

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

Status: Submitted

Last Updated: 08/31/2010 10:19 AM

Technical Review Coversheet

Applicant: Flowing Wells Unified School District -- , (U215J100003)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Adequacy of Resources		
1. Adequacy of Resources	20	20
Quality of the Management Plan		
1. Management Plan	25	25
Quality of Project Services		
1. Project Services	20	20
Quality of the Project Evaluation		
1. Project Evaluation	10	8
Sub Total	100	98
Priority Questions		
Priority Questions		
Competitive Preference Priority		
1. Competitive Preference	2	2
Sub Total	2	2
Total	102	100

Technical Review Form

Panel #3 - Panel - 3: 84.215J

Reader #1: *****

Applicant: Flowing Wells Unified School District -- , (U215J100003)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
 - (i) The project objectives;
 - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
 - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

Strengths:

Learn 2 Serve, Project Max, Skills for Success and Adult Education and Support activities/projects provide focused activities to address the community needs.

Information is clearly presented on the characteristics of the community and the number of students and parents served.

Weaknesses:

No weaknesses found.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
 - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
 - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

Strengths:

The applicant demonstrates a commitment of many resources and support from the community. The partnering organizations bring a high level of experience and expertise to ensure success and to keep costs reasonable.

Weaknesses:

No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;
 - (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
 - (iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

An advisory panel that meets monthly provides advice, guidance and oversight. Staff members have appropriate education and experience to ensure a successful grant.

Weaknesses:

No weaknesses found

Reader's Score: 25

Selection Criteria - Quality of Project Services

1. (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the project services, the Secretary considers the following:
 - (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
 - (ii) 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:

In the past the applicant has experienced success with students using the programs being proposed. The application is well planned with built in communication between tutors and teachers and parents.

Weaknesses:

No weaknesses found

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
 - (i) Sets out methods of evaluation that 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;
 - (ii) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
 - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Factors Applicants May Wish to Consider in Developing an Evaluation Plan.

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths:

The evaluator has extensive experience providing external evaluation and continuous improvement services.

The evaluation produces data that keeps stakeholders focused on results. Decisions are data driven with plans to modify program components if it's not meeting objectives.

Weaknesses:

No strategies or guidance is provided for replicating the project.

Reader's Score: 8

Priority Questions

Priority Questions - Competitive Preference Priority

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

Strengths:

Flowing Wells Junior High is a persistently low achieving Title I school which is currently restructuring.

Weaknesses:

The district is utilizing the transformational intervention model which includes the recent replacement of the school principal along with extensive teacher training in reading and writing.

Reader's Score: 2

Status: Submitted

Last Updated: 08/31/2010 10:19 AM

Status: Submitted

Last Updated: 08/31/2010 06:10 PM

Technical Review Coversheet

Applicant: Flowing Wells Unified School District -- , (U215J100003)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Adequacy of Resources		
1. Adequacy of Resources	20	20
Quality of the Management Plan		
1. Management Plan	25	25
Quality of Project Services		
1. Project Services	20	20
Quality of the Project Evaluation		
1. Project Evaluation	10	8
Sub Total	100	98
Priority Questions		
Priority Questions		
Competitive Preference Priority		
1. Competitive Preference	2	1
Sub Total	2	1
Total	102	99

Technical Review Form

Panel #3 - Panel - 3: 84.215J

Reader #3: *****

Applicant: Flowing Wells Unified School District -- , (U215J100003)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
 - (i) The project objectives;
 - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
 - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

Strengths:

Tremendous amount of statistics were provided to support the assertion of the applicant for the funding of this project. Specifically, the area of the Flowing Wells School District is in an area that is categorized as disadvantage receiving a score of 8 on a 10 point scale (10 being high).

Statistics surrounding the 2000 census data strengthens this claim highlighting the number of families with children whom are below the poverty level, the high percentage of families earning less than \$25,000 per year.

