

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

Status: Submitted

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Technical Review Coversheet

Applicant: Andover, Town of (U351D140007)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	10
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	88
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	93

Technical Review Form

Panel #8 - Development & Dissemination Grant Program - 8: 84.351D

Reader #2: *****

Applicant: Andover, Town of (U351D140007)

Questions

Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 10

Sub Question

1. (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Strengths:

The need for the project intervention is supported by the identification of about 230 students who fall into "high-need" categories in the Andover District. Those categories include 26% of grade three students scoring as warning or needs improvement on the Reading Assessment. (Page 4)

In the Quaboag Regional Innovation District there are 45% of the students eligible for subsidized lunch program with 52% of the students classified as "high-needs". (Page 5)

The third partner district, Salem Public Schools has 420 students or 68% of the student population classified as "high needs". (Page 5)

The applicant defines at-risk or "high needs" if the students score in the warning or needs improvement categories on assessments, require special education services, come from a low-income family or have a first language other than English. (Page 6) This data clearly supports the needs for interventions for the population identified.

The proposed project with a focus on the Performance Cycle framework will address the needs by setting into motion the resources by providing teachers with the skills to instill in students the capacity for continued success. (Page 7)

Sub Question

Weaknesses:

The applicant does not clearly establish that the "high needs" students are not duplicated within the count of those students identified. Without this information it is difficult to determine the extent of the concerns for the partnering districts.

Reader's Score:

2. (b) 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.

Strengths:

Each of the partners has identified gaps in the services provided to their students in the area of reading, writing and literacy. This establishes the reason for the focus on that element of the proposed project. (Pages 7-8)

Although the gaps in each of the districts may be different the key similarity is the need for integration of the arts into existing programming. The New England ArtsLiteracy Project will address those gaps by providing appropriate training for teachers using the Performance Cycle model. (Pages 8-9)

Weaknesses:

The applicant does not express clearly how the gaps that are in existence are of a great magnitude. It is not clear how serious the issues are as there is no comparative data with other programs and entities in the area. For example, it is not clear that reading comprehension is a severe problem when compared to other schools. (Page 7)

Reader's Score:

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project by considering the following factor:

The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Strengths:

The significance of the proposed project is supported by the likelihood of the products developed will be utilized by others in a variety of settings. For example, over the four project years, the New England ArtsLiteracy project will produce specific lesson plans, teacher and student experiences and evaluation results. These evaluation results will include implementation strategies in urban, suburban and rural settings. These products and processes will be shared in digital platforms, presentations, and train the trainer programs. (Pages 12-13)

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score: 10

Selection Criteria - Quality of Project Design

1. Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the design of the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 23

Sub Question

1. (a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

Strengths:

The Project Design does include supportive reflection on up-to-date knowledge from research and effective practices. For example, In a study by Stevenson and Deasy in 2005 the authors found that the prospect of exhibiting or performing art work builds student skills in the "four C's" (Creativity, collaboration, critical thinking and communication). This research supports the project design and the use of the Performance Cycle. (Page 17)

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness .

Reader's Score:

2. (b) The extent to which the proposed project is supported by strong theory.

Strengths:

The applicant uses a well-developed logic model to support the implementation of the Performance Cycle model including team reading and writing and arts integration. The model includes long-term, intermediate and short term outcomes. If these outcomes are reached, the proposed project will find success. For example, improvement in reading comprehension is part of the intermediate outcomes. (Page 19)

The model includes the resources that will be needed for the project success. Those resources include personnel as well as supplies and technology supports. These are appropriate for the project completion. (Page 19)

Within the logic model the applicant supports effective staff development and training applications such as job-embedded professional development, lab classrooms and peer and facilitator class observations. This is a comprehensive approach to successful training for teachers. (Pages 20-25)

Sub Question

Weaknesses:

This criterion was thoroughly discussed and I did not find any weaknesses.

Reader's Score:

3. (c) 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.

