

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

Status: Submitted

Last Updated: 06/17/2014 02:45 PM

## Technical Review Coversheet

**Applicant:** School District of the City of River Rouge (U351D140054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	23
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	18
<b>Sub Total</b>	100	95
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	2
<b>Sub Total</b>	5	2
<b>Total</b>	105	97

# Technical Review Form

Panel #9 - Development & Dissemination Grant Program - 9: 84.351D

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

Applicant: School District of the City of River Rouge (U351D140054)

## 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: 15

#### 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 clearly demonstrates need for the project. Comparison of academic data on the target population and the state is provided to demonstrate educational risk of students that will receive services as a result of the project (pgs. e16 - e17). An analysis of MEAP test results reveals that in both reading and mathematics, no Hispanic students were proficient and African-American students made up the majority of the bottom 30% of those who were not proficient. In both reading and Mathematics, 35% of students who were non-proficient had disabilities. Additionally, demographic data is also presented to help demonstrate need for the project. For example, in the 2012-2013 school year, 97% of elementary students were eligible for free and reduced lunch, while 95% of the middle school students were eligible. The high school graduation rate of the high school in 2012 was 60.9%, compared to 76.24% for Michigan. The population of adults over the age of 25 without a high school diploma is 27%; the median household income is \$25,641, and the unemployment rate is 16%. To meet academic needs the proposed project will enhance, expand, document, evaluate, and disseminate an innovative, cohesive model of standards-based arts education into elementary and middle school reading and mathematics instruction of low SES students of color (pg. e13). The short-term outcome is to increase teachers' ability to integrate standards-based art (& media art) education into the ELA and math via a learning community involved in weekly professional development, at summer art-integration institute, artists workshops, and lessons co-planned by teachers and project staff.

#### Weaknesses:

No weaknesses found:

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

## Sub Question

### 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 identifies gaps and weaknesses in services and infrastructure identified through teacher observations, interviews, and surveys (pgs. e19). Identified gaps and weaknesses include lack of collaboration between the core teachers and the art teacher (pg. e19); no provision of arts instruction due to budget limitations; limited access to additional learning opportunities due to poverty (pg. e20); the lack of training received by teachers training; and limited knowledge and ability to integrate technology in instruction (pg. e21). The magnitude of gaps and weaknesses is clearly conveyed. For example, elementary and middle school principals cited that core curriculum teachers rarely worked with the art teacher. In the elementary school, there is one certified art teacher, who meets with kindergarteners for two hours per week; while meeting with students in grades 1-5 for one hour every third day. In the middle school, there is a cultural studies teacher (who is not certified in art) who teaches an art class to both 6th and 7th graders one hour per day for 10 weeks. The 8th graders receive no art instruction.

#### 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:

A variety of curriculum and instructional products as well as the artifacts of student learning will be created documenting what works, that can be used effectively by educators in other settings. Materials will appear on the project's website to include lesson plans, summer institute/Saturday workshops materials and podcasts, teacher and student sketchbooks, digital media how-to tab, action research plans, lesson plans and assessments, a student work gallery, links to journal, ERIC, and conference articles, as well as a project blog, evaluation and sustainability plan. These products have high potential for effective replication in diverse settings because together they illustrate in detail program planning, implementation, and evaluation.

#### 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 project is based on up-to-date knowledge from research and effective practices in three areas - Partnership infrastructure, high quality professional development-from theory to practice; art-integration model (pgs. e26-e28). The rationale for these areas and project and activities is based on evidence-based research of which is cited. A variety of evidence-based effective practices will also be employed on the project. For example, the project employs a school-based coaching approach where faculty work with small groups of teachers to improve classroom practice, as recommended by Tomlinson, Brimijoin, and Narvaez (2008).

