

Status: Submitted
 Last Updated: 06/30/2010 8:54 AM

Technical Review Coversheet

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396C100150)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Summary Statement		
1. Summary Statement	N/A	N/A
Selection Criteria		
1. A. Need for the Project and Quality of the Project Design (up to 25 Points)	25	22
2. C. Experience of the Eligible Applicant (up to 25 Points)	25	25
3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)	5	2
4. F. Sustainability (up to 10 Points)	10	8
5. G. Quality of the Management Plan and Personnel (up to 10 Points)	10	4
Competitive Preference		
1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)	1	_____
2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)	1	1
3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)	1	1
4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)	2	_____

Technical Review Form

Development 35: 84.396C

Reader #1:

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396C100150)

Summary Statement

1. Summary Statement

Selection Criteria

1. A. Need for the Project and Quality of the Project Design (up to 25 Points)

In determining the need for the project and quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable and linked to the priorities the eligible applicant is seeking to meet.

Strengths

The applicant clearly describes the extent to which the proposed project represents an exceptional approach to Absolute priority 3 and Competitive priorities 6 and 7. The applicant proposes to enact problem based curricula in both AP and non-AP courses, implement a series of supports for struggling students, and professional development for teachers to implement and evaluate problem based curriculum (p 5). The applicant has provided specific

outcomes to drive the project with specific emphasis on SWD's and LEP's (p. 8).

Weaknesses

The response could have been strengthened by providing a clear set of goals and objectives.

Reader's Score: 22

2. C. Experience of the Eligible Applicant (up to 25 Points)

In determining the experience of the eligible applicant, the Secretary considers the following factors:

- (1) The past performance of the eligible applicant in implementing projects of the size and scope proposed by the eligible applicant.**
- (2) The extent to which an eligible applicant provides information and data demonstrating that -**
 - (a) In the case of an eligible applicant that is an LEA, the LEA has -**
 - (i) Significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA, or significantly increased student achievement for all groups of students described in such section; and**
 - (ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or**
 - (b) In the case of an eligible applicant that includes a nonprofit organization, the nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.**

Strengths

The applicant has provided information regarding past projects that are of similar size to the proposed project (p.12-13). The applicant provided substantial data that clearly shows the progress the applicant has made in closing the achievement gap for all groups of students (p 14). The applicant has also indicated that 27% of BSD teachers have National Board certification.

Weaknesses

No weaknesses

Reader's Score: 25

3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)

In determining the quality of the strategy and capacity to further develop and bring to scale the proposed project, the Secretary considers:

(1) The number of students proposed to be reached by the proposed project, and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed practice, strategy, or program, or to work with others (including other partners) to ensure that the proposed practice, strategy, or program can be further developed and brought to scale, based on the findings of the proposed project.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the availability of resources and expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths

The applicant's estimate of 6700 students appears to be reasonable to the project (p 19). The applicant has detailed highly appropriate mechanisms for the dissemination of information on the project. These include publications, site visits, and week long institutes for interested schools (p 21).

Weaknesses

The estimated cost of \$4,324,717, for the project of the proposed project

appears to be high in relation to the number of students to be reached (p 20).

Reader's Score: 2

4. F. Sustainability (up to 10 Points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that it has the resources, as well as the support from stakeholders (e.g., State educational agencies, teachers' unions) to operate the project beyond the length of the Development grant.

(2) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths

The applicant clearly has support from stakeholders. The applicant included multiple letters of support (Appendix D). The applicant clearly details the potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work at the end of the Development grant. The applicant gives clear examples, problem based curriculum and assessment as well as Starting Strong, of activities that will continue after the grant (p. 21)

Weaknesses

The response could have been strengthened if the applicant had clearly described the extent to which it has the resources to operate the project beyond the length of the Development grant.

Reader's Score: 8

5. G. Quality of the Management Plan and Personnel (up to 10 Points)

In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(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.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths

The applicant included a management plan with activities and years for completion (p 24-28). The qualifications of the project staff appear to be appropriate for completion of the project.

Weaknesses

The applicant provides a very vague management plan (p 24-28). The response could have been strengthened by providing more detail regarding responsibilities, timelines, project goals and objectives, and milestones for accomplishing project tasks.

Reader's Score: 4

Competitive Preference

1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on:

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

Strengths

Weaknesses

2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for

K-12 students that

- (a) address students' preparedness and expectations related to college;**
- (b) help students understand issues of college affordability and the financial aid and college application processes; and**
- (c) provide support to students from peers and knowledgeable adults.**

Strengths

The applicant clearly addresses strategies that are designed to enable students to be prepared and ready for college by sifting to problem based curriculum.