More recent data related to academic success was provided in charts beginning on page e5 and demonstrated the high percentage of students grades 3rd-8th in the core subjects of reading, math, and writing that are failing. The first chart consists of students who are Fluent English Proficient students, the percentage of failing students in reading ranges from 27%-41% with the highest percentage failing in 4th grade. For the English Language Learner population, the percentage of failing students in reading ranges from 69%-96%, with the highest percentage of 96% occurring in the 8th grade. These statistics reflect only one core subject, there are two others with equally disturbing information.

The four projects outlined in the narrative: Learn to Serve, Project MAX, Skills for Success, and Parent Support and Education clearly and effectively align with one of the twelve absolute priorities.

There are specific objectives outlined for each of the projects with set targets that appear reasonable within the set timeframes.

Weaknesses:

There were no weaknesses found in the area of Quality of Project Design.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
 - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and
 - (iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

Strengths:

There is a high level of expertise demonstrated within each of the selected partners for this project.

Past accomplishments of implementation and collaboration between Flowing Wells School District, Flowing Wells Extension Programs, and Big Brothers and Big Sisters is a significant strength demonstrating their commitment and follow through on projects with academic and mentoring focuses.

The commitments, expectations, and costs are outlined for each partner and are practical given the scope of the project and the objectives as stated.

The costs as outlined in the budget, the non-federal match , as well as the amount Flowing Wells School District plans to provide as outlined in the supplemental budget narrative emphasizes the commitment.

There are eight (8) letters of support contained in the application from principals of schools within Flowing Wells School District underscoring their commitment to this project and the four service projects that are delineated in this proposal. Particularly the letter of support from the superintendent is of interest as it commits staff, facilities, plus the leadership support of the Flowing Wells Governing Board.

Weaknesses:

There were no weaknesses found in the area of Adequacy of Resources.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. (1) The Secretary considers the quality of the management plan for the proposed project.
- (2) In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:
 - (i) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;
 - (ii) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
 - (iii) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Strengths:

The management plan was designed with input from various stakeholders.

A significant strength in the management plan was the outlined roles and responsibilities for each of the members as well

as the qualifications needed for each position.

Beginning on page e24 of the project narrative with table 9, the management plan for Flowing Wells included the position, the number needed as well as the FTE per position, and the roles, responsibilities, and qualification for each.

Furthermore, for each key personnel who has been hired, their resume was included as supporting documentation to ensure the possessed the necessary experience and qualifications for their respective positions.

Ongoing professional development is integrated into the management plan incorporating data from mid-year assessment.

Included in the project narrative is a first year planning and implementation time line.

Weaknesses:

There were no weaknesses found in the area of the Quality of the Management Plan.

Reader's Score: 25

Selection Criteria - Quality of Project Services

1. (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the project services, the Secretary considers the following:
 - (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
 - (ii) 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:

Regular and ongoing communication between stakeholders is built into the project with trainings, meetings, updates, and reviews.

Success from prior experiences and projects was demonstrated and communicated in the grant application.

Weaknesses:

There were no weaknesses found in the area of Quality of Project Services.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
 - (i) Sets out methods of evaluation that 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;
 - (ii) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
 - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Factors Applicants May Wish to Consider in Developing an Evaluation Plan.

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths:

The evaluator selected has extensive experience and knowledge to this project.

Any project decisions that may need altering will be reviewing and decided based on data driven results.

The evaluation plan as outlined for each of the four services lists each objective and anticipated targets and target dates with responsible staff. This clearly communicates who is responsible for what, when.

Accountability is a significant aspect of the evaluation plan as outlined.

Evaluation of the project is planned to be ongoing and continuous as reflected in the budget under contractual services each year.

Weaknesses:

There lacked any mention of replication for this mode in the outlined in project narrative.

Reader's Score: 8

Priority Questions

Priority Questions - Competitive Preference Priority

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

Strengths:

Flowing Wells Junior High is currently in restructuring as a low achieving Title I school and addressed it on page 2 of projective narrative.

Weaknesses:

Although Flowing Wells outlines school as Title I that is currently in midst of restructuring, information on the process of restructuring was absent.