Strengths:

Each of the partner school districts provide for unique efforts to improve teaching and learning. For example the Collins School in Salem is part of the Coalition of Essential schools that has a focus based on successful demonstration of mastery. These principals are clearly aligned to the Performance Cycle model. (page 26)

The Quabog Regional School district is an Innovation Zone district. The current years school improvement plan includes incorporating technology, implementing learning walk-throughs and encouraging community and parent outreach including the planning of showcase events. (Page 27) The plan is clearly gained to the Performance Cycle model.

In the Andover Public Schools the expansion of interdisciplinary course offerings and project-based learning are elements that will be easily integrated into the proposed project. (Page 27)

Weaknesses:

The applicant does not include specific elements in the partnering schools that support rigorous academic standards. Without this information, it is not clear how the schools and the proposed project will integrate that element.

Reader's Score:

4. (d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

The applicant has planned for the incorporation of the project activities and benefits into ongoing work beyond the end of the project. Some of these elements include the professional and staff development for future staff that will be accomplished through Title IIA funds as well as local funding sources. The use of the virtual field trips which is part of the proposed project will provide a tool that can be used beyond the projects implementation. The skills gained from the training provided will also be used in subsequent years within the districts. (Page 28)

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

Selection Criteria - Quality of Project Personnel

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant

encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

In addition, the Secretary considers the following factor:

The qualifications, including relevant training and experience, of key project personnel.

Strengths:

One of the partner schools has established a program called, Today's Students, Tomorrow's Teachers. The purpose of that program encourages students to become teachers. This program has a focus on students/teachers of color. (Page 29)

The Andover School District participates in the Massachusetts Partnership for Diversity in Education which is committed to recruiting educators and administrators from diverse backgrounds. (Page 29)

These efforts indicate a desire to seek applications from members of traditionally underrepresented groups.

The applicant has provided information on several of the key project personnel. The qualification and relevant training and experience is extensive and will provide for leadership in the project implementation. Those individuals include backgrounds in the arts, in research, grant implementation and leadership. (Pages 30-35)

Weaknesses:

The applicant does not provide information regarding the role that the partnership districts will be playing in the hiring of the staff for the project. Also the applicant does not include how employment decisions are made in those districts. Without that information, it is not clear how this partners will be involved and if diverse populations will be addressed.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 18

Sub Question

- 1. (a) 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.**

Sub Question

Strengths:

The management plan includes clearly defined leadership roles that will ensure that the partners are represented in the oversight of the project success. These individuals will be part of an advisory committee. (Page 25)

The applicant defines the leadership roles of the administration of the grant and the integration of the arts. Each person's responsibilities rely on that individual's strengths and interests. For example, museum personnel will be responsible for creating the museum-based student tour programs that are part of this project. (Page 35-37)

The applicant includes monthly timelines and milestones for year one and years 2-4 of the project. Those include four specific strategies that align to the goals of the project. For example one of the strategies is to build capacity through the integration of technology. This management plan will support the accomplishing of project tasks in a timely manner and provide for success of those tasks. (Page 38 and 40)

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

2. (b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

The applicant indicates that a full time Project Director and technology coordinator will be hired for the project. Part time key project personnel will include grants management oversight, administrative assistance, and participating teachers from each school partner. Additional staff will include the adjunct work of the trainers and advisors. (Page 42) This allotment of personnel is appropriate and adequate to meet the needs of the multi-partner program.

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

3. (c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The procedures for ensuring feedback and continuous improvement will rely heavily on the advisory committee and the project director. The committee will be provided with feedback from the outside evaluator from Endicott College and a facilitator who will be providing professional development. (Page 43)

The Project Director will communicate with the evaluator and a representative from the ArtsLiteracy organization. (Page 43)

Weaknesses:

Although the Project Director will be communicating with the evaluator and a representative from the ArtsLiteracy Organization, the applicant does not indicate how frequently that will occur. Therefore it is not clear how these communications will affect the continuous improvement in the operation for the project.