Weaknesses

The applicant fails to address strategies for students to understand issues of college affordability and the financial aid and college application processes.

Reader's Score: 1

3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths

The applicant clearly describes strategies that will specifically have a direct benefit on SWD's and LEP's.

Weaknesses

No weaknesses.

Reader's Score: 1

4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools. To meet this priority, applications must include practices, strategies, or programs that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness in one or more rural LEAs.

Strengths

Weaknesses

Status: Submitted

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Technical Review Coversheet

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396C100150)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Summary Statement		
1. Summary Statement	N/A	N/A
Selection Criteria		
1. A. Need for the Project and Quality of the Project Design (up to 25 Points)	25	23
2. C. Experience of the Eligible Applicant (up to 25 Points)	25	25
3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)	5	5
4. F. Sustainability (up to 10 Points)	10	9
5. G. Quality of the Management Plan and Personnel (up to 10 Points)	10	10
Competitive Preference		
1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)	1	0
2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)	1	1
3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)	1	1
4. Competitive Preference 8: Innovations That Serve	2	0

Technical Review Form

Development 35: 84.396C

Reader #2:

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396C100150)

Summary Statement

1. Summary Statement

Selection Criteria

1. A. Need for the Project and Quality of the Project Design (up to 25 Points)

In determining the need for the project and quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable and linked to the priorities the eligible applicant is seeking to meet.

Strengths

Applicant points out the need by American industry to replace retiring workers with young employees who are masters of STEM subjects and concepts.

The fact that ? of the students in WA who enter 2-year colleges need remedial courses supports the need for this project.

There is a wide gap at applicant's high school between the number of graduates who at least one AP course and Hispanic, SWD or LEP students who pass at least one.

While the project involves whole school reform for all high schools in the district and for all students, there is a clear focus on improving the achievement of high-need students.

The project involves adoption of PBL strategies and creation of PBL curricula to add rigor and require academic behaviors that mirror college and career experiences.

PD and curriculum work are major components of the project. Teacher time for training and curriculum development is achieved by having participating teachers responsible for one less class per day. This should also help recruit top teachers for the project.

Expansion of the summer Starting Strong program to serve specially identified high school students should help the project meet its achievement goals.

The participation of professionals in the field as guest speakers in classrooms and as mentors for individual students is an outstanding component.

The proposal presents a wise plan for curriculum change, with a year to plan before implementation of new courses, and one course worked on per year.

The inclusion of a high quality Advisory Board is well conceived.

Teachers will be trained in using PSAT data to revise instruction as needed, and the willingness of middle school principals to administer the ReadStep assessment in grade 8 will provide more information about incoming students' academic strengths and weaknesses.

Teachers' union participation in the project design and strong support of the project will greatly aid in its chances of success.

Partnering with the University of Washington-Seattle and with local industry and community leaders will add much to the project.

Weaknesses

While the expected outcomes are on target, there is some confusion about them numerically. For example, a 20% increase in AP exam pass rates could mean that the passing rate moves 20 percentage points, e.g., from 30 to 50%, or grows by 20%, e.g., from 30 to 36%. This needs to be clarified.

Clarity is needed as to how teachers will be selected to participate in the project, i.e., selecting from volunteers or mandating across the board.

While science and math improvements are clearly targeted, courses in the engineering and technology areas are left out of the project, other than in ways that these subjects may be included through PBL activities.

Reader's Score: 23

2. C. Experience of the Eligible Applicant (up to 25 Points)

In determining the experience of the eligible applicant, the Secretary considers the following factors:

- (1) The past performance of the eligible applicant in implementing projects of the size and scope proposed by the eligible applicant.**
- (2) The extent to which an eligible applicant provides information and data demonstrating that -**
 - (a) In the case of an eligible applicant that is an LEA, the LEA has -**
 - (i) Significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA, or significantly increased student achievement for all groups of students described in such section; and**
 - (ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or**
 - (b) In the case of an eligible applicant that includes a nonprofit organization, the nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.**

Strengths

The Bellevue School District has significant experience in creating and implementing grant programs. In fact, this project is a logical extension of work already accomplished or underway that has been supported by outside funding.

BSD has already made significant progress in closing achievement gaps in reading and writing. This project targets gaps that still exist in STEM subjects.

100% of the classes in BSD's "high poverty schools" are taught by highly qualified teachers, as defined by ESEA. Further, in 2009 BSD has the highest number of National Board Certified Teachers in Washington State.

