

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

Status: Submitted

Last Updated: 08/10/2016 10:41 AM

Technical Review Coversheet

Applicant: Louisiana Department of Education (U374A160044)

Reader #1: *****

| | Points Possible | Points Scored |
|---|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Significance | | |
| 1. Significance | 20 | 20 |
| Quality of Project Design | | |
| 1. Project Design | 45 | 41 |
| Sub Total | 65 | 61 |
| Selection Criterion | | |
| Professional Development Systems | | |
| 1. Development Systems | 15 | 15 |
| Sub Total | 15 | 15 |
| Selection Criteria | | |
| Quality of the Management Plan | | |
| 1. Management Plan | 15 | 15 |
| Adequacy of Resources | | |
| 1. Adequacy of Resources | 5 | 5 |
| Sub Total | 20 | 20 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Supporting High-Need Students | | |
| 1. CPP 1 | 2 | 0 |
| Improving Teacher Effectiveness | | |
| 1. CPP 2 | 5 | 5 |
| Sub Total | 7 | 5 |
| Total | 107 | 101 |

Technical Review Form

Panel #11 - Teacher Incentive Fund - 12: 84.374A

Reader #1: *****

Applicant: Louisiana Department of Education (U374A160044)

Questions

Selection Criteria - Significance

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

General:

Strengths:

The applicant thoroughly identified a need for the proposed project. For example, the applicant indicated that the proposed project was designed to expand equitable access of the Compass teacher evaluator and support system to rural partner LEAs. The partner LEAs consist of 16 school districts and 137 schools of which 135 are high-need schools. The Compass system has been in used in other LEAs in the state, and has proven to be a successful system for evaluating teacher effectiveness as a major factor in student achievement. (pgs. 4-7) The proposed project will expand to rural districts, thus allowing them the same benefits and supports.

The applicant further provided sound evidence throughout the narrative describing how the proposed program will lead to academic achievement focusing on two main goals: (a) pre-service teacher preparation and (b) professional development of teachers and administrators. The applicant extensively identified the challenges associated with attracting highly qualified teachers and principals. For example, specific data on turnover and retention rates were documents (pgs. 5-7).

The applicant also noted that as a result of not having full access to the evaluation and performance-based compensation system, the rural school districts have been underprepared to effectively evaluate educators, use data to set goals and monitor progress for educators and students. (pg. 5) Thus, the expansion of the system is likely to build local capacity to improve services that address the needs of the target population.

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

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

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Reader's Score: 41

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Sub Question

General:

Strengths:

The applicant extensively demonstrated that the proposed project is a comprehensive effort to improve teaching and learning while supporting strong academic standards for students. The applicant indicated that funding from TIF would increase their efforts to make improvements and align their Human Capital Management System (HCMS) to support all educators in the state. For example, the project will implement a strategic and systematic approach that measures teacher effectiveness and compensate educators based on teaching effectiveness, experience and student assessment data (pg. 13). The proposed system is comprehensive in that it will prioritize the rewards and compensation of educators who has had the greatest impact on student achievement. (pg. 13)

The applicant provided a detailed discussion to evidence that the Compass system is a comprehensive support system for improving student outcomes. For example, the applicant indicated that the system is a value added assessment model in which teacher effectiveness ratings will be used to inform performance-based compensation, develop teacher professional growth plans and to monitor teacher progress. (pg. 14) The Compass system is multifunctional and is a comprehensive effort to improve teaching as well as supporting and monitoring rigorous academic standards for students.

No weaknesses noted.

Reader's Score:

2. (2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

General:

Strengths:

The applicant provided an exhaustive list of collaborators that have agreed to partner on the proposed project. Specifically, various departments within the Louisiana Department of Education, 16 Rural LEA Parishes and 135 public schools have signed agreements to participate. (pg. 25, Appendix) The applicant cohesively demonstrated that other external partnerships exist to provide support, such as the partnership with the National Institute for School Leadership (NISL) who will provide leadership development to principals (pg. 26). Additionally, the applicant will continue an existing partnership with the Achievement Network (ANet) to align and develop the assessment system (pg. 25).