**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 proposed project is supported by strong theory.

**Strengths:**

The applicant demonstrates the project is supported by strong theory (pgs.28-e30). For example his project will use semiotics as a theoretical framework. Semiotics is a study of how meanings get communicated. Reading art means that a viewer comprehends a visual statement made by the text maker. The study of how meaning is made across semiotic systems, like art and language, will help students read and analyze, as well as create, messages from a number of media sources to include advertisements, mathematical situations, and drawings. Other referenced theory include the Visual Thinking Strategies (VTS) is a method initiated by teacher-facilitated discussions of art images; and the Studio Habits of Mind framework which describes eight habits of mind used in art practice and encourages learners to recognize their thinking behavior as they make art. The Studio Habits of Mind are in effect

### Sub Question

the common core in the visual arts, and teachers who have used them may map them onto the core standards developed for ELA and math. Other theory based frameworks include The Common Core Standards in Language Arts and Mathematics which emphasize understanding of core ideas and application of knowledge through higher-level thinking skills; and the Framework for 21st Century Learning stresses critical thinking, collaboration, communication, and creativity (pgs. e35-e37).

#### 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 proposed project is part of an effort to address the declining support of the arts due to funding cuts, and teachers and administrators focusing on must meeting Adequate Yearly Progress (AYP) in under-performing schools (pg. e39). The overall effort is transforming a school's learning environment to include successful and sustained arts integrated instruction. A goal of the proposed project is to forge strong links between art-integration curriculum and state/national standards while building “on a foundation of carefully-planned goals” that include lessons planned by art, ELA, and math teachers, art-integration and math method instructors, EMU literacy, and technology, and cultural competency faculty, as well as teams of well-trained ELA/math interns.

#### Weaknesses:

The applicant does not indicate if the project is part of any district wide initiative to transform learning environments in schools to include successful and sustained arts integrated instruction. The project focuses on one school.

#### 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 clearly describes how the project has potential and planning for the incorporation of the ongoing work of the applicant beyond the end of the grant. The proposed project is designed to build capacity and yield results that will extend beyond federal funding in a number of ways. For example, the River Rouge superintendent, lead teachers, and project principle investigators, along with art-integration instructors will work throughout the grant to support the resources needed to the sustain this effort with clear goals and roles through biannual meetings (pg. e40). Teachers will build their capacity to integrate the national arts standards into their ELA and math instruction (pg. e41). The quasi-experimental evaluation design of the program, together with the planned continuous-improvement cycle, will enable the project staff to identify effective practices and refine the model before broadly disseminating both the curriculum, accompanying lesson plans and assessments, ensuring quality beyond the end of the grant period (pg. e41).. Additionally, the River Rouge school district will support the salary of the middle school art teacher through district funding after the grant concludes. Project teachers will showcase students' work at a school art festival for parents and the community once per year during and after the grant period. Project lesson plans, assessments, professional development YouTubes and podcasts, technology how-to tips, a gallery of student art work, as well as ELA and math lessons will be available on the project's website which will be part of the school district's website, which will be maintained after the grant period (pg. e41). There will be a blog and a common Facebook page for teachers and project staff about the project which will be initiated at the beginning of

**Sub Question**

the project and continued afterwards (pg. e42). The learning community of teachers and university faculty, teaching artists, and interns, as well as teaching artists will also continue after the grant period.

**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:**

Key personnel assigned to work on the project are clearly identified. Staff will be comprised of a Project co-PI, Cites the superintendent of schools of River Rouge; a Co-PI/project director; a co-PI, who is a professor teaches elementary curriculum courses and practicum; a project evaluator, and elementary and middle schools instructors of literacy, mathematics, and technology. Staff is experienced and has training in arts education, teaching, and working with at risk students (pgs. e42-45). Resumes in the Appendix support relevant qualifications.

The applicant cites Board of Education River Rouge School District Policy nondiscrimination and equal employment opportunities without regard to gender, race, national origin, color, disability, or age. (pg. e 42).

**Weaknesses:**

The applicant does not describe a plan to help encourage employment of diverse applicants for the proposed program.

**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: 20**

**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 presents a management plan that is adequate to help guide staff in the management of the project. Major project tasks are specified with timelines within the grant period, and milestones for accomplishing task (pgs. e50-e53). Key staff roles and responsibilities are clearly defined and align with the overall goal of the project. The superintendent of the River Rouge Schools, will oversee the financial distribution of funds and the financial reporting for the grant to help ensure the project is on time and within budget.