BCSD has a data system in place that will support the analysis of new student achievement data that is generated by the new curricula and common assessments created during this project.

Weaknesses

Reader's Score: 25

3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)

In determining the quality of the strategy and capacity to further develop and bring to scale the proposed project, the Secretary considers:

(1) The number of students proposed to be reached by the proposed project, and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed practice, strategy, or program, or to work with others (including other partners) to ensure that the proposed practice, strategy, or program can be further developed and brought to scale, based on the findings of the proposed project.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the availability of resources and expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths

The project begins at one of the district high schools and then expands to the other three the following year.

The district already has a common curriculum aligned to state standards, which will facilitate scalability to the other schools.

The evaluation model, which includes videography of classrooms and interviews of participants, lends itself to the creation of a "how to" manual for other institutions to follow.

Strong teacher union support should create enthusiasm and prevent obstacles from occurring.

Over the course of the 5-year grant period, it is estimated that 6,700 students will be involved in the instructional improvements being implemented.

The creation of a scale-up team will help to ensure that the project will be brought to scale.

Weaknesses

Reader's Score: 5

4. F. Sustainability (up to 10 Points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that it has the resources, as well as the support from stakeholders (e.g., State educational agencies, teachers' unions) to operate the project beyond the length of the Development grant.

(2) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths

Support from the University of Washington, the Bellevue Education

Association and the Bellevue Schools Foundation will clearly assist in sustainability.

The PBL curriculum and assessments that will be created throughout the project will be available for use once the grant period ends.

An important component of the project is PD in use of data to improve instruction. This acquired skill will help staff sustain and improve the developed instructional methodologies once the grant period ends.

The 0.2 FTE allotment for teachers involved in course planning and piloting peaks in Year 2 at 25 teachers and decreases in the next two years. By Year 5, teachers are no longer receiving the extra planning time, which is a significant expense that will not be required after the grant period ends.

Weaknesses

New staff may need more training than is available through "new staff orientations and refresher workshops."

Reader's Score: 9

5. G. Quality of the Management Plan and Personnel (up to 10 Points)

In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(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.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths

The timeline for project activities is clear and logical.

The staff members who will take responsibility for the implementation of the project are highly experienced and qualified.

The applicant has given great thought to creating a Table of Organization that will give staff members time and resources to work on the project with enough oversight to ensure excellence.

Weaknesses

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Reader's Score: 10

Competitive Preference

1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on:

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.

Strengths

Weaknesses

Priority not addressed.

Reader's Score: 0

2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;
- (b) help students understand issues of college affordability and the financial aid and

college application processes; and
(c) provide support to students from peers and knowledgeable adults.

Strengths

Through the instructional, mentoring and guidance components of the project, applicant has met all requirements of this priority.

Weaknesses

Reader's Score: 1

3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths

There is a clear description of the gap between SWD's and LEP's and all other students in participation in AP courses, with specific goals and strategies to narrow the gaps.

Weaknesses

Reader's Score: 1

4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools.

To meet this priority, applications must include practices, strategies, or programs that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness in one or more rural LEAs.

Strengths

Weaknesses

Priority not addressed.

Reader's Score: 0

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Status: Submitted

Last Updated: 06/30/2010 10:20 AM

Technical Review Coversheet

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396C100150)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Summary Statement		
1. Summary Statement	N/A	N/A
Selection Criteria		
1. A. Need for the Project and Quality of the Project Design (up to 25 Points)	25	25
2. C. Experience of the Eligible Applicant (up to 25 Points)	25	25
3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)	5	4
4. F. Sustainability (up to 10 Points)	10	10
5. G. Quality of the Management Plan and Personnel (up to 10 Points)	10	9
Competitive Preference		
1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)	1	0
2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)	1	1
3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)	1	1
4. Competitive Preference 8: Innovations That Serve	2	0

Technical Review Form

Development 35: 84.396C

Reader #3:

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396C100150)

Summary Statement

1. Summary Statement

Selection Criteria

1. A. Need for the Project and Quality of the Project Design (up to 25 Points)

In determining the need for the project and quality of the design of the proposed project, the Secretary considers the following factors:

(1) The extent to which the proposed project represents an exceptional approach to the priorities the eligible applicant is seeking to meet (i.e., addresses a largely unmet need, particularly for high-need students, and is a practice, strategy, or program that has not already been widely adopted).

(2) The extent to which the proposed project has a clear set of goals and an explicit strategy, with the goals, objectives, and outcomes to be achieved by the proposed project clearly specified and measurable and linked to the priorities the eligible applicant is seeking to meet.