Sub Question

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

- 1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 18

Sub Question

- 1. (a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Strengths:

The project evaluation includes effective use of several methods of evaluation that include quantitative data such as student academic performances as well as qualitative data using surveys, interviews and focus groups to study the instructional practices. (Page 44)

The project evaluation includes the documentation of the progress on five clearly defined measureable outcomes. For example, one of the outcomes is: Students participating in project classrooms will demonstrate significant improvements in academic self-concept, in reading comprehension and performance skills and will display more positive engagement with school. This outcome will be measured by data from student assessments and field tested or project-created instruments. (Page 45)

Weaknesses:

The criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

- 2. (b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

Strengths:

The methods of evaluation that will provide periodic assessment of progress are outlined by the long-term, intermediate term and short term outcomes. (Page 46)

Sub Question

Weaknesses:

The applicant does not include specifically what performance feedback will be used to inform the stakeholders of the progress toward achieving the intended outcomes. For example, it is not clear how the "increased teacher use of Performance Cycle Model" will be measured and what type of feedback will be gathered to provide for periodic assessment. Appendix (Page 69)

Reader's Score:

3. (c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

Strengths:

The project evaluation will have the potential to provide guidance about effective strategies suitable for application in other settings. This is true for the major components of the project including goal that the New England ArtsLiteracy Project will publish and disseminate practices and findings. (Page 46)

Weaknesses:

This sub-criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

Priority Questions

Competitive Preference Priority 2 - Technology

1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

The applicant has indicated that a full time technology coordinator will be hired for this project. This position will be assisting in creating a community of learners among the three districts. Digital tools will be used to create virtual museum field trips and integrated into the classrooms to provide for technology enriched formats. (Page 3)

Weaknesses:

This priority was thoroughly discussed, and I did not find any weakness.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Andover, Town of (U351D140007)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	12
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Personnel		
1. Project Personnel	10	10
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	20	11
Sub Total	100	84
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	89

Technical Review Form

Panel #8 - Development & Dissemination Grant Program - 8: 84.351D

Reader #1: *****

Applicant: Andover, Town of (U351D140007)

Questions

Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 12

Sub Question

1. (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Strengths:

The project includes districts with students at risk. The project includes two districts with over 50% of the students identified as high needs as classified by the district (p. 5). In some grades in all three project districts there is evidence of low reading performance 26% of grade 3 in Andover (p. 4), 50% of grade 3 in Quabog (p. 5), and 49% in grade 6 in Salem (p. 6). . The applicant report on a study of the proposed project that shows evidence of promise to address low reading performance, suggesting that the proposed project would be able to address the needs of at risk students in the district. (p. 6)

Weaknesses:

The applicant only include reading performance information for one grade level in each district and these grades do not appear to be the ones that are going to be involved in the project, on p. 10 the applicant notes that Salem will target middle school teachers, Quabog will target K-8 teachers, and Andover will target grades 5-8 The applicant should report on all grades that will be involved in the project to demonstrate the need further.

Reader's Score:

2. (b) 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.

Strengths:

The applicant identifies specific weaknesses, discussing the need for reading comprehension strategies and arts integration in each district (p. 7-8). The applicant also highlights that the Common Core standards will require an

Sub Question

increased emphasis on text complexity and writing across the curriculum, suggesting a greater need for literacy professional development and teaching strategies (p. 8). The applicant clearly states how the proposed project will address the literacy needs and will also include professional development to increase arts integration by providing job-embedded professional development on the Performance Cycle (p. 10)

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project by considering the following factor:

The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Strengths:

The authors describe useful products that will come out of the project and discuss multiple platforms through which these products will be shared. They also describe current products that are available related to the approach being used in the project. The project team will also determine further dissemination efforts during the planning year of the study.

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score: 10

Selection Criteria - Quality of Project Design

Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the design of the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 23

Sub Question

1. (a) The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.

Sub Question

Strengths:

The proposal includes sound research that shows promise for all components of the project, citing WWC intervention reports (p. 15) to support the use of student team reading and writing. The applicant clearly show how the current project uses what is known from the research presented, for example on p. 15, the applicant identifies effective student team reading and writing program components from the research and then describes the student team reading and writing program components in the Performance cycle and aligns these to those components identified in the research. The applicant also includes research on the exact model being used in the current project which shows promise for the project to increase student achievement (p. 17).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

2. (b) The extent to which the proposed project is supported by strong theory.