**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 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 time commitments of the project director and other key staff are specified by the applicant (pg. e53). For example, the time allotment for the superintendent, Co-PI is (5%); Co-PI, project director, middle school literacy instructor (30%); Co-PI (23.5%); and the evaluator is 36%. Other time commitments are specified for principals, instructors and university teaching artists/faculty. Time commitments seem appropriate to most responsibilities assigned to key staff give the number of individuals working on the project.

**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 applicant outlines a variety of activities that will yield feedback on the project and allow for continuous improvement in the operation of the project (pg. e54). An annual report based on the previous year's results will be studied to refine and improve the delivery of professional development to integrate the national arts standards into ELA and math instruction. Results of the feedback will be discussed during quarterly Learning Community

**Sub Question**

Meetings, where teachers and project staff make improvements to future art integrated ELA and math instruction and related curriculum. Information will be shared at quarterly meetings with principals, lead teachers, and project staff to improve the project's professional development instruction, as well as to fuse art-integration into the district improvement plan. A project management team will compare feedback to project objectives and milestones to ascertain if the project's tasks are being accomplished on time. These efforts are sufficient to help will support program modification as needed.

**Weaknesses:**

No weaknesses found:

"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:**

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 outlines an evaluation plan that will yield both quantitative and qualitative data on the success and impact of the project. The three main charges of the evaluation: include objective performance measures; periodic assessment of progress; and evidence of promise. A quasi-experimental design using objective performance measures from within and outside of the classroom context will be used to provide rich quantitative and qualitative measures of stated outcomes. The applicant has identified and secured commitment from comparable schools in another School District (n with similar demographic and reading/math performance profiles, who will serve as a control groups for the evaluation (pgs. e55-e56). Detailed information is presented on how each outcome will be measured along with the connection between instruments and the corresponding outcome (pgs. e59-e62). For example, paired t-tests, ANOVAs, and ANCOVAs will be conducted to document change over time while controlling for baseline differences between the experimental and control schools. A evaluation schedule is provided to support efforts (pg. e58).

## Sub Question

### 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 evaluation design will be conducted in phases and is intended to evaluate the effect of the program. The applicant intends to gather feedback data that will allow periodic assessment of progress toward achieving the intended outcomes (pgs e58-e59). These proposed methods will likely help ensure quality control and inform program revision. The collection and analysis schedule will afford time between academic years to reflect on what was learned and how the program could improve practice. For example, annual reports each July will be used to collect and summarize information and be available to the implementation team over the summer to allow for changes in the upcoming academic year. The first phase of data collection will provide the baseline information which will be necessary to tailor the program to the perceptions and beliefs of the stakeholders, particularly teachers and students, during the summer and school year professional development sessions.

### Weaknesses:

The applicant does not indicate or provide for any incremental efforts to provide performance feedback before the annual reports each July.

### 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:

Methods of evaluation are adequate to yield evidence of promise (pg. e64). Data and analyses from a number of objective quantitative and qualitative sources will contribute to understanding how integrating the national arts standards affects change in the academic achievement in core subject areas of reading and math of elementary and middle school students. The evidence of promise will be the degree to which teachers who are not directly involved in the project begin incorporating art into their lessons. Additionally, the third phase of the evaluation will encompass the final full academic year of the program beginning in the fall of 2017 and through the fall of 2018. Data on all indicators will be evaluated to determine if the goals of the program affected change in teachers and students in the level of arts integration in the curriculum and academic achievement in reading and math. At this point the applicant should have an idea of the elements of the program showing some type of evidence of promise (pgs. e63-e64).

### Weaknesses:

Efforts to align methods of evaluation with What Works Clearinghouse criteria on evidence of promise are not clearly described. There appears to be one treatment school which in the end of the evaluation may have some effect regarding evaluation results. This is not a true alignment with What Works Clearing house criteria on control and treatment groups.

### 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:**

Project teachers will receive professional development at school sites in technology as well as in art-integration, literacy and math methods, and cultural competency (pg. e51).