Strengths

The applicant, Bellevue School District (BSD), states that it has successfully implemented high quality standards and assessments throughout its schools, however, there are gaps in graduates' college readiness, especially in math and science. The math and science scores on the state test were 20 to 30

percentage points lower than scores in reading and writing. Also, though AP courses are readily available, pass rates on AP exams for African American and Hispanic students were 28 and 20 percentage points (respectively) lower than pass rates for white students. There are also significant AP course completion gaps for Hispanic HS seniors, LEP seniors, and HS seniors with disabilities.

The proposal has 3 elements to address those needs. First, design and enactment of problem-based curricula in both AP and non-AP courses; Second, implement a series of specific supports for struggling & underserved students, focusing on increased mathematics literacy; third, work with partners to provide professional development that will help teachers implement new curricula and evaluate their effectiveness.

The applicant includes an explicit strategy, with the goals, objectives, and outcomes of the project over 5 years.

Weaknesses

None

Reader's Score: 25

2. C. Experience of the Eligible Applicant (up to 25 Points)

In determining the experience of the eligible applicant, the Secretary considers the following factors:

- (1) The past performance of the eligible applicant in implementing projects of the size and scope proposed by the eligible applicant.**
- (2) The extent to which an eligible applicant provides information and data demonstrating that -**
 - (a) In the case of an eligible applicant that is an LEA, the LEA has -**
 - (i) Significantly closed the achievement gaps between groups of students described in section 1111(b)(2) of the ESEA, or significantly increased student achievement for all groups of students described in such section; and**
 - (ii) Made significant improvements in other areas, such as graduation rates or increased recruitment and placement of high-quality teachers and principals, as demonstrated with meaningful data; or**
 - (b) In the case of an eligible applicant that includes a nonprofit organization, the**

nonprofit organization has significantly improved student achievement, attainment, or retention through its record of work with an LEA or schools.

Strengths

The applicant has received a number of recent grants and engaged in partnerships with public and private educational organizations. BSD has also received recognition in national publications highlighting Sammamish High School specifically for its success in preparing students for college. Data from Washington state tests show that BSD has made significant progress in closing achievement gaps for AYP subgroups over the past 6 years. For example, the achievement gap for students with disabilities on the 10th grade reading exam has gone from 55% points in 2003-04 to only 21 in 2008-09. Achievement gaps have also narrowed for Hispanic students in reading as well as African American and Hispanic students in writing. Also, on-time graduation rates in BSD have remained high (Pages 86-90) since 2004.

Districtwide, 97% of classes are taught by NCLB (highly qualified) teachers, with 100% of classes in high poverty schools. 27% of BSD teachers have achieved National Board Certification, compared with only 5.3% of teachers statewide.

Weaknesses

None

Reader's Score: 25

3. E. Strategy and Capacity to Further Develop and Bring to Scale (up to 5 Points)

In determining the quality of the strategy and capacity to further develop and bring to scale the proposed project, the Secretary considers:

(1) The number of students proposed to be reached by the proposed project, and the capacity of the eligible applicant and any other partners to reach the proposed number of students during the course of the grant period.

(2) The eligible applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop and bring to scale the proposed practice, strategy, or program, or to work with others (including other partners) to ensure that the proposed practice, strategy, or program can be further developed and brought to scale, based on the findings of the proposed project.

(3) The feasibility of the proposed project to be replicated successfully, if positive results are obtained, in a variety of settings and with a variety of student populations. Evidence of this ability includes the availability of resources and

expertise required for implementing the project with fidelity, and the proposed project's evidence of relative ease of use or user satisfaction.

(4) The eligible applicant's estimate of the cost of the proposed project, which includes the start-up and operating costs per student per year (including indirect costs) for reaching the total number of students proposed to be served by the project. The eligible applicant must include an estimate of the costs for the eligible applicant or others (including other partners) to reach 100,000, 250,000, and 500,000 students.

(5) The mechanisms the eligible applicant will use to broadly disseminate information on its project so as to support further development or replication.

Strengths

The applicant notes that the proposed project will reach approximately 2200 students over the 5-year grant and 4500 students at BSDs other 3 comprehensive high schools. A scale-up team will begin preparing for project dissemination in years 3 to 5 of the grant. Partnerships with University of Washington and College Board will add capacity to scale the practice to other regional or national high schools and the advisory board of local educational and industrial leaders will help leverage professional connections and secure resources to assist with scaling. The project will result in a number of deliverables that will facilitate project replication. PBL curriculum frameworks will be made available to schools at zero or minimal cost.