Strengths:

The proposal includes a strong theory by presenting a logic model with clearly defined activities and realistic outputs and outcomes from the activities (p. 19). The applicant provides a detailed description of the materials that will be presented at the week long summer institute and also describe how the participants will interact with the materials (p. 20-25) making it easy to understand how the activities will lead to the intended outcomes. The proposal includes units developed collaboratively by music and content area teachers with time to start to develop these units during the summer institute which should result in units that are more likely to result in changes in student performance (p. 23-24). The performance cycle is modeled during the training so that teachers will have participated in the cycle prior to implementing the cycle with students which should lead to more successful implementation of the cycle (p. 21-23). The summer training is followed by coaching to assist teachers in implementing what they learned at the training which should result in more successful implementation of the cycle (p. 25).

Weaknesses:

On p. 20 it states that 40 teachers will be recruited each year this does not match with the number of teachers (42) involved as stated on p. 10.

Reader's Score:

3. (c) 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.

Strengths:

The applicant provides evidence that the efforts of the project are aligned with comprehensive efforts to improve teaching in Salem (p. 26). The applicant describes how the performance cycle model aligns with the principles of the Salem Coalition which includes the use of gradual release of responsibility from teachers to students (p. 26).

Weaknesses:

In the other two districts, Andover and Quabog, the applicant only provides information on current achievement efforts in each district (p. 27), but they do not describe how the proposed project is being integrated into these efforts or how the current project supports these efforts.

Reader's Score:

4. (d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Sub Question

Strengths:

The applicant provides support for sustainability beyond the grant. The applicant indicates that current funds can be used to train teachers beyond the grant (p. 28). The applicant also discusses how the virtual field trips will be tested during this project as a potential way to sustain opportunities for students to visit museums and exhibits without the expense of field trips (p. 28).

Weaknesses:

The plans for sustaining the project suggest that there is funding available in the districts that could be used to implement the project which suggests that the districts may not need grant funding for implementation.

Reader's Score:

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

In addition, the Secretary considers the following factor:

The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The proposed staff has experience and training in areas needed to implement the current project. The staff has experience in curriculum development (p. 30), fine arts coordination (p. 30), grants coordination and oversight (p. 31), and program evaluation (p. 32). The staff also includes a person with experience implementing the program in other schools (p. 32).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

- 1. Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 18

Sub Question

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

Strengths:

The proposal includes clearly defined roles for all staff (p. 35-36) making it clear what the overall responsibility of each key staff member will be. The timelines (p. 38-40) are comprehensive identifying relevant milestones with a detailed narrative description of the key activities providing an understanding of what is needed to accomplish the project tasks.

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

2. **(b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Strengths:

For the staff presented there appears to be an adequate amount of time allotted. The project director will be full time (p. 42) and the technology coordinator will be full time (p. 42) which should allow for adequate time to manage and implement the project.

Weaknesses:

There are several staff members who were mentioned in previous sections of the proposal for which there is no information about time commitment. The following staff does not have time commitment information: Duclos (p. 30), Delforge (p. 30), Carbone (p. 31), Wheeler (p. 31), Wooton (p. 32), Hayes (p. 33), Jee (p. 34), Andres (p. 34), and Scheinberg (p. 35). It would be helpful to know the time allotted for all staff on the grant or to know how the positions will be funded.

Reader's Score:

3. **(c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Strengths:

The applicant has adequate plans for ensuring feedback for continuous improvement. An advisory committee will be created that will meet twice per quarter to allow for feedback from individuals with a variety of expertise to review and inform project improvement (p. 37). The project director will visit each school monthly; this will allow the director to see how the project is being implemented in the schools to identify needed changes (p. 43). There are plans to have smaller working groups to address any challenges identified in the advisory group meetings (p. 37).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

This criterion was thoroughly discussed and my score reflects my personal assessment of this section.

Reader's Score: 11

Sub Question

1. (a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Strengths:

The evaluation plan includes the use of a variety of quantitative and qualitative data that will be collected to inform whether objectives of the project are met. The applicant includes a review of curriculum plans, observations, interviews and focus groups as well as use of student achievement and attitudinal data (p. 47).

