

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

Status: Submitted

Last Updated: 08/02/2011 08:57 AM

Technical Review Coversheet

Applicant: Milwaukee Public Schools -- Chief Academic Officer Curriculum and Instruction (U351C110036)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	17
Quality of Project Personnel		
1. Project Personnel	10	7
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	94
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	114

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #1: *****

Applicant: Milwaukee Public Schools -- Chief Academic Officer Curriculum and Instruction
(U351C110036)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

Overall this is a sound proposal. The applicant proposes a comprehensive project to use a variety of community resources to improve the knowledge and skills of arts educators to support high quality arts education and provide meaningful art integration in 105 K-8th grade classrooms (p.1). The proposed project will leverage many local and national resources, including a community-based arts education advocacy organization, local museums, five institutes of higher education, artists, art educators, and related experts to strategically support improved instructional programming in high-poverty schools (pgs. 1-5).

Weaknesses:

The most significance weakness for this proposal is that the applicant does not provide specific information as to how the proposed project will be measured against rigorous academic standards. Providing more specific information on how the treatment and control group assessment data will be analyzed would make this proposal stronger.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

(a) The applicant proposes a comprehensive project to use a variety of community resources to improve the knowledge and skills of arts educators to support high quality arts education and provide meaningful art integration in 105 K-8th grade classrooms (p.1). The proposed project will leverage many local and national resources, including a community-based arts education advocacy organization, local museums, five institutes of higher education, artists, art educators, and related experts to strategically support improved instructional programming in high-poverty schools (pgs. 1-5). The targeted area is 82% (81,372) high poverty, 10% English Language Learners and 19.5% have special education needs. In addition, the district has significant achievement gaps with less than 55% of 4th graders and 38% of 8th graders proficient on the 2009 state Knowledge and Concepts Exam for English Language Arts. The district has failed to make adequate yearly progress for six years and is in corrective action (p. 1).

(b) The proposed project will be effectively disseminated to maximize current resources and build upon past accomplishments. This will be achieved by placing resources in one place for easy access. For example, a website will be created that will contain reading lists, resources and links to other websites (p. 3).

Weaknesses:

- (a) No weaknesses noted.
- (b) No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of the Project Design

- 1. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

The proposed project is clearly designed to build capacity and yield results beyond the period of federal funding. The program will serve as a pilot. It will serve as a strategic professional development model for sustainable, standards-based arts integration in high-poverty, urban schools and classrooms. In addition, the partnerships that are established will be sustained beyond the project (p. 8). The project is designed to give teachers new techniques they can utilize throughout their careers and enable students to develop aesthetic and language literacy and critical thinking skills (p. 5).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Services

- 1. (a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

(a) The applicant has sufficient strategies for ensuring equal access for project participants. For example, information about the program and communication will be provided in the languages of school participants (attachment).

(b) The training and professional development services to be provided by the applicant are of sufficient quality, intensity, and duration to lead to improvements in practice. For example, 30 hours of teacher training, hands-on application, best practices for arts integration and at least 10 hours of follow-up support during the school year will be provided (pgs. 9-10).

(c) The applicant proposes to analyze achievement data on the Measures of Academic Progress assessment between the control and treatment group (p. 9-10). Best practices for improving student achievement are integrated directly into the school museum process including research-based instructional strategies, standards-based curriculum design, student-involved assessment, differentiation, and working as a collaborative professional learning community (pgs. 10-12).

Weaknesses:

- (a) No weaknesses noted.
- (b) No weaknesses noted.
- (c) The applicant does not provide specific information as to how the proposed project will be measured against rigorous academic standards. Providing more specific information on how the treatment and control group assessment data will be analyzed would make this criterion stronger.

Reader's Score: 17

Selection Criteria - Quality of Project Personnel

1. (a) **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.**
- (b) **The qualifications, including relevant training and experience, of key project personnel.**
- (c) **The qualifications, including relevant training and experience, of project consultants or subcontractors.**

Strengths:

- (a) The applicant states that they have developed strategies that address the employment process (p. 12).
- (b) The applicant clearly demonstrates that the qualifications training and experience of key project personnel are adequate for the success of the program. For example, the project director has extensive arts education and administrative background and has successfully implemented large federally funded grant projects (p. 12 and att. G).
- (c) The applicant clearly demonstrates that the qualifications training and experience of project consultants or subcontractors are adequate for the success of the program. For example, the quantitative researcher holds a doctorate in learning and development science (p. 13).

Weaknesses:

- (a) The applicant does not present a comprehensive plan that adequately demonstrates how they will advertise, recruit or select for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- (b) No weaknesses noted.
- (c) No weaknesses noted.

Reader's Score: 7

Selection Criteria - Quality of the Management Plan

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

Strengths:

The management plan is clearly adequate to achieve the proposed project on time and within budget. The management plan includes clearly defined responsibilities of all personnel. For example, the project coordinator will provide day-to-day coordination, implementation and evaluation of the proposed project (p. 15). The management plan includes a detailed timeline as well as relevant milestones for accomplishing project tasks (p. 17-21).