Weaknesses

The rationale for allowing each LEA to choose a service provider instead of identifying an expert service provider to provide training for all LEA's is vague. These persons should be knowledgeable of the state guidelines, given the proposal requires consistency across the state. Memorandums of understanding for NISL are not included, therefore readers are unable determine the extent of the partnership relationship identified in the narrative.

Reader's Score:

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

General:

Strengths:

The applicant provided an innovative plan to increase student achievement throughout the State of Louisiana through the preparation of pre-service teacher and professional development of teacher educators and principals (pgs. 3-5). To support this, the applicant provides strong theory within the narrative describing effective ways to

Sub Question

increase student achievement with a sound HCMS, focused teacher preparation and recruitment, quality improvement of instruction and a unique leadership pipeline (pg. 27).

The applicant adequately demonstrated a sound alignment of the proposed project theory to the required Logic Model. The Logic Model proposed provided outputs, outcomes, and activities that are clearly aligned with the project’s goals and objectives (Appendix C). The applicant additionally indicated that within the current HCMS there are missing areas that need to be addressed in order to establish a cohesive system that meet each of the components of a successful system. For example, the applicant indicated that currently, the foundation of the ESS system are not connected to student outcomes and do not give teachers and leaders relevant and reliable feedback for improvement (Appendix C). The proposed HCMS system will address these identified weaknesses.

No Weaknesses Noted

Reader's Score:

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

General:

Strengths:

The applicant soundly demonstrated that the proposed project would build on similar program efforts and other funding to support the proposed program. The applicant indicated that components of the program have been previously funded through Title I, Title II, IDEA and SEA block grant funds (pg. 29). For example, funds have been used to support professional development, coaching and the development of a teaching and learning guidebook (pg. 29).

The applicant adequately demonstrated that funding from AmeriCorps, TEACH and Supporting Effective Educator Development (SEEDS) grants have been used to support various program components (pg. 29). For example, AmeriCorps funds were used to provide financial aid to support teacher candidates. Overall, the applicant provided sound evidence that there is existing state, local and federal funding sources that could be used to support program outcomes.

No weaknesses noted.

Reader's Score:

Selection Criterion - Professional Development Systems

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

Reader's Score: 15

Sub Question

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

Sub Question

General:

Strengths:

The applicant provided a comprehensive list of high quality professional development sessions to be provided to the teachers and principals. The professional development and support needs will be identified through the Compass Information System (pg. 30). For example, the applicant indicated that through the Compass system, the LEAs will have readily available information on student achievement data and educator effectiveness to identify, support and drive the professional development needs of schools and individual educators (pg. 30).

Educators who receive the professional development opportunities include teachers and principals and held at various times, such as quarterly and annually. For example, the applicant indicated that sessions would be held during team meetings, grade-level meetings, through department collaboration, coaching, and mentoring. The professional development sessions will include, but not limited to, disaggregation of data, goal setting, and using data to inform instruction (pgs. 31-32).

No weaknesses noted

Reader's Score:

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

General:

Strengths:

The applicant comprehensively demonstrated how the participating LEA would use the disaggregated data through the use of the Compass system to appropriately identify professional development needs in partner schools (pg. 31-33). For example, the Compass system has the capability to generate several types of data reports, such as: (a) student learning targets, (b) teacher evaluation scores, (c) observation score and notes, and (d) individual educator plans. All of the data reports are aligned with state standards and assessments. Compass has been used with nearly 100 percent fidelity across the state, thus indicating a great measure of accuracy for effectively identifying educator need (pg. 30). The applicant adequately provided description of how the professional development will be determined at the individual teacher level by principals (pg. 33).

No Weaknesses Noted

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

General:

Strengths:

The applicant provided a comprehensive management plan that detailed descriptions of how the applicant plans to achieve the objectives of the proposed project on time and within budget. The management plan was applicably aligned with project objectives, activities and milestones for achieving each task and activity. Additionally, the management plan provided a detailed timeline for accomplishing tasks and activities and clear lines of responsibility implementing program components. The applicant is proposing a sound timeline highlighting milestones to accomplish during each phase of the project (pgs. 37-39). For example, the applicant proposed that the Executive Director of Educator Preparation would

adapt pre-service curriculum by December 2017 with implementation by August 2018 with assessment alignment by December 2017 and implementation by August 2018 (pg. 38).

