

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

Status: Submitted

Last Updated: 08/04/2011 03:33 PM

Technical Review Coversheet

Applicant: Pasadena Unified School District (U351C110065)

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	9
Quality of the Project Design		
1. Project Design	10	8
Quality of Project Services		
1. Project Services	20	19
Quality of Project Personnel		
1. Project Personnel	10	8
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: Pasadena Unified School District (U351C110065)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The proposal is strong as it effectively proposes to provide sustained and intensive professional development training in standards-based visual arts integration to 60 multi-subject second and third grade educators (65% of grade level faculty) at 16 Title I elementary schools over a three-year grant period.

Weaknesses:

The proposal could have been strengthened if the applicant had of discussed how the program would meet the Competitive Priorities.

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 clearly demonstrates an effective plan to improve and expand the current program. The professional development model proposed in this grant will build on strategies previously developed by the applicant (p.3). The applicant targets 16 Title I elementary schools. The project will serve 60 2nd and 3rd teachers, reaching 65% of grade level faculty and directly impacting 1,800 students (p. 1). Of these students 75% participate in the free and reduced lunch program (p. 1). The program will include 50 hours of intensive professional development training over an eight month period that includes 16 weeks of in-class coaching by experienced Artist Mentors and three group training workshops (abstract).

(b) The applicant states that the proposed project will be disseminated in ways that will effectively enable others to use the information. For example, at the end of the grant period, teachers will have a portfolio of lessons, assessments, student work samples, links to artworks featured in the lessons and instructional videos to draw from (p. 4). The applicant will also utilize a website that will be made available to project teachers (p. 4). Throughout the professional development period, teachers will contribute to the development of a portfolio of exemplary standards-based visual arts-math integrated lessons, with online video demonstrations, to be used as a curricular resource for the School District and other education communities.

Weaknesses:

- (a) No weaknesses noted.
- (b) This proposal could have been stronger if the applicant had provided for dissemination before the end of the third year. For example, there is no provision for annual dissemination.

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:

The proposed project is clearly designed to build capacity and yield results beyond the period of federal funding. For example, the applicant will provide 50 hours of intensive, sustained professional development training that spans two semesters (p. 5). This type of training will give teachers the confidence to independently deliver arts instruction (p. 5). Teachers will also have higher skill levels in art-making techniques and processes and will utilize effective inclusion of math standards in art lessons (p. 6). The standards-based visual arts-math integrated lessons, with online video demonstrations, will continue to be used as a curricular resource for the School District and the education community.

Weaknesses:

The applicant does not clearly address student achievement (Goal 4, Objective A, p.5) and how it will be measured, a baseline or the percentage of increase.

Reader's Score: 8

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, the applicant will provide written and verbal outreach to prospective participants in multiple languages. The applicant will also ensure that facilities are equipped to accommodate wheelchairs and other needs of those with physical disabilities (GEPA Statement).

(b) The training and professional development services to be provided by the applicant are of sufficient quality and duration to lead to improvements in practice among the recipients of those services. For example, the program will provide 50 hours of intensive professional development training over an eight month period that includes 16 weeks of in-class coaching by experienced Artist Mentors and three group training workshops. Each participating teacher will develop an understanding of the National and California Visual Art Content Standards, increase skill levels in art making techniques and processes, and become adept in innovative instructional methods that effectively integrate standards-

based visual art and mathematics instruction to improve student achievement.

(c) The applicant clearly demonstrates 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. For example, the applicant will use lessons that embody the national and state art standards that have been successful in the past (p. 13). In the area of number sense, student achievement increased from 23% at or above proficiency to 55% in the ability to solve problems involving multiplication of multi-digit numbers (p. 14).

Weaknesses:

- (a) The applicant should address ensuring equal access and treatment for eligible project participants in the narrative as it is specific to this program as well as in the GEPA statement.
- (b) No weaknesses noted.
- (c) No weaknesses noted.

Reader's Score: 19

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 they will not discriminate on any basis (p. 15).
- (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 arts education coordinator has over 20 years of experience in non-profit arts management and has served as project director for the U.S Department of Education PDAE-funded Artist-Teacher Collaborative program for the past three years (p. 15).
- (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 director of professional development has over 20 years experience in the arts education field. She develops and conducts training seminars for teaching artists (p. 16).