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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.**

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

Strengths:

(a) The methods of evaluation will effectively use objective performance measures related to the intended outcomes that will produce quantitative and qualitative data. For example, performance measures include: percentage of teachers that received sustained professional development, percentage of teachers that demonstrated significant increase on pre-post tests of content knowledge, and scores on the measures of academic progress assessment (pgs. 18-22).

(b) The methods of evaluation will effectively provide performance feedback that will permit periodic assessment of progress toward of achieving intended outcomes. For example, there will be monthly meetings and continual communications using telephone contact and e-mail regarding emergent findings (p. 25). Formative data will guide project improvements in real time, while summative data will inform the level and nature of district expansion of the pilot project. The annual report will document analyses, provide synthesized findings across data sources, and make recommendations for project improvements (p. 25).

Weaknesses:

No weaknesses noted.

Reader's Score: 30

Priority Questions**Competitive Preference Priorities - Enabling More Data-Based Decision-Making**

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

This proposal meets competitive preference priority one by providing a project that is designed to track the impact of student performance on the district administered Measures of Academic Progress assessment (p. 106 att. I). For example, the impact of student participation will be tracked in

terms of the impact K-8 grade scores from the district administered NWEA Measures of Academic Progress (MAP) in the areas of reading/ELA.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

This proposal supports programs for which there is strong or moderate evidence of effectiveness by basing activity decisions on the Visual Thinking Strategies model. This model is practiced primarily in visual arts programs in schools, and it parallels and codifies many of the philosophical principles in the New Museum model (p. 52 att. E).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 08/02/2011 08:57 AM

Status: Submitted

Last Updated: 08/04/2011 04:18 PM

Technical Review Coversheet

Applicant: Milwaukee Public Schools -- Chief Academic Officer Curriculum and Instruction (U351C110036)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	9
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	17
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	18
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	92
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	112

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #2: *****

Applicant: Milwaukee Public Schools -- Chief Academic Officer Curriculum and Instruction
(U351C110036)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This was a well written proposal that documented student needs and challenges, and proposed a project that would positively impact these students. The proposed project involved appropriate community partners and seemed to provide an authentic role for them in the project.

The evaluation seemed appropriate and thorough enough to capture the data needed to objectively determine the relative success of the project.

Weaknesses:

At points better definitions of aspects of the project could have been provided. This would assist the reader in understanding the role of these aspects and how they would be implemented in a school setting.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

(p.1) Strong evidence is provided to document the economic and academic needs of students being considered for the project.

(p.3) Considerable thought has been given to the ways that information about the project can be digitally captured, stored and shared with interested parties.

Weaknesses:

(p.2) There is no description provided as to what will be observed, measured and documented during the Learning@Glance walkthroughs.

Reader's Score: 9

Selection Criteria - Quality of the Project Design

1. **The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.**

Strengths:

(p.5) This proposed project seeks to involve a broad range of individuals and organizations to reach the stated goals. Involving a diverse group of people would build a depth of capacity that should extend past the period of Federal financial assistance.

(p.6) It is noteworthy that the project has identified a diverse group of museum partners to work with the project.

(p.6) It is noteworthy that this project seeks to provide professional development to "teachers in groups and individually&" This provides opportunities for both efficiency and customization.

Weaknesses:

No weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. **(a) The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

(b) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

(c) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

(p.8) The project seeks to serve students who are drawn from a population with economic, academic, social and language challenges.

(p.8) There is a statement affirming the intention of the project to recruit, hire, and develop individuals who represent our diverse community.

Weaknesses:

(p.9) An estimation of the amount of time dedicated to ongoing support would provide evidence as to the duration and intensity aspects the staff development.

Reader's Score: 17

Selection Criteria - Quality of Project Personnel

- (a) 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.**
- (b) The qualifications, including relevant training and experience, of key project personnel.**
- (c) The qualifications, including relevant training and experience, of project consultants or subcontractors.**

Strengths:

(p.12) The identified consultants seem to have the requisite training and experience to implement the proposed project.

(p.12) Personnel are in place with experience in managing a project of this scope and in working with the teachers and arts organizations.

Weaknesses:

(p.12) There is no plan provided that 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.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

- 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:

(p.17) There is significant involvement of participating teachers in the process of determining the degree to which the objectives have been met.

Weaknesses:

(p.17) Under the second milestone there is no indication as to the structure of the teacher observations. It is unclear if a rubric or checklist or some other instrument will be used to determine the degree to which the program has been implemented in the classroom.

Reader's Score: 18

Selection Criteria - Quality of the Project Evaluation

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

Strengths:

(p.22) A clear set of three research questions are provided.

(p.23) The plans to capture data to answer the three research questions are clear and concise.

Weaknesses:

No weaknesses.

Reader's Score: 30

Priority Questions**Competitive Preference Priorities - Enabling More Data-Based Decision-Making**

- 1. Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

There is evidence of a plan to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.

Weaknesses:

No weaknesses.

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

- 1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.**

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

There is at least one well-designed and well-implemented experimental or quasi-experimental study supporting the effectiveness of the practice, strategy, or program, with small sample sizes or other conditions of implementation or analysis that limit how the study could be generalized.

Weaknesses:

No weaknesses.