Reader's Score: 1

Status: Submitted

Last Updated: 08/31/2010 06:10 PM

Status: Submitted

Last Updated: 09/02/2010 12:28 PM

Technical Review Coversheet

Applicant: Flowing Wells Unified School District -- , (U215J100003)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	25	25
Adequacy of Resources		
1. Adequacy of Resources	20	20
Quality of the Management Plan		
1. Management Plan	25	25
Quality of Project Services		
1. Project Services	20	20
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	100
Priority Questions		
Priority Questions		
Competitive Preference Priority		
1. Competitive Preference	2	2
Sub Total	2	2
Total	102	102

Technical Review Form

Panel #3 - Panel - 3: 84.215J

Reader #2: *****

Applicant: Flowing Wells Unified School District -- , (U215J100003)

Questions

Selection Criteria - Quality of Project Design

1. (1) The Secretary considers the quality of the design of the proposed project.
- (2) In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of--
 - (i) The project objectives;
 - (ii) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and
 - (iii) The eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.

Strengths:

Applicant provided a thorough description and helpful chart that clearly identified needs that span English language learners (25%, of which 50% or more failed to meet state academic standards; reading failures highest, p. 5), special needs students (10%), significant numbers of parents who need GED (34%, p.7) and ESL courses (47%, p. 7) for schools that have excessively high free or reduced-lunch (FRL) rates (chart p. 4, narrative p. 3-4). Low-wealth status emphasizes the inability of parents to cover private tutoring to help their children succeed (p.6). The selected evidence-based programs are targeting specifically to address each of these needs: Project MAX (mentoring academic excellence) with Big Brothers Big Sisters aims to improve GPA in core subjects and reduce unexcused absences and disciplinary actions for grades 3-8 (p.8); Learn to Serve high school student-led projects will focus on helping elementary and junior high students to master developmental skills and form stronger commitments to school (p.9); a host of successful BBBS programs will be expanded for students in this project and will focus on academic and prosocial skills, including job training and college preparation (pp.11-12); Skills for Success adds expanded training in literacy, comprehension and homework assistance (pp.16-17). Table 6 summary (pp. 18-20) clearly designates needs and how this project will address each need. Objectives are written specifically to address each program component in quantifiable outcomes.

Weaknesses:

No weaknesses found.

Reader's Score: 25

Selection Criteria - Adequacy of Resources

1. (1) The Secretary considers the adequacy of resources for the proposed project.
- (2) In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:
 - (i) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant and consortium partners;
 - (ii) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project; and

(iii) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.

Strengths:

Letters from three significant partners commit specific assistance for the project: 1) the neighborhood association and community coalition will provide volunteers for tutoring the various Tutor Centers and for the Learn-to-Serve services (p. e6); 2) IBM will continue its 6-year partnership with the school district, naming several successful program collaborations (pp.e7-8); and 3) the district superintendent committed facilities and equipment, support staff as in-kind, and district administrative resources (p.e9). In addition, an impressive list of in-kind and cash support provides critical staff and other resources (just after p. e27, on e0). MOUs from Big Brothers big Sisters, Flowing Wells Extension Programs, and the National Community Education Association (for CIPCE TA, PD and validation process) provides additional committed support for this project. With 1500 students and hundreds of parents and community residents targeted for this project, the calculations per participant for each program (pp.20-23) is reasonable and provides this community and its school district with a strong foundation for meeting its listed needs.

Weaknesses:

No weaknesses were found.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. (1) **The Secretary considers the quality of the management plan for the proposed project.**
(2) **In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**
 - (i) **The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice inviting applications) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;**
 - (ii) **The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and**
 - (iii) **The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

Strengths:

The resume of the proposed FT coordinator (Ms. Petty) has an impressive history of developing and coordinating similar projects for the Extension Programs partner. The organizational plan provides a thorough description of each entity regarding roles and responsibilities depicted in a well-organized organizational chart (p. 24), with lines of authority and time commitments that will enhance the potential for a successful project. The timeline is presented in reasonable, feasible steps and follows the logic developed in the project design section (pp. 29-30).