Reviews of the resumes of the personnel indicate that they have the appropriate qualifications and experiences to perform the tasks and responsibilities assigned in the management plan (Appendix). For example, the Executive Director of Educator Preparation oversees comprehensive rewrite of Louisiana's teacher certification and preparation policy so that preparation programs produce highly qualified educators who meet districts' workforce needs. In addition, she has served as the policy director where she has developed teacher preparation policy agenda and established a network of school system and preparation providers to develop innovative partnership models and support policy shifts (Appendix D).

A review of the budget indicated that the budget is reasonable and allocations are equitably aligned based upon the number of schools participating and educators to be impacted. Thus, there is no reason to believe the project cannot be accomplished within budget and on time.

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

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

Reader's Score: 5

Sub Question

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

General:

Strengths:

The applicant effectively demonstrated that the Performance-based compensation system was developed with consideration and input from teachers and other stakeholders in the partner LEAs. For example, the applicant provided evidence and documents indicating this collaboration. The applicant provided details of meetings of an advisory committee, teacher work groups and online surveys. All were used to solicit input and concerns (pg.40). For example, in one Parish, teacher representatives from each school discussed the compensation model and reported their findings to the salary committee and the recommendation were included in the final structure (pg. 40).

No weaknesses noted

Reader's Score:

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

Sub Question

General:

Strengths:

The applicant provided sound evidence that the various program components developed during the grant period will be absorbed into the SEA/LEA budgets and other grants or other identified funding sources (pgs. 40-41). For example, the applicant indicated the practices and program supported by the grant would be woven into the fabric of how schools and districts operate without the external funding (pg. 41)

No weaknesses noted.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

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

General:

The applicant does not qualify for CPPI based on TIF guidelines

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

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

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

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

General:

The applicant comprehensively provided a project that will address teacher effectiveness measured using an Evaluation and Support System. For example, the applicant proposes to use Compass to appropriately measure and evaluate educator effectiveness (p.14). The use of the Compass system is thoroughly described throughout the narrative.

Specifically the applicant proposes to advance existing efforts by ensuring that the existing PBCS is built on a strong foundation of assessment and goal-setting, improving and extending successful teacher preparation program partnerships to more rural LEAs and improve on extending the Principal Fellowship Program (p. 28). The applicants' entire proposal is consistent with the states Equity Plan focused on promoting equitable access to effective educators for students from low-income families and for minority students (28).

Reader's Score: 5

Status: Submitted

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Last Updated: 08/10/2016 10:44 AM

Technical Review Coversheet

Applicant: Louisiana Department of Education (U374A160044)

Reader #2: *****

| | Points Possible | Points Scored |
|---|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Significance | | |
| 1. Significance | 20 | 20 |
| Quality of Project Design | | |
| 1. Project Design | 45 | 43 |
| Sub Total | 65 | 63 |
| Selection Criterion | | |
| Professional Development Systems | | |
| 1. Development Systems | 15 | 15 |
| Sub Total | 15 | 15 |
| Selection Criteria | | |
| Quality of the Management Plan | | |
| 1. Management Plan | 15 | 15 |
| Adequacy of Resources | | |
| 1. Adequacy of Resources | 5 | 5 |
| Sub Total | 20 | 20 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Supporting High-Need Students | | |
| 1. CPP 1 | 2 | 0 |
| Improving Teacher Effectiveness | | |
| 1. CPP 2 | 5 | 5 |
| Sub Total | 7 | 5 |
| Total | 107 | 103 |

Technical Review Form

Panel #11 - Teacher Incentive Fund - 12: 84.374A

Reader #2: *****

Applicant: Louisiana Department of Education (U374A160044)

Questions

Selection Criteria - Significance

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

General:

Strengths

The applicant effectively proposes a well-developed plan to increase student achievement state-wide with partner school districts through the use of pre-service teacher preparation and professional development of principals. The applicant concisely describes the steps taken to date to implement the proposed plan, if funding is awarded. For example, the applicant provided a detailed Reform Plan and Equity Plan which includes timelines and describes successes to date, as well as the capacity of the applicant agency to implement the project in collaboration with the current partners. (pgs. 4-5 and App. F1)

Throughout the narrative, the applicant evidenced how the proposed program will lead to the achievement of the two overarching goals: pre-service teacher preparation and professional development of principals throughout Louisiana. For example, the applicant included a thorough description of the applicant's Believe and Prepare program and the need for the program in the 16 participating rural Local Education Agencies (LEAs) and 135 schools. The applicant clearly documented the high need schools and their respective current percentage of economically disadvantaged students for each proposed participating school.