Weaknesses:

The evaluation plan does not describe details on the instruments that will be used or how the data will be analyzed. For example, there is no information about how often the observations will occur and whether the analysis will be looking for changes in observation scores or just providing descriptive information about the classrooms. There is also no information on what will be included in the observations, what the intent of the focus group and interviews are, and what the criteria are for reviewing the curriculum plans.

Reader's Score:

2. (b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

The applicant suggests that an interim evaluation report will be provided to allow for periodic assessment of progress (p. 46). These interim reports should provide the data needed to determine needed project changes.

Weaknesses:

The applicant suggests that the results may only be reported annually (p. 46) which would not allow for mid-course corrections to the program. The data that is being collected, such as tracking of professional development attendance (p. 47) and curriculum reviews (p. 47), could lend itself to more frequent reporting so it is unclear why the applicant would include only annual reports. The applicant does not clearly state what data will be presented in the interim progress reports, or the annual reports to show progress towards the short-term, medium term and long-term outcomes, this information would make it more clear how the evaluation data is going to be used for providing ongoing feedback about the project.

Sub Question

Reader's Score:

3. (c) **The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)**

Strengths:

The evaluation includes the use of a matched comparison group (p. 47) which would classify this as a quasi-experimental design that has the potential to produce evidence of promise. The applicant proposes the use of hierarchical linear modeling to analyze the impact of the program which will account for nesting (p. 48).

Weaknesses:

The description of the design and analysis of the quasi experimental design is cursory. There is little description of how the matched comparison group will be formed such as a description of whether the group will be selected from across districts or within each district. The applicant also states that the comparison groups will include subgroups of the intervention group (p. 47), while it is appropriate to perform exploratory analysis on subgroups to determine if the impact had differing effects on different groups of students, this analysis should be conducted using the subgroups as a moderator variable not as a separate comparison group. It is unclear why the applicant proposes to conduct both an ANCOVE and HLM analysis, the HLM analysis should be sufficient, it is not clear what is gained from doing a separate ANCOVA. Also, the applicant does not provide detail on the HLM analysis, they do not indicate the nesting that will be involved, the specific outcomes that will be used (aside from stating average scores and local assessment data (p. 49), and how they will account for multiple comparisons if they are using multiple outcomes.

Reader's Score:

Priority Questions

Competitive Preference Priority 2 - Technology

1. **Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.**

Strengths:

The project includes the use of several digital tools to improve instruction including communication tools for developing virtual relationships among communities of learners (p. 2), virtual field trips (p. 3), and digital media exchanges (p. 3). The applicant also includes a full time technology coordinator to support the implementation of technology (p. 42) and includes teacher training on acceptable use of technology (p. 3).

Weaknesses:

This criterion was thoroughly discussed and I did not find any weakness.

Reader's Score: 5

Status: Submitted
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Technical Review Coversheet

Applicant: Andover, Town of (U351D140007)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Need for Project		
1. Need for Project	15	13
Significance		
1. Significance	10	10
Quality of Project Design		
1. Quality of Project Design	25	23
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	20	17
Quality of the Project Evaluation		
1. Project Evaluation	20	18
Sub Total	100	90
Priority Questions		
Competitive Preference Priority 2		
Technology		
1. CPP: Technology	5	5
Sub Total	5	5
Total	105	95

Technical Review Form

Panel #8 - Development & Dissemination Grant Program - 8: 84.351D

Reader #3: *****

Applicant: Andover, Town of (U351D140007)

Questions

Selection Criteria - Need for Project

1. Please provide a brief summary and your scores for Question 1 - Need for Project in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the need for the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 13

Sub Question

1. (a) The extent to which the proposed project will provide services or otherwise address the needs of students at risk of educational failure.

Strengths:

The applicant meets an element of the criteria by demonstrating a need for the proposed program in the target area to serve students at risk of academic failure. The applicant shows a need for the proposed program in the target area by providing documentation/demographics of need. For example, 6% of the students at the target schools are eligible for subsidized lunch program, 2% of students are ELLs, and 23% are high-need students. The applicant also presents more data on test scores, low-income, and graduation rates (pp.4-7).

Weaknesses:

The applicant does not provide the sources of the data to support the need that the proposed program will serve students at risk of academic failure (pp.4-7).