**Weaknesses:**

The applicant does not present a description of how any use of high-quality digital tools or materials will be utilized on the project to help improve student achievement when project teachers receive professional development at school sites in technology (pg. e51). Incorporation of technology into arts education would likely enhance teaching strategies that promotes student achievement through arts education.

**Reader's Score:**      **2**

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**Status:**                Submitted  
**Last Updated:**      06/17/2014 02:45 PM

Status: Submitted

Last Updated: 07/06/2014 09:48 PM

## Technical Review Coversheet

**Applicant:** School District of the City of River Rouge (U351D140054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	14
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	23
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	18
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	17
<b>Sub Total</b>	100	91
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	3
<b>Sub Total</b>	5	3
<b>Total</b>	105	94

# Technical Review Form

Panel #9 - Development & Dissemination Grant Program - 9: 84.351D

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

Applicant: School District of the City of River Rouge (U351D140054)

## 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:

NA

#### Weaknesses:

NA

Reader's Score: 14

#### 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 proposed project will be conducted at an elementary and middle school with extremely high-levels of poverty (~98% free or reduced lunch) and discouraging graduation rates (p. e16). As evidenced by the table on page e18, the students in River Rouge School District are performing far below same-aged peers in reading and mathematics. Overall, its clear that systemic intervention models are necessary to reduce the achievement gap.

#### Weaknesses:

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

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 authors indicate that arts education is available to elementary students but availability decreases the older students get (p. e20). In addition to a lack of access, very little integration of arts programming is conducted in the district as reported on a teacher survey. As noted on page e 19, both elementary and middle school teachers rarely work with the art teacher.

**Sub Question**

**Weaknesses:**

The proposal should provide specific, quantitative figures about how many teachers do work with the art teacher and/or specific responses from the teacher survey to accurately describe the magnitude of the need.

**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 proposal clearly outlines the specific products that will be posted on the project website for dissemination and replication (p. e22). The complete description of each product supports the authors' goals of (a) broad dissemination and (b) easy access to ensure other schools can effectively utilize the materials.

**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:**

NA

**Weaknesses:**

NA

**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 centers on a summer institute, consistent and regular professional development/support, and Saturday artist workshops to increase arts and technology integration into district schools (pp. e25-e26). The references and detailed summaries supporting the necessity of high-quality professional development and, particularly, the three

**Sub Question**

areas of research and effective practice (p. e26) reflect a connection between up-to-date-research that serves as a foundation for the study.

**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 describes semiotics as the driving theory underpinning the arts integration model (p e28). In addition, the extensive description of activities and their connection to prior works provides a strong rationale for the strategies and proposed products (p. e26-e36).

The proposal includes an adequate logic model linking program activities to short and long-term outcomes (p. e65).

**Weaknesses:**

Although the proposal includes a description of semiotics and indicates that the program is based on the theory, very little connection was made between the arts integration model and semiotics. The practices were supported by professional development models of arts integration, not semiotics, therefore the connection was unclear.

**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 proposed project is clearly a school-wide model of arts integration aimed at improving students' academic achievement. Throughout the proposal the authors' link program activities to rigorous standards. For example, on page e31 the proposal outlines how arts integration will be connected to the National Arts Standards and IRA/NCTE English language arts standards.

**Weaknesses:**

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 proposal lays out a seven-point plan to for ensuring project activities will continue beyond the end of the granting period (pp. e41-42). Of particular interest is the district's commitment to support the salary of a full-time middle school art teacher.

**Weaknesses:**

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

**Sub Question**

**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 proposal clearly describes the procedures in place to ensure non-discriminatory practices across all participating sites (p. e42).

The project personnel appear to have the requisite experience and training to successfully implement the program. For example, the co-PI has received almost \$2 million in grant funding. Additionally, the inclusion of the district superintendent as a co-PI ensures district-level compliance and participation.

**Weaknesses:**

No clear plan is described encouraging diverse applicants to apply for relevant positions.

**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: 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 proposal describes the key responsibilities and tasks for each key project personnel (pp. e46-e49). The proposal also describes three tasks and the objectives and timelines associated with each task.