The applicant clearly identified the challenges associated with attracting and retaining highly-qualified teachers and principals by providing specific and relevant data related to turnover and retention rates. (pgs. 5-7) The applicant's well-developed program proposes to expand on a current program in place, such as the teacher residency program, which has served as a catalyst to improve student achievement throughout the State (pg. 11). The applicant's proposed project has great potential to build local capacity and to improve and expand services that address the needs of the target population. (pgs. 5-7 and 11)

Weaknesses

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

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

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Sub Question

1. **(1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**

General:

Strengths

The applicant comprehensively described the Performance-Based Compensation System (PBCS) proposed to establish an evaluation and support system that measures teacher effectiveness. For example, the applicant indicated that the PBCS system is designed to prioritize the rewards for teachers who make the biggest impact on student achievement. (pg. 13) For example, the applicant indicated that TIF funds will allow the state to expand to rural LEAs, thus providing a comprehensive statewide alignment for all educators. (pgs. 12-13)

The applicant provided a comprehensive description of the Compass Evaluation and Support System (CESS) that was developed to provide multiple measures of teacher effectiveness using student growth data and teacher observation data. (pg. 14) For example, through Compass teacher effectiveness ratings will be used to inform performance-based compensation, develop teacher professional growth plans and to monitor teacher progress. (pg. 14) The Compass system is multifunctional and is a comprehensive effort to improve teaching as well as supporting and monitoring rigorous academic standards for students. (pg. 14)

The applicant effectively demonstrated how the state will utilize a comprehensive Evaluation and Support Systems to inform key human capital decisions, such as retention, compensation, professional development and student achievement.

Weaknesses

No weaknesses noted.

Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strengths

The applicant effectively demonstrated that partnerships have been developed and involved collaboratively in the developed of the proposed project services. For example, the applicant will partner with sixteen rural LEAs and 137 schools of which 135 schools are high need schools. (pgs. 26-29) The purpose for partnering with the identified rural LEAs is to expand on prior TIF efforts to provide equitable access to the evaluation and support systems in place in statewide. The partnerships have been documented through MOUs and letters of support in the Appendix.

The applicant strongly provided detailed evidence that other partnerships are in place to support the core elements of the project, which is to develop and align an assessment system to increase educator effectiveness and improve student achievement. (pg. 25) For example, the applicant indicated a partnership with the National Institute for School Leadership (NISL) who will provide leadership development to principals. (pg. 26) Additionally, the applicant will continue an existing partnership with the Achievement Network (ANet) to align and develop the assessment system. (pgs. 25-26)

Weaknesses

No weaknesses noted.

Sub Question

Reader's Score:

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

General:

Strengths

The applicant provides an extensive plan to increase student achievement statewide through the use of pre-service teacher preparation and professional development of principals. (pgs. 3-5). The plan is well-developed and supported by strong theory. For example, the applicant's theory is based on the fact that in order to increase student achievement and develop effective educators, certain components must be in place, (1) a human capital continuum, (2) teacher preparation and recruitment, (3) instructional improvement, and (4) a leadership pipeline. (pg. 27)

The applicant effectively demonstrated an alignment of the proposed project theory in a Logic Model. The Logic Model provided outputs, outcomes, and activities that are aligned with the project's goals and objectives. (App. C) The applicant additionally indicated that there are missing areas that need to be addressed in order to establish a cohesive system that meet each of the components of a successful system. For example, the applicant indicated that currently, the foundation of the ESS system are not connected to student outcomes and do not give teachers and leaders relevant and reliable feedback for improvement. (App. C) The addition of these components will provide the capability to use the results to support mentoring, professional development and career advancement. (App. C) The applicant effectively cited references throughout this application to support and to provide compelling evidence to justify the theory.