Reader's Score:

2. (b) 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.

Strengths:

The applicant clearly meets elements of the criteria by presenting particular gaps in services, infrastructure, and opportunities. For example, the proposed project has identified reading comprehension as a serious issue impacting students. The proposed project has indicated that reading has not been given as much attention as STEM and adequate arts integration was missing. The proposed project offers professional development as a means to address the existing weaknesses (pp.7-11).

Sub Question

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project by considering the following factor:

The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed project, including the potential for their being used effectively in a variety of other settings.

Strengths:

The applicant meets some elements of the criteria that products (such as information, materials, processes, or techniques) from the proposed project will likely be produced and used effectively in a variety of other settings. For example, the proposed project will serve 120 K-8 teachers from three LEAs to participate in professional development utilizing the research-based Performance Cycle Model. The applicant indicates dissemination will happen through three avenues: 1) digital platforms for communication and collaboration; 2) Presentations locally and at regional and national conferences; and 3) train the trainer programs in districts and possible through partner museums. The learning materials will be accessible electronically to teachers anywhere. At the end of the project, the applicant will compile curricula, evaluation reports, implementation notes, and exhibition materials, project artifacts through the ARTSLiteracy organization free website or on the project's newly created website. Also, the proposed project will disseminate experiences, student work, and project evaluation results through conference publication or journal articles. The audiences target for dissemination is the National Council for Teachers of English, New England Consortium of Artist Educator Professionals and the Association for Supervision and Curriculum Development (pp.13-14). The proposed project has the potential to be replicated in several settings.

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score: 10

Selection Criteria - Quality of Project Design

Please provide a brief summary and your scores for Question 3 - Quality of Project Design in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the design of the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 23

Sub Question

1. (a) **The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practices.**

Strengths:

The applicant meets an element of the criteria by reflecting in the design of the proposed project some up-to date knowledge from research and meaningful practices to support the proposed project. For example, the applicant provides three up-to-date research sources that are guided by What Works Clearinghouse (WWC) evidence standards with reservations to support the program. The applicant's faculty integrates up-to-date knowledge research and practice in the professional development's curriculum by including literacy, reading, and writing instruction. The Performance Cycle model consists of important elements of the student team reading and writing program (pp.15- 18).

Weaknesses:

The applicant provides two outdated research sources that that does not support the proposed project (p.18).

Reader's Score:

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

Strengths:

The applicant articulates how the proposed project is supported by strong theory by providing a theory of action (p. 19). The theory of action represents education research and a past Performance Cycle model implementation evaluation. The applicant provides a comprehensive logic model. The logic model lists elements of problem statement, goals, rationales, assumptions, resources, activities groups, outputs, and outcomes (short, intermediate, and long-term) (pp.18-19).

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

3. (c) **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.**

Strengths:

The applicant meets the elements of the criteria by providing a comprehensive effort to enhance teaching and learning and support rigorous academic standards for students. For example, the applicant will work with other schools to enhance student learning by reforming each school's priorities. The applicant will use several effective strategies to improve teach and learning. Lab teachers will be used for modeling new activities and strategies. The project staff will use the learning walk-through model to gather data to inform district- and school-level decision making (p.26). Expanded interdisciplinary course offerings, challenge-based learning & global units of study will be offered at some of the schools (p.27).

Sub Question

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

4. (d) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

Strengths:

The applicant meets the elements of the criteria by providing a defined plan for sustainability that outlines how the anticipated project will contribute to self-sufficiency and help guarantee that the impact of the project will survive after Federal assistance has expired. For example, the applicant has the potential to survive after the grant has ended through the creation of a New England network of arts integration experts and partners (p.e16 & p.28). Participating schools may commit Title IIA finds to prepare more teachers in the Performance Cycle model. Also, schools may decide to use local funds for teacher teaching at museums and with artist. Schools will have the option to apply for field trip grants or use monies from their school budget to pay for services (p.28). The schools will work with one another and partner organizations to look for other grant opportunities and share resources (pp.28-29). The applicant provides letters of support from several organizations (pp.e108-115).