Weaknesses:

- (a) The applicant does not present a comprehensive plan that 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: 8

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 successfully achieve the proposed project on time and within budget. The management plan includes clearly defined responsibilities of all personnel (p. 116 attachment). For example, the artist mentors, experienced educators and coaches will be responsible for the in-class one-on-one coaching of the classroom teachers (p. 19). The management plan includes a detailed timeline as well as milestones for accomplishing project tasks. For example, in January of each year of funding the applicant will provide a mid-program teacher training workshop (p. 117 colored attachment).

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, the applicant will use test data, teacher developed mathematics strand assessments, teacher surveys, and teacher observations (p. 23-25).

(b) The methods of evaluation will effectively provide performance feedback that will permit periodic assessment of progress toward achieving intended outcomes. For example, the external evaluators will provide a report to the applicant at the end of each program year. These reports will address the on-going success of the program based on the outcomes, formative feedback about strengths and weaknesses in the implementation process and formative recommendations. The evaluators will also adapt the content of the data collections instruments year to year to reflect changes that are made to the program formatively (p. 26).

Weaknesses:

(a) No weaknesses noted.

(b) 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:

The proposed evaluation will integrate both quantitative and qualitative data to investigate the impact of the professional development program. The evaluation will also measure program impact on student learning outcomes in the visual arts and targeted math grade level standards. (pgs. 20-25) The evaluation will use multiple quantitative and qualitative data collection methods, incorporating wait-list treatment/control quasi-experimental design, to investigate program implementation and impact on students and teachers.

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:

Over the past year, teaching artists and the district math coach have run a test trial of innovative standards-based visual arts lessons targeting key math standards that have resulted in notable improvements among underperforming students, based on pre-test and post-test findings at the second and third grade levels (abstract).

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.

No

Reader's Score: 0

Status: Submitted

Last Updated: 08/04/2011 03:33 PM

Status: Submitted

Last Updated: 08/09/2011 04:11 PM

Technical Review Coversheet

Applicant: Pasadena Unified School District (U351C110065)

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	8
Quality of the Project Design		
1. Project Design	10	8
Quality of Project Services		
1. Project Services	20	20
Quality of Project Personnel		
1. Project Personnel	10	8
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 #2: *****

Applicant: Pasadena Unified School District (U351C110065)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

This is a well-written, logical proposal that focuses on both the professional development of teachers and the results for their students. It provides a varied approach to staff development that capitalizes on district personnel as well as community arts organizations and artists.

Given the needs of the target student population, the project is likely to improve academic performance.

Weaknesses:

When completing a grant proposal, the writer is always challenged to determine how much detail to include and which statements need citations to provide validity to their conclusions. An objective to increase or improve some aspect of student achievement would be stronger if there were accompanying target numbers for the increase or improvement.

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) There is a thorough description of the economic, social and academic needs of the students.

(p.3) The fact that a pilot study has already been conducted that provided promising results gives confidence that the project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.

(p.4) There is a plan to share the results of the project and seek feedback from other educators.

Weaknesses:

(p.4) The dissemination plan would have been stronger if there were strategies provided to share the progress of the project before the end of the third year.

Reader's Score: 8

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) There is a clear logical connection between the stated goals and the specific objectives for the project.

(p.6) The logic model provides a clear visual understanding of the proposed project.

(p.6) There are clear, concise, measurable descriptions of the proposed program outcomes.

(p.9) An experimental design will be used to determine the effect of the treatment on student math performance.

Weaknesses:

(p.5) Goal 4 would be stronger if there was a target number for the improvement in targeted math standards.

Reader's Score: 8

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.11) An excellent description of the results of the district commitment to ensure 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 is provided.

(p.11) The quality of professional proposed is broad based and is built on six features of best practice. There seem to be a reasonable number of hours of professional development structured in an effective manner to suggest that the intensity and duration required would be satisfied.

(p.13) Results of the other studies provided would suggest that this project has a high likelihood of success in improving student achievement.

Weaknesses:

No weaknesses.

Reader's Score: 20

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:

(p.15) The key personnel seem to have the appropriate experience and training to assure the success of the project.

(p.15) The project consultants seem to have the appropriate experience and training to assure the success of the project.

(p.16) The individuals representing the partner organizations seem to have the appropriate experience and training to assure the success of the project.

(p.17) The evaluators bring a history of evaluating this particular type of professional development and will bring a unique perspective to the complexity of the evaluation required for this project.

Weaknesses:

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

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:

(p.20) The management plan provides a satisfactory description of the responsibilities of individuals to monitor expenditures and deliver services.

(p.20) The timeline seems appropriate to provide an outline of the schedule of professional development and the allocation of hours to the various types of activities provided in the proposal.