Weaknesses

The applicant did not provide an MOU to evidence the partnership with the National Institute for School Leadership (NISL). Although details were provided about pieces of the partnership with NISL, without the MOU, it was unclear as to the comprehensive role that NISL would have in this proposed programming.

Reader's Score:

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

General:

Strengths

The applicant effectively demonstrated that the proposed project will integrate and build on similar program efforts and utilizing other funding streams to support program efforts. For example, the applicant indicated that the proposed Believe and Prepare program has funded components of the program through Title I, Title II, IDEA and 8 (g) SEA block grant funds (pg. 29). For example, funds have been used to support professional development, coaching and the development of a teaching and learning guidebook. (pg. 29)

The applicant additionally indicated that other funding from AmeriCorps TEACH and Supporting Effective Educator Development (SEEDS) grants have been used to support various program components. (pg. 29). For example, AmeriCorps funds were used to provide financial aid to support teacher candidates. The applicant effectively demonstrated how they will integrate improvements and build on the program utilizing all of their available local, state, federal and private resources. (pgs. 26-30)

Weaknesses

No weaknesses noted.

Sub Question

Reader's Score:

Selection Criterion - Professional Development Systems

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

Reader's Score: 15

Sub Question

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

General:

Strengths

The applicant comprehensively demonstrated that the proposed project will implement high quality professional development for educators in high need schools to improve effectiveness. Throughout the narrative, the applicant proposes a well-developed plan to increase student achievement through the use of pre-service teacher preparation and professional development. The applicant focused heavily upon the need for professional development and how the focused professional development will meet educators quarterly and annual needs identified through the Compass system. For example, the applicant indicated that through the Compass system, the LEAs will have readily available information on student achievement data and educator effectiveness to identify, support and drive the professional development needs of schools and individual educators. (pg. 30)

Weaknesses

No weaknesses noted.

Reader's Score:

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

General:

Strengths

The applicant effectively evidenced that data derived from the Compass program will sufficiently identify educator's professional development needs in each partner school (pg. 31-33). For example, the Compass system has the capability to generate several types of data reports, such as: (1) student learning targets, (2) teacher evaluation scores, (3) observation score and notes, and (4) individual educator plans. All of the data reports are aligned with state standards and assessments. Compass additionally, has been used with nearly 100 percent fidelity across the state since first implemented. (pg. 30)

The applicant strongly provided descriptions of how the professional development will be determined at the individual teacher level by principals. (pg. 33) The proposed programming will use the reliable goal-setting model to ensure that appropriate data is used to drive professional development as well as to determine educator effectiveness. (pg. 32)

Sub Question

Weaknesses

No weaknesses noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

General:

Strengths

The applicant provided a well-designed management plan that is adequate for achieving the goals and objectives of the project. (pgs. 34-39) The management plan was appropriately aligned with each project objective, major activities and milestones for achieving each task or activity. Specifically, the management plan provided a detailed timeline for accomplishing tasks and activities and clear lines of responsibility to implement program components. (pgs. 37-39) For example, pre-services curriculum will be adapted by December 2017. (pg. 38)

The applicant provided detailed descriptions in the narrative of the key personnel on the lead team for the proposed program (pgs. 35-37). The applicant provided resumes for each of the team members in the Appendix. Based upon a review of the resumes and the job responsibilities aligned in the Management Plan, the key personnel are qualified and have relevant experience to implement the tasks and carry out the activities to implement the proposed project.

The budget details provided appear to be reasonable and allocations equitably aligned based upon the number of schools participating and educators to be impacted. For example, the budget narrative and line item budget calculate appropriately and contain budget items that are described within the proposal narrative. The fiscal responsibilities of each LEA and the SEA are described in the MOU and each MOU is signed by the representative from each participating LEA in this proposed programming (Appendix E).

Weaknesses

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

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

Reader's Score: 5

Sub Question

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

Sub Question

General:

Strengths

The applicant effectively provided details concerning the use of teacher input to develop this proposed program. (pgs. 40-41). For example, meetings were conducted to obtain input from the educators: teachers and stakeholders. (pg. 40) Additionally, teacher input will continue to be solicited during the implementation of this proposed program. (pg. 40) Because of this, the applicant effectively demonstrates that this proposed program was developed with the input from teachers from the participating schools and educators from the participating LEAs. (pg. 40)

Weaknesses

No weaknesses noted.

