narrative to describe how it will adequately support the project (pages e60-e65). The applicant used its current structure to implement both grant funds and foundation support funds to build capacity and sustainability (pages e60-e65). The existing leadership structure is poised to implement various parts of the project within the various supporting offices. Because of this, various functions of the project are "institutionalized" and are set to endure after project funding ends. The applicant also identifies partners who will help sustain activities. Resources provided by partners appear adequate for sustaining project activities. The budget appears to sufficiently sustain the project activities.

Weaknesses:

The applicant does not expansively describe how the project will multiply the impact of all initiatives (page e62). For example, more detail is needed to describe how the applicant will meet the "90 by 25" goal to increase reading proficiency for 3rd graders by 2025.

Reader's Score: 24

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 applicant sufficiently addresses this competitive preference priority by targeting schools that have are improvement status, In doing so, the applicant identifies teachers and teacher assistants at high-need schools as well as diverse educators. The applicant indicates that it will promote a "grow your own" mindset within the program (pages e19-e20). Specifically, the applicant will target teacher assistants who may be interested in furthering their career in the teaching profession. The applicant aligns its activities with state policies and programs for teacher recruitment and leadership development but specifically uses a statewide model for measuring student growth to align with teacher performance. The state evaluation system sets the performance-based compensation metrics at three tiers that determine payments based on school and student improvement. In this way, high-quality professional development is targeted to all educators

to meet needs of diverse learners.

Weaknesses:

None 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 will use its existing programs to increase the diversity pool of candidates. The current professional development system is targeted to all schools in a district; however specific efforts from the program will be targeted to highest needs schools. In doing so, schools with over 50% free or reduced lunch eligible student populations will target a greater diversity of teachers and administrators (page e18).   The teacher cadet program will provide a mechanism for the applicant to "grow its own" teaching workforce (pages e19-e20). Specifically, the applicant will encourage students who are about to graduate from high school to participate in program activities. By targeting a diverse teacher pool, the district is set to promote inclusive and bias-free human resource practices.

   Weaknesses:

   None noted.

Reader's Score: 5

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