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted

Last Updated: 08/04/2011 04:18 PM

Status: Submitted

Last Updated: 08/08/2011 12:06 PM

Technical Review Coversheet

Applicant: Milwaukee Public Schools -- Chief Academic Officer Curriculum and Instruction (U351C110036)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. Summary Comments	0	0
Sub Total	0	0
Selection Criteria		
Significance		
1. Significance	10	10
Quality of the Project Design		
1. Project Design	10	10
Quality of Project Services		
1. Project Services	20	18
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	97
Priority Questions		
Competitive Preference Priorities		
Enabling More Data-Based Decision-Making		
1. Decision-Making	10	10
Strong or Moderate Evidence of Effectiveness		
1. Evidence of Effectiveness	10	10
Sub Total	20	20
Invitational Priority		
Improving Achievement and H.S. Graduation Rates		
1. Graduation Rates	0	0
Sub Total	0	0
Total	120	117

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #3: *****

Applicant: Milwaukee Public Schools -- Chief Academic Officer Curriculum and Instruction
(U351C110036)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This project appears to be well planned. The proposed goals and evaluation plan are designed in a way to provide a quality data set.

Weaknesses:

Diversity numbers are provided for students but not for teachers. Also, there is not a clearly articulated plan addressing hiring issues with regard to diversity issues.

Reader's Score: 0

Selection Criteria - Significance

1. (a) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(b) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

There are data and research references provided in support of the need. There is discussion of how this will be accomplished. There are several specific strategies proposed for dissemination (pg 3, website, Moodle, media site, podcast server). Also, the "Milwaukee Partnership Academy" is proposed as a dissemination tool.

Weaknesses:

no weaknesses

Reader's Score: 10

Selection Criteria - Quality of the Project Design

1. The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

Strengths:

There is a clear discussion of the steps the students will go through. Page 5 provides a picture of the anticipated numbers that will be impacted directly by this program. Proposing to follow in the shoes of Arts@Large shows an understanding of

the need for self-sustainment.

Weaknesses:

no weaknesses

Reader's Score: 10

Selection Criteria - Quality of Project Services

1. (a) **The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**
- (b) **The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.**
- (c) **The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.**

Strengths:

There is a discussion of the commitment to hire a diverse workforce. There is a clear, thought out plan for how professional development activities will be implemented throughout the academic year (p 10). There is a plan for assessing student achievement through the Measures of Academic Progress assessment.

Weaknesses:

Diversity numbers are provided for students but not teachers.

Reader's Score: 18

Selection Criteria - Quality of Project Personnel

1. (a) **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.**
- (b) **The qualifications, including relevant training and experience, of key project personnel.**
- (c) **The qualifications, including relevant training and experience, of project consultants or subcontractors.**

Strengths:

The project personnel and the project consultants have the appropriate technical, practical experience and/or education to make this a successful project.

Weaknesses:

There is a plan for Affirmative Action/Equal Opportunity with regard to employment practices, but it is not clear what that plan is.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

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

Strengths:

Measures of both student and teacher achievement/advancement are planned for. Roles are clearly defined for the project personnel.

Weaknesses:

no weaknesses

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

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.**

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

Strengths:

There is an alignment of objectives with the evaluation plan. Issues being addressed include: 1) percentage of teachers who receive sustained training, 2) percentage of teachers who demonstrate a statistically significant increase on pre/posttest knowledge, 3) is there an improvement in students' reading/ELA scores. (p 22). The evaluation design provided should give accurate, reflective results. The planned monthly meetings should allow for ample performance feedback utilization.

Weaknesses:

no weaknesses

Reader's Score: 30

Priority Questions

Competitive Preference Priorities - Enabling More Data-Based Decision-Making

1. **Projects that are designed to collect (or obtain), analyze, and use high-quality and timely data, including data on program participant outcomes, in accordance with privacy requirements (as defined in this notice), in the following priority area: Improving instructional practices, policies, and student outcomes in elementary or secondary schools.**

Strengths:

There is an assessment plan for determining whether or not instructional practices, policies, and student outcomes are met. The pilot data gathered by this project should provide appropriate data to drive decisions.

Weaknesses:

no weaknesses

Reader's Score: 10

Competitive Preference Priorities - Strong or Moderate Evidence of Effectiveness

1. Supporting Programs, Practices, or Strategies for which there is Strong or Moderate Evidence of Effectiveness.

Projects that are supported by strong or moderate evidence (as defined in this notice). A project that is supported by strong evidence (as defined in this notice) will receive more points than a project that is supported by moderate evidence (as defined in this notice).

Strengths:

There appears to be a sufficient research base in support of this project.

Weaknesses:

no weaknesses

Reader's Score: 10

Invitational Priority - Improving Achievement and H.S. Graduation Rates

1. Improving Achievement and High School Graduation Rates.

Projects that are designed to address one or more of the following priority areas:

(a) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for students in rural local educational agencies.

(b) Accelerating learning and helping to improve high school graduation rates and college enrollment rates for high-need students.

Yes

Reader's Score: 0

Status: Submitted
Last Updated: 08/08/2011 12:06 PM