Reader's Score:

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

General:

Strengths

The application provided sufficient details to explain how the aligned various proposed program components such as, (1) assessments and goal-setting system, (2) principal fellowship program, (3) project leadership, (4) differentiated compensation based on demand and performance as well as the overall Believe and Prepare program will be developed within the grant term and absorbed into the SEA/LEA budgets and other grants or other identified funding sources. (pgs. 40-41) For example, the applicant indicated the practices and program supported by the grant will be embedded into the schools and districts will operate without the external funding. For example, the periodic support and the personnel cost will be built into the leadership roles and responsibilities following the end of this grant term. (pgs. 41-42)

Weaknesses

No weaknesses noted.

Reader's Score:

Priority Questions

Competitive Preference Priority - Supporting High-Need Students

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

General:

The applicant does not qualify for Competitive Preference Priority #1 based on Teacher Incentive Fund (TIF) guidelines.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

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

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

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

General:

Strengths

The applicant comprehensively detailed a proposed project that will address teacher effectiveness that will be measured using an Evaluation and Support System. For example, the applicant proposes to use Compass to appropriately measure and evaluate educator effectiveness. The use of the Compass system is effectively described throughout the narrative.

The applicant provided a comprehensive description of the Compass Evaluation and Support System (CESS) that was developed to provide multiple measures of teacher effectiveness using student growth data and teacher observation data. (pg. 14) For example, through Compass teacher effectiveness ratings will be used to inform performance-based compensation, develop teacher professional growth plans and to monitor teacher progress for low-income families and for minority students. (pg. 14)

The applicant included a thorough description of the applicant's Believe and Prepare program and the need for the program in the 16 participating rural Local Education Agencies (LEAs) and 135 schools. The applicant clearly documented the high need schools and their respective current percentage of economically disadvantaged students for each proposed participating school.

Weaknesses

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 08/10/2016 10:44 AM

Status: Submitted

Last Updated: 08/10/2016 12:56 PM

Technical Review Coversheet

Applicant: Louisiana Department of Education (U374A160044)

Reader #3: *****

| | Points Possible | Points Scored |
|---|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Significance | | |
| 1. Significance | 20 | 20 |
| Quality of Project Design | | |
| 1. Project Design | 45 | 42 |
| Sub Total | 65 | 62 |
| Selection Criterion | | |
| Professional Development Systems | | |
| 1. Development Systems | 15 | 15 |
| Sub Total | 15 | 15 |
| Selection Criteria | | |
| Quality of the Management Plan | | |
| 1. Management Plan | 15 | 15 |
| Adequacy of Resources | | |
| 1. Adequacy of Resources | 5 | 5 |
| Sub Total | 20 | 20 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| Supporting High-Need Students | | |
| 1. CPP 1 | 2 | 0 |
| Improving Teacher Effectiveness | | |
| 1. CPP 2 | 5 | 5 |
| Sub Total | 7 | 5 |
| Total | 107 | 102 |

Technical Review Form

Panel #11 - Teacher Incentive Fund - 12: 84.374A

Reader #3: *****

Applicant: Louisiana Department of Education (U374A160044)

Questions

Selection Criteria - Significance

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

General:

Strengths

The applicant adequately provides evidence of building local capacity through expanding its Human Capital Management Services (HCMS). For example, the applicant launched in 2014 the Believe and Prepare program for the purpose of promoting better retention by offering incentives to teachers in rural LEA's. The applicant proposes to improve the cohesiveness and effectiveness of its Human Capital Management Services (HCMS) to result in increased educator effectiveness and student achievement for partnering LEA's (pg. 12).

The applicant is partnering with 16 rural school districts and 137 schools of which 135 are high-need schools. The Compass system has been utilized in the state, and has proven to be a successful system for evaluating teacher effectiveness as a major factor in student achievement. (pgs. 4-7) The proposed project will expand to rural districts to ensure a cohesive system is in place for all state educators.

The applicant's project will provide full access to the evaluation and performance-based compensation system, in which in the past the rural school districts have been underprepared to effectively evaluate educator and monitor student progress. (pg. 5) Therefore, expanding the system is likely to build local capacity and services that address the needs of the target population.

Weaknesses

No weakness noted.