##### Weaknesses:

The proposal could be strengthened with a chart or table that (a) describes each objective and (b) a timeline for each objective to be completed. This would clarify interpretation and be a useful document for the project staff during the grant to ensure task completion.

##### 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:

As described, the time commitments of all project staff appear appropriate to meet the project goals. The .30 FTE commitment by co-director should ensure timely and adequate completion of the project (p. e53).

##### Weaknesses:

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 proposal describes quarterly meetings of key stakeholders where results of the annual report will be discussed and augmentations to the program made.

##### Weaknesses:

Although the proposal outlines a plan to ensure feedback and improvement, data should be compiled in smaller increments than annually. A quarterly report to go along with the quarterly meetings would be more appropriate to ensure timely changes to the program.

##### Reader's Score:

#### Selection Criteria - Quality of the Project Evaluation

**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:** 17

**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 proposal includes a table on pages e57-e58 that clearly describes the outcomes of interest and the proposed performance measure for each outcome. For example, to assess the integration of arts standards into teacher practice, the evaluators will conduct classroom observations and examine project-based student artifacts.

**Weaknesses:**

Although the proposal clearly connects outcomes to proposed measures, the authors do not provide enough detail to assess the adequacy of the proposed measures. The measures to assess academic achievement are clear (i.e., the Michigan state academic achievement assessment), but not for the other outcomes. For example, it's unclear if there is a standard protocol for direct observation of arts integration into classroom practice and, if not, details need to be provided as to how one will be developed. In addition, simply stating that the evaluators will use "one of the many" measures of student motivation and efficacy does not assist in the assessment of adequate match between instrument and outcome.

**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 evaluation will include three phases (baseline, implementation/revision, and codifying elements of promise) that are tied to annual reports (p. e62). The annual reports will be used to make revisions/changes as necessary to identify what works and what doesn't work.

**Weaknesses:**

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

**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 quasi-experimental research design (QED) and subsequent analyses, including the ANCOVA models discussed on page e6, of data collected in both the treatment and the comparable control group (Beecher School District) may provide valid evidence of effectiveness.

**Weaknesses:**

It's unclear whether or not the QED design will meet What Works Clearinghouse criteria as currently described. The primary issue is the N=1 confound. If the evaluator compares elementary schools or middle schools alone, than an N=1 confound will be present (i.e., treatment only delivered in one school). However, if results are aggregated for both schools, results may meet WWC criteria, but may suffer from a construct validity issue as the elementary and

**Sub Question**

middle school programs may look different based on differences in instructional delivery.

**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 proposal described the inclusion of technologists and a plan for media arts to be used as outcomes of instruction.

**Weaknesses:**

Technology does not appear to be directly connected to the project, but instead an addition. For example, on page e51 the authors indicate that professional development will be provided on technology use as a separate subject from arts integration.

**Reader's Score:**     **3**

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**Status:**           Submitted  
**Last Updated:**   07/06/2014 09:48 PM

Status: Submitted

Last Updated: 06/18/2014 01:54 PM

## Technical Review Coversheet

**Applicant:** School District of the City of River Rouge (U351D140054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Need for Project</b>		
1. Need for Project	15	15
<b>Significance</b>		
1. Significance	10	10
<b>Quality of Project Design</b>		
1. Quality of Project Design	25	25
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	9
<b>Quality of the Management Plan</b>		
1. Management Plan	20	20
<b>Quality of the Project Evaluation</b>		
1. Project Evaluation	20	18
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority 2</b>		
<b>Technology</b>		
1. CPP: Technology	5	3
<b>Sub Total</b>	5	3
<b>Total</b>	105	100

# Technical Review Form

Panel #9 - Development & Dissemination Grant Program - 9: 84.351D

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

Applicant: School District of the City of River Rouge (U351D140054)

## 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:

NA

#### Weaknesses:

NA

Reader's Score: 15

#### 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 clearly makes the case that River Rouge School District has a significant number of students who are academically at risk of education failure and living in poverty. The applicant provides demographic data (U. S. Census) to describe the the city of Detroit where the district is located with these conditions: (a) decrease in population and tax base to support the schools infrastructure, (b) increase in the African American (56%) and Hispanic (11%) populations, (c) decrease in the Caucasian population (39%), (d) increase in adults without a high school diploma over the age of 25, and (e) increase in the unemployment rate (16%). The data reports 40% of the population live in conditions of poverty.