(Appendix) A good description of the project milestones is been provided.

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:

(p.20) The migration from an emphasis on formative to summative evaluation over the life of the project seems to be an effective method of obtaining the most important data when it is needed.

(p.20) The experimental design for the project should produce meaningful results that can be generalized.

(p.22) The evaluation provides a strong case for the selection of treatment and control groups for the study.

(p.23) The measures that will be used to collect relevant data seem to be appropriate and should provide comprehensive results.

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:

The project provides a thorough explanation of the processes in places to collect qualitative and quantitative data for analysis. There are plans in place to use this data for formative as well as summative evaluation of the project. The experimental design of the project provides confidence in any relevant results that might be produced.

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:

This project is supported by strong or moderate evidence of effectiveness. More than one well-designed and well-implemented experimental study or well-designed and well-implemented quasi-experimental study that supports the effectiveness of the proposed professional development is provided.

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.

No

Reader's Score: 0

Status: Submitted

Last Updated: 08/09/2011 04:11 PM

Status: Submitted

Last Updated: 08/04/2011 11:38 AM

Technical Review Coversheet

Applicant: Pasadena Unified School District (U351C110065)

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	8
Quality of the Project Design		
1. Project Design	10	7
Quality of Project Services		
1. Project Services	20	20
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	20	20
Quality of the Project Evaluation		
1. Project Evaluation	30	30
Sub Total	100	93
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	113

Technical Review Form

Panel #6 - Panel - 6: 84.351C

Reader #3: *****

Applicant: Pasadena Unified School District (U351C110065)

Questions

Summary Comments - Summary Comments

1. Please enter any summary comments here.

Strengths:

The proposed professional development program displays a consistent blend of intensive and distributive development activities. Since this proposal builds upon the success of a prior project there is a good chance this program will have successful outcomes.

Weaknesses:

Having more defined benchmarks with regard to what levels students are anticipated to increase to would strengthen this application.

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:

This program is building on the success of a previous grant (p. 3). There appears to be sufficient research in support of the proposed project (p 3). The dissemination proposed has a direct local impact.

Weaknesses:

Dissemination through other methods more focused on regional and national efforts would strengthen this section. On page 4 there are proposed efforts to use internet sources for dissemination, however a more directed effort such as presentations at regional and national conferences would strengthen the amount of dissemination.

Reader's Score: 8

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 professional development model provides for periods of intensive training with periods of reinforcement throughout the year (p 6-10). There are plans to use pre and post test data to make decisions (p 9).

Weaknesses:

On Page 5 under the goals there is an objective to increase proficiency in all 5 strands of the National and California visual arts standards but does not say to what extent. Adding a criterion such as increasing proficiency by 10% would give some insight into actual impact.

Reader's Score: 7

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 clearly defined plan for ensuring equal access (p 11). The four core professional development activities proposed fit well with the proposed project goals (p 12). The duration of professional development activities (mentoring) throughout the school year is appropriate (p 12-13). This level of development should provide capacity beyond the funding period. The pilot program success provides a reasonable expectation of the proposed programs potential for success (p 13-14).

Weaknesses:

No Weaknesses

Reader's Score: 20

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 proposed project personnel possess the appropriate training and experience. The project consultants clearly possess the appropriate training and experience (p 15-17 and attached resumes).

Weaknesses:

There is a statement that no one will be discriminated against but there is no plan clearly defined for how this will be accomplished (p 15). While there may be a diverse staff in place, there has to be a plan for how hiring will be handled if there are changes in staffing.

Reader's Score: 8

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 team roles and responsibilities are clearly defined (p 18-19 and attachment 8) The attachment provided explains this very thoroughly. There is a timeline provided along with milestones (Attachment 8). The timeline and milestones are appropriately aligned with the proposed project objectives and goal.

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:

The proposed quasi-experimental design should provide appropriate qualitative and quantitative data (p 20). The evaluation plan, with the use of standardized test scores, should provide appropriate performance feedback (p 23). Using measures of student achievement in correlation with the proposed professional development creates a strong model. There is a commitment evident to using quality data to drive decision making.

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:

The evaluation plan proposed should provide timely, high quality data. Data measures for both project participants (teachers) and students is planned to be gathered and analyzed.

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:

Using a quasi-experimental method meets the criteria for priority preference 2 as strong evidence.

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.

No

Reader's Score: 0

Status: Submitted

Last Updated: 08/04/2011 11:38 AM