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

In addition, the Secretary considers the following factor:

The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant meets the elements of the criteria by providing quality personnel to include persons from traditionally underrepresented groups of persons who can carry out the anticipated project. For example, the proposed project's human resources department will serve employees and citizens in manner that reflect values and diverse cultures, and equality. The applicant will commit to recruiting persons from diverse backgrounds and persons that have long been underrepresented (p.29). The applicant provides a GEPA 427 form that ensures the LEAs are equal affirmative action employees and mandates that all potential employees will be provided with services or tools that will allow them to participate in the hiring process as specified by the Americans with Disabilities Act (ADA). Language translation and translated materials will be provided. Consent and assent forms will be translated into Chinese and Spanish (pp.e12-13).

The applicant addresses employment requirements that include relevant training and experience. For example, the project director has a Master's Degree in Curriculum and Development and a B.S in Math. She is a doctorate candidate. The project director has over 30 years in the education field (p.30). The applicant provides individual resumes for project director and key personnel (pp.e71-107). Other qualifications (education, experience, and credentials) for program staff

are provided in the application (pp.30-35).

Weaknesses:

The applicant project director's resume does not include an education level (p.e71).

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

- 1. Please provide a brief summary and your scores for Question 5 - Management Plan in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.**

The Secretary considers the quality of the management plan for the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 17

Sub Question

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

Strengths:

The applicant meets some elements of the criteria by planning to obtain the objectives of the proposed project within budget. For example, the applicant provides a narrative budget that describes costs over the duration of the grant. The applicant provides an itemized budget breakdown of personnel, fringe benefits, travel, supplies, contractual, and other direct and indirect costs for each year. The budget reflects the personnel needed to effectively plan and manage the grant. The costs seem reasonable in relation to meeting the objectives and carrying out the anticipated program activities. There are no unnecessary or unrelated costs that appear in the budget (p.e117-122).

The applicant provides timelines that show how administration, student activities, teacher training and professional development, technology implementation and evaluation will happen during the 1st and subsequent grant years. The timelines and milestones included activities to be carried out monthly. An evaluation pan is included in the timeline (p.38).

Weaknesses:

The timeline does not show who will be responsible and accountable for carrying out assigned tasks. The timeline does not show detailed responsibilities for carrying out the project activities (p.38).

Sub Question

Reader's Score:

2. (b) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

The applicant meets the element of the criteria by describing the time commitments of the project director and other key project staff necessary to meet the objectives of the proposed project. The commitments appear to be sufficient to meet the objectives of the proposed project for delivery of the anticipated services. The applicant provides the time commitments of the project director and other key project staff. The time commitments of the project director and technology coordinator will be 1.0 FTE. The grant administrator and administrative support person time commitments will be 0.05 FTE (p.42). The applicant lists the hours of other key personnel commitment time for carrying out program activities (pp.42-43). For example, one museum has committed 40 hours per year for staff to work on the grant at no charge. The commitments are reasonable to achieve the objectives of the anticipated project.
(p.43).

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

3. (c) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The lecturer will lead the advisory committees work during the planning year. The advisory committee will establish benchmarks and criteria for team accomplishment, in addition to establishing processes for achieving set benchmarks. The advisory committee will engage in reflection that will produce strategies for program improvement for ensuring goals are being obtained. The project director will visit each participating school monthly before and during implementation. The evaluator will work on a monthly basis with the project director on creating and administering particular evaluation tools. The evaluator will report twice a year to the project staff via oral and written interim reports (p.43). The advisory committee will met twice per quarter (eight meetings) in year one to collaboratively develop and select project activities, and quarterly in subsequent years to review data and formative evaluation reports, and resolve program issues. The project director will manage the project. The applicant will produce quarterly reports about the program progress (p.39 & 43).

Weaknesses:

The applicant does not meet some of the elements to provide sufficient procedures for guaranteeing feedback and ongoing improvement in the operation of the anticipated project. For example, the applicant provides confusing information as to who will do what by providing names instead of titles (p.43).