The applicant proposes to support two Title I Schools, Ann Visger Elementary and C. B. Sabbath Middle with a significantly high percent of students eligible for free and reduced lunch, 97% and 95%, respectively. An analysis of the student enrollment data demonstrates that over 50% of the students are males. Similar to the city population demographics, the student enrollment data reports over 50% African American, approximately 20% Hispanic, and averaging 12.5% Caucasian.

The applicant provides comparative assessment data of the River Rouge District and the scores of students across the state for review. The Michigan Education Assessment of Proficiency (MEAP) defines the academic needs in reading and mathematics as a benchmark so as to articulate the degree of deficiency and requirement of services. In the district, there is a consistent pattern of students in grades 3 through 8 scoring significantly lower than the state median scores. Disparities in academic attain and high risks of education failure are clear.

**Sub Question**

**Weaknesses:**

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

**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:**

Strengths: The applicant cites the gaps and weaknesses in services and the magnitude of the impact to the infrastructure on teaching and learning. The lack of certified personnel effects the hours of instruction as well as the quality of the delivery. Inadequate resources define budget limitations that negate all students receiving instruction which denies equal access to a quality education. Paramount on the list of weaknesses, the applicant cites an extensive need for comprehensive professional development training for teachers on current methodologies and strategies. The overarching instructional weakness lessens the educational capacity of the River Rouge School District. The support of the Eastern Michigan University will strengthen the target schools and provide a model for the district and other systems.

**Weaknesses:**

The 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 describes an itemized list of proposed products and utility for teachers, students and community. The deliverables include teacher professional development trainings, lesson plans, student products, and electronic access for the global community. There is a significantly high potential for replication and maximum utility. The addition of the audit trail will increase the credibility of the model. The publication of the research component will add to the existing knowledge of art integration to strengthen reading and math performance for low performing schools.

**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:**

NA

**Weaknesses:**

NA

**Reader's Score: 25**

**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 cites current and relevant research to solidify the rationale for the project design from the introduction of the concept to the validity of the interaction and functions of components. Coaching, modeling, and learning communities are the strategies presented and supported through research as a process to change the educational environment. The project will use semiotics as a theoretical framework. The applicant cites Visual Thinking Strategies and Studio Habits of the Mind. The applicant also makes use of the Philadelphia Arts in Education Partnership, ArtsEdge, Arts IMPACT, Edutopia and other scholarly research for project design.

**Weaknesses:**

The 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 provides the reader with a tangible ideology and visual perspective of the manifestation of the project. Citing examples of the interaction of several scholarly theories, the applicant cites the student performance or teacher training in alignment with the Common Core Standards for English and Language Arts, National Reading Standards, National Visual Arts Standards, and the procedures for implementation.

**Weaknesses:**

The 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.

**Sub Question**

**Strengths:**

The applicant incorporates the whole school community concept through a comprehensive design including Eastern Michigan University as a collaborative partner and resource for human capital and relevant leadership in teacher education. Through a hands-on, direct intrusive approach using individualize and small groups professional development training for River Rouge teachers, the actualization of the ambitious academic standards are designed to be realized. The Common Core Standards for English and Language Arts, National Reading Standards, National Visual Arts Standards and National Council of Teacher’s Mathematics Standards are positioned as the barometer for evidence to support a rigorous academic plan for realistic outcomes.

**Weaknesses:**

The 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:**

River Rouge School District has demonstrated a long-term commitment to the integration of art within the curriculum. The applicant cites commitment to sustain resources, although limited in nature for the integration of art instruction and the project model beyond the termination date of the grant. The applicant provides a framework to ensure teachers will continue learning communities and engagement in professional development to narrow the gap and increase student performance. Allocation for salary support for personnel will be a budget line in district funding, electronic access to lesson plans, assessments, professional development through diverse media platforms. Eastern Michigan University has also committed to develop a new course to continue to train new teacher interns to support the district indicating a potential for promise.