Reader's Score: 20

Selection Criteria - Quality of Project Design

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

--

Reader's Score: 42

Sub Question

1. (1) The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

Sub Question

General:

Strengths

The applicant effectively demonstrated that the proposed project will be a part of comprehensive efforts to improve teaching and learning consistently throughout the state.

For example, the applicant indicated that funding from TIF will increase their efforts to implement a strategic and systematic approach that measures teacher effectiveness and compensate educators based on effective teaching, experience and student assessment data. The proposed system is comprehensive in that it will prioritize the rewards and compensation of educators who has had the greatest impact on student achievement. (pg. 13)

The applicant concisely demonstrated that the Compass teacher effectiveness ratings will be used to inform performance-based compensation, develop teacher professional growth plans and to monitor teacher progress. (pg. 14) The Compass system will provide a variety of functions and is a comprehensive effort to improve teaching as well as supporting and monitoring academic achievement of standards for students.

Weaknesses

No weaknesses noted.

Reader's Score:

2. **(2) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.**

General:

Strengths

The applicant effectively demonstrated that the proposed project collaborated efforts with partners for maximum effectiveness of the proposed project. For example, the applicant indicated that partnerships were developed and all stakeholders were involved collaboratively in the development of the proposed project services. For example, the applicant will partner with sixteen rural LEAs and 137 schools of which 135 schools are high need schools. (pgs. 26-29) The purpose for partnering with the identified rural LEAs is to expand on their current HCMS system to provide equitable access to the evaluation and support systems in place in statewide. The applicant demonstrated other external partnerships exist to provide support, such as the partnership with the National Institute for School Leadership (NISL) who will provide leadership development to principals. (pg. 26) Additionally, the applicant will continue an existing partnership with the Achievement Network (ANet) to align and develop the assessment system. (pg. 25) The partnerships have been documented through MOUs and letters of support in the Appendix.

Weaknesses

The applicant failed to provide an MOU for NISL, a key partner.

Reader's Score:

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

General:

Strengths

The applicant demonstrates using a strong theoretical approach for the proposed project by establishing standards-based goals for the improvement of student achievement, expansion of access to rural LEA's that result in connecting teacher preparation programs to high-need schools. For example, the applicant provided a comprehensive Logic Model that provided outputs, outcomes, and activities that are aligned with the project's goals and objectives. In Addition, the applicant included three major components in efforts to increase student

Sub Question

achievement and develop effective educators as follows: human capital continuum, teacher preparation and recruitment, instructional improvement, and a leadership pipeline. (pg. 27, Appendix C) The applicant identified the need to strengthen the foundation of the ESS system as a lack of cohesiveness as not being connected to student outcomes and nor giving teachers and leaders relevant and reliable feedback for improvement. (Appendix C) The applicant's theory was supported by references effectively presented for the proposed project.

Weaknesses

No weaknesses noted.

Reader's Score:

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

General:

Strengths

The applicant thoroughly demonstrated that the proposed project will build on prior program funding to support the program. The applicant indicated that prior program components have been funded through Title I, Title II, IDEA and 8(g) SEA block grant funds (pg. 29). For example, the funds were used to support professional development, coaching and the development of a teaching and learning guidebook. (pg. 29) The applicant adequately demonstrated that funding from AmeriCorps, TEACH and Supporting Effective Educator Development (SEEDS) grants have been used to support various program components. (pg. 29). Additionally, AmeriCorps funds were used to provide financial aid to support teacher candidates.

Weaknesses

No weaknesses noted.

Reader's Score:

Selection Criterion - Professional Development Systems

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

Reader's Score: 15

Sub Question

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

General:

Strengths

The applicant reasonably documents that a high quality plan for professional development to help all educators in high-need schools has been developed and will be coordinated through the Compass Information System (CIS). For example, the applicant indicated that the professional development offering for educator's quarterly and annual

Sub Question

needs will be identified through the Compass system. Through the Compass system, the LEAs will readily have available information on student achievement data and educator effectiveness to identify, support and drive the professional development needs of the schools, and individual educators, also. (pg. 30)

The applicant indicated that professional development offerings will be held during team meetings, grade-level meetings, through department collaboration, coaching, and mentoring. The professional development sessions will include, but not limited to, disaggregation of data, goal setting, and using data to inform instruction. (pgs. 31-32)

Weaknesses

No weaknesses noted.