Reader's Score:

Selection Criteria - Quality of the Project Evaluation

1. Please provide a brief summary and your scores for Question 6 - Project Evaluation in the space below. If you opt to not include a summary, please indicate N/A in the comment boxes. Your detailed analysis and comments for each of the sub-criteria should be provided in each of the subsequent, specific sub-questions. Scores are not captured at the sub-question level and can only be provided here.

The Secretary considers the quality of the evaluation to be conducted of the proposed project by considering the following factors:

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: 18

Sub Question

1. (a) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

Strengths:

The applicant meets the elements for the criteria by using methods of evaluation to include the use of objective performance measures that are vividly associated to the proposed outcomes of the project and will yield quantitative and qualitative data. For example, the applicant will provide methods of collecting quantitative and qualitative data for evaluating the effectiveness of program objectives and outcomes by including observation of project activities. Formative and summative assessments will possibly be written by participating teachers. Surveys, interviews and focus groups will be used to collect quantitative and qualitative data. The evaluator will review the curriculum maps, units of study, student work samples, and program artifacts. Student data will be used to track student achievement through grades and reading levels. Student success will be assessed quantitatively and qualitatively in comparison to students in non-participating classrooms. The project will utilize state assessment data, local readings comprehension assessment, field-tested and or project-developed tools to evaluate students' academic self-concept, involvement with and attitudes toward school (p.45). The proposed project will publish and disseminate best practices and results. Grant information will be published on line and shared at conferences (p.46).

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

2. (b) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

Strengths:

The applicant meets an element for the criteria by providing methods of evaluation that will provide performance feedback and permit ongoing assessment of progress to meeting proposed outcomes. For example, the applicant will use continuous data collection and analysis during the grant period. Results will be reported annually. The evaluator will provide ongoing feedback free of bias, since the evaluator is external. The education consultant will be responsible for reviewing the annual evaluation report and providing recommendations for program improvement. Project staff will meet several times a year to discuss outcomes, data collection and analysis to refine effective practices for ongoing success (p.46).

Sub Question

Weaknesses:

The applicant does not meet some of the elements of providing methods of evaluation to ensure performance feedback and allow intermittent assessment of progress toward meeting anticipated outcomes. For example, the applicant does not describe how data will be analyzed and feedback will be provided to the stakeholders (p.46).

Reader's Score:

3. (c) The extent to which the methods of evaluation will, if well implemented, produce evidence of promise (as defined in the notice.)

Strengths:

The applicant meets an element of the criteria by providing some quality implemented methods of evaluation to produce of evidence of promise. For example, the applicant will work with other schools to enhance student learning by reforming each school's priorities and shorten its organization. The applicant will use several effective strategies to improve teach and learning. The gradual release of responsibility model of teaching will be use in conjunction with the use of hook to engage interest, and activities that permit students to practice applying the strategy as a whole and small group. Lab teachers will be used for modeling new activities and strategies. The project staff will use the learning walk-through model to gather data to inform district- and school-level decision making (p.26). Expanded interdisciplinary course offerings, challenge-based learning & global units of study will be offered at some of the schools (p.27).

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score:

Priority Questions

Competitive Preference Priority 2 - Technology

1. Projects that are designed to improve student achievement (as defined in the notice) or teacher effectiveness through the use of high-quality digital tools or materials, which may include preparing teachers to use the technology to improve instruction, as well as developing, implementing, or evaluating digital tools or materials.

Strengths:

The proposed project meets the criteria for designing projects to improve achievement or teacher effectiveness. For example, the applicant will utilize technology to develop a community of learners by providing a communication tool with access to information through virtual relationships among three school districts (pp.1-2). Participants will use digital communication platforms and practice digital media exchange with students using the district –approved or created platforms. The second tool will involve using museum partner web pages to develop virtual field trips. The final tool will be a digital archive for teachers to post lesson plan and learning materials such as standards-based curriculum maps, samples of student work, videos of classroom experiences or performance, for accessibility by others (p.3). The applicant will hire an educational technology coordinator to work with teachers and the project staff to create learning materials that supports the integration of the arts (pp.29-30).

Weaknesses:

No weaknesses found: "This criterion was thoroughly discussed and I did not find any weakness."

Reader's Score: 5

Status: Submitted

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