**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:**

The applicant cited the discrimination policy and practice. The applicant submitted a profile of administrators of River Rouge and Eastern Michigan University with credentials to provide quality program leadership and financial oversight. Proposed personnel were appropriate and the professional experiences were relevant to the goals and objectives.

**Weaknesses:**

The applicant did not demonstrate a plan or an effort for encouraging diverse applicants for employment or describe the diversity of the existing staff to enforce the non-discriminatory practice.

**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:**

NA

**Weaknesses:**

NA

**Reader's Score:** 20

**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 demonstrated a visual sampling of the art integration curriculum for teacher development and training. Also, the applicant cited a comprehensive management plan, identifying activities, timelines, milestones for accomplishments, responsibilities and roles of stakeholders and personnel. The structure is clear and relative to the success of the project, additionally the technology and the audit component adds integrity to the data collection process and evaluation process for immediate, real-time feedback for program modification and improvement. Goals, objectives and anticipated outcomes are related to the assigned duties of the personnel. Timelines, milestones and responsibilities are clearly defined and outlined for project implementation.

**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

**Sub Question**

**project.**

**Strengths:**

The applicant provides a description of the task, roles, responsibilities and time and effort of the key personnel. The number of specialized personnel and the distribution of time to the project is appropriate to execute the project in 2 schools while strengthening the capacity of teacher training and student performance district wide. . Commitment to the project is clearly defined and aligned with the goals of the project.

**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 applicant provides a plan of program assessment and real-time feedback for modification to strengthen improvement and implementation. The applicant cites Quarterly Learning Community Meetings with teachers and staff, in addition to Quarterly Meetings with principals, lead teachers and staff to improve the professional development component. The communication mechanisms for continuous improvement are operable to the effective execution of the project.

**Weaknesses:**

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

**Reader's Score:**

**Selection Criteria - Quality of the Project Evaluation**

**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:**

NA

**Weaknesses:**

NA

**Reader's Score: 18**

**Sub Question**

## 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 includes an extensive quasi-experimental design to support the project goal of 80% proficiency of student performance on Michigan education Assessment Program. Data will be collected to compare River Rouge to a controlled group, namely Beecher School District. Measurement will include qualitative and quantitative measures of outcomes. An evaluation schedule is included to connect objectives and outcomes, in addition to the description of the diverse types of assessment instruments. The evaluation methods are comprehensive and intentionally structured to ascertain relevant data to transmit to stakeholders. The plan has the elements to respond to the three pronged function of the evaluation: 1) Objective performance measures; (2) Periodic assessment of progress; and 3) Evidence of promise.

### **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 evaluation plan provides both a short and long range perspective to analyze and compare data with frequency diverse formats for adjustments for improvements. The data process is continuous and on-going including progress reports using diverse instrumentation for assessments.

### **Weaknesses:**

The applicant needed additional information to clearly describe the procedures and process to implement all components of the plan. For example, the organization of the control and uncontrolled groups was not clearly defined to ensure data acquired would have validity. Additional descriptions of the procedures to ensure an appropriate comparison was necessary to assess the evaluation plan.

### **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 cites a rational plan to gather relevant information to produce data with relative validity for publication and project model replication. The plan is thorough with details to support the direct relevance of the materials, products and technology integration to produce success by replication of others. The assessment plan is clear to provide statistical data as demonstrative evidence of promise. If well implemented, the model represents an opportunity to transform educational delivery systems to improve student performance.

**Sub Question**

**Weaknesses:**

The 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 project includes the integration of technology in the project design to train teachers to deliver technology based instruction to increase student performance. The electronic format and other digital media modalities will be used to provide immediate access and a wide span of professional development training. Students and teachers will demonstrate growth in the maximum utility of the products with tangible and intangible significance.

**Weaknesses:**

The project design is poised to achieve impact with maximum utility of technology, although the applicant does not present existing supportive data. The evidence for achieving outcomes can not be determined at this time.

**Reader's Score: 3**

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**Status:** Submitted  
**Last Updated:** 06/18/2014 01:54 PM