Weaknesses:

No weaknesses were found.

Reader's Score: 25

Selection Criteria - Quality of Project Services

1. (1) The Secretary considers the quality of the services to be provided by the proposed project.
- (2) In determining the quality of the project services, the Secretary considers the following:
 - (i) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
 - (ii) 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:

Applicant provided success indicators and citations for evidence of effectiveness for each of its key project elements: service learning (p. 9), BBBS programs (p.11, 12, 13), Skills for Success (p. 15) and STEM instruction and enrichment (p. 17). The parent involvement plan is also founded on a strong body of literature that indicates a path to improved academic achievement for students (p.18).

Weaknesses:

No weaknesses were found.

Reader's Score: 20

Selection Criteria - Quality of the Project Evaluation

1. (1) The Secretary considers the quality of the evaluation to be conducted of the proposed project.
- (2) In determining the quality of the evaluation, the Secretary considers the extent to which the proposed evaluation--
 - (i) Sets out methods of evaluation that 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;
 - (ii) Will provide timely and valid information on the management, implementation, or efficiency of the project; and
 - (iii) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.

Factors Applicants May Wish to Consider in Developing an Evaluation Plan.

The quality of the evaluation plan is one of the selection criteria by which applications in this competition will be judged. A strong evaluation plan should be included in the application narrative and should be used, as appropriate, to shape the development of the project from the beginning of the project period. The plan should include benchmarks to monitor progress toward specific project objectives and also outcome measures to assess the impact on teaching and learning or other important outcomes for project participants. More specifically, the plan should identify the individual or organization that has agreed to serve as evaluator for the project and describe the qualifications of that evaluator. The plan should describe the evaluation design, indicating: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; and (7) how the applicant will use the information collected through the evaluation to monitor progress of the funded project and to provide accountability information both about success at the initial site and about effective strategies for replication in other settings. Applicants are encouraged to devote an appropriate level of resources to project evaluation.

Strengths:

Beginning an evaluation with the focus on a commitment to continuous improvement process marks the first strength of the evaluation section. The specific relationship between each measurable objective and its evidence base are clearly outlined in a helpful chart (pp.31-34); especially helpful is the link to each project element. The evaluators intention to provide quarterly reports with recommendations for improvement provides this project a solid pathway to success, using a data-driven decision process. The evaluator experience as a CIPCE facilitator enhances the prospects for this project. The timeline for regular reports and visits to the district sites will ensure specific guidance for replication of this project.

Weaknesses:

No weaknesses were found.

Reader's Score: 10

Priority Questions

Priority Questions - Competitive Preference Priority

1. Strategies that support turning around persistently lowest-achieving schools

The Secretary gives competitive preference to applications that propose to serve persistently lowest-achieving schools and are currently implementing or plan to implement one of three school intervention models, to enable these schools to become full-service community schools. Applicants seeking to receive this priority must describe (a) the school intervention model that would be or is being implemented to improve academic outcomes for students; (b) the academic, social, and/or health services that would be provided and why; and (c) how the academic, social and/or health services provided would align with and support the school intervention model implemented.

Strengths:

Flowing Wells principal Peter Wells indicated that this is a Title I Restructuring school in this turn-around model, and it is implementing a comprehensive reading program for all faculty to be trained (see p. e0 letter). Centennial Elementary is a Title I school that commits to life skills programs, parent education and a GED/ESL program (see p. e1 letter). Homer Davis Elementary has an 82% FRL rate and welcomes high school mentors to assist K-5 students with leadership skills and four academic-related programs, and developed partnerships for academic-related activities (see p. e2 letter). Walter Douglas Elementary has a 90% FRL rate and 33% ESL learners (p. e3 letter); Laguna Elementary commits to same four programs (p. e4 letter); and Flowing Wells High will provide tutors and mentors as part of its community service requirement for graduation (p. e5 letter).

Weaknesses:

No weaknesses found.

Reader's Score: 2

Status: Submitted

Last Updated: 09/02/2010 12:28 PM