Reader's Score:

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

General:

Strengths

The applicant adequately demonstrated that data from the Compass program will identify educator's professional development needs in each partner school (pg. 31-33). For example, the Compass system has the capacity to generate several types of data reports, such as: student learning targets, teacher evaluation scores, and observation score and notes, and individual educator plans. All of the data reports are aligned with student standards and as well as local and state assessments. The applicant indicated that professional development will be determined at the individual teacher level and principal collaboration with the school and teachers. (pg. 33) The Compass system is aligned a goal-setting model to ensure that appropriate data is used to drive professional development as well as to determine educator effectiveness. (pg. 32). The Compass system has been used with nearly 100 percent fidelity across the state since first implemented. (pg. 30)

Weaknesses

No weaknesses noted.

Reader's Score:

Selection Criteria - Quality of the Management Plan

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

General:

Strengths

The applicant provided a comprehensive management plan that demonstrated the project can meet objectives on time and within budget. For example, the applicant provided a detailed table with the major activities, and timing clearly defined. The management plan provided a detailed timeline for accomplishing tasks and activities and clear lines of responsibility implementing program components. For example, the applicant proposes to expand partnership with ANet based on results of pilot programming. (pgs. 37-39)

The applicant effectively demonstrated that the key personnel on the lead team are qualified by experience and education. The applicant provided resumes for each of the team members in the Appendix. According to a review of the

resumes and the job tasks aligned in the Management Plan, the key personnel possess applicable experience to implement the tasks and carry out the activities to implement the project. For example, the Academic Content Coordinator whose professional experience includes: supervisor responsibilities, District strategic plan assessment data and tracking, analysis and interpretation of data, all school improvement plans, guaranteed curriculum leader, quality management team, curriculum specialists leader, resource helping teachers leader. (Appendix D)

Additionally, a review of the budget indicated that reasonable costs have been projected based upon the number of schools participating and educators to be impacted.

Weaknesses

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Adequacy of Resources

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

Reader's Score: 5

Sub Question

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

General:

Strengths

The applicant adequately demonstrated that the Performance-based compensation system was developed collaboratively with input from teachers and administrators in the 16 partner LEAs. For example, the applicant provided evidence that meetings of an Advisory Committee, teacher work groups and online surveys provided input as representatives of all schools. The applicant indicated that all of the activities were used to solicit input and concerns. (pg.40)

Weaknesses

No weaknesses noted.

Reader's Score:

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

General:

Strengths

The applicant effectively demonstrated how the project will repurpose funds from other funding sources after the grant period. For example, the applicant indicated that various program components developed during the grant period will be absorbed into the SEA/LEA budgets and other grants or other identified funding sources (pgs. 40-41).

Sub Question

Practices and program supported by the grant will be woven into the fabric of how schools and districts operate without the external funding and the focus of the programs will shift from establishing programs and systems to providing monitoring and periodic support and the personnel cost will be built into the leadership roles and responsibilities. (pgs. 41-42)

Weaknesses

No weaknesses noted.

Reader's Score:

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

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

General:

No Strengths Noted

Weaknesses

The applicant does not qualify for CPP1 based on TIF guidelines.

Reader's Score: 0

Competitive Preference Priority - Improving Teacher Effectiveness

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

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

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

General:

Strengths

The applicant adequately provides evidence of building local capacity through expanding its Human Capital Management Services (HCMS). For example, the applicant launched an effective program in 2014, Believe and Prepare program. The program was launched for the purpose of promoting better retention by offering incentives to teachers in rural LEA's. The applicant proposes to improve the cohesiveness and effectiveness of its Human Capital Management Services (HCMS) to result in increased educator effectiveness and student achievement for partnering LEA's (pg. 12).

Due to the fact that the LEAs have not had full access to the evaluation and performance-based compensation system, the rural school districts have been underprepared to effectively evaluate educators, use data to set goals and monitor

progress for educators and students. (pg. 5) The applicant proposes to expand the HCMS system in an effort to build local capacity to improve services that address the needs of the target population.

Weaknesses

No weakness noted.

Reader's Score: 5

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