The applicant provides the total project cost and an estimated breakdown of cost per student per yr and for 100,000, 250,000 and 500,00 students. Also, the applicant proposes to disseminate information through a variety of vehicles, including peer-reviewed journals and district publications.

Weaknesses

The applicant provide an estimation that was very high in relation to the number of students being served (see page 20).

Reader's Score: 4

4. F. Sustainability (up to 10 Points)

In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that it has the resources, as well as the support from stakeholders (e.g., State educational agencies, teachers' unions) to operate the project beyond the length of the Development grant.

(2) The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the eligible applicant and any other partners at the end of the Development grant.

Strengths

The applicant provides letters of support from the Bellevue Schools Foundation, offering financial support, and the Bellevue Education Associations (union) executive board to unanimously support the project. Also, BSDs many community and industrial partners will continue to support the mentoring programs and provide real-world STEM expertise in the classroom.

The applicant intends to make the problem-based curriculum and assessment, developed during the project, available to district high schools for their continuing use. The programs will continue to operate with state and private funding and the partnership with College Board will allow for continued administration of the PSAT/NMSQT to all 9th to 11th grade students and access to score data training.

Professional development for implementing the curricula will be implemented into new staff orientation and refresher workshops at the school and district levels. The district will also follow the recommendations of the Department of Education on the ongoing effective use of assessments.

Weaknesses

None

Reader's Score: 10

5. G. Quality of the Management Plan and Personnel (up to 10 Points)

In determining the quality of the management plan and personnel for the proposed project, the Secretary considers:

(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.

(2) The qualifications, including relevant training and experience, of the project director and key project personnel, especially in managing projects of the size and scope of the proposed project.

Strengths

The applicant shows a detailed budget narrative with a management plan

including responsibilities, timelines and milestones for accomplishing project tasks. The qualifications of the project director and other key project personnel appear to reflect the training and experience needed to manage projects of this size and scope.

Weaknesses

Though the management plan lists some required qualifications for the Project Leader, that position has not been hired yet. The success of this project is highly dependent on this position.

Though the management plan lists some required qualifications for the Project Leader, that position has not been hired yet. The success of this project is highly dependent on this position (see Page 24 and page 280).

Reader's Score: 9

Competitive Preference

1. Competitive Preference 5: Innovations for Improving Early Learning Outcomes (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to improve educational outcomes for high-need students who are young children (birth through 3rd grade) by enhancing the quality of early learning programs. To meet this priority, applications must focus on:

- (a) improving young children's school readiness (including social, emotional, and cognitive readiness) so that children are prepared for success in core academic subjects (as defined in section 9101(11) of the ESEA);**
- (b) improving developmental milestones and standards and aligning them with appropriate outcome measures; and**
- (c) improving alignment, collaboration, and transitions between early learning programs that serve children from birth to age three, in preschools, and in kindergarten through third grade.**

Strengths

None

Weaknesses

This application does not address educational outcomes for high-need students who are young children.

Reader's Score: 0

2. Competitive Preference 6: Innovations That Support College Access and Success (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to enable kindergarten through grade 12 (K-12) students, particularly high school students, to successfully prepare for, enter, and graduate from a two- or four-year college. To meet this priority, applications must include practices, strategies, or programs for K-12 students that

- (a) address students' preparedness and expectations related to college;**
- (b) help students understand issues of college affordability and the financial aid and college application processes; and**
- (c) provide support to students from peers and knowledgeable adults.**

Strengths

The school district offers strong supports for college success. The district curricula are aligned with state and national standards. BSD ranks in the top one percent nationally for student participation in Advanced Placement or International Baccalaureate courses. BSDs College Corps Program provides trained volunteers to help with college applications and access to information about scholarships and financial aid. Counselors ensure that all students fill out and submit at least one college application before graduation. Students have access to the Discover Career Planning Program to identify options for post secondary schooling and careers. The proposal includes connecting students with local professionals in STEM fields to provide real-world validation for students college and career questions.

Weaknesses

None

Reader's Score: 1

3. Competitive Preference 7: Innovations To Address the Unique Learning Needs of Students With Disabilities and Limited English Proficient Students (0 or 1 Point)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to address the unique learning needs of students with disabilities, including those who are assessed based on alternate academic achievement standards, or the linguistic and academic needs of limited English proficient students. To meet this priority, applications must provide for the implementation of particular practices, strategies, or programs that

are designed to improve academic outcomes, close achievement gaps, and increase college- and career-readiness, including increasing high school graduation rates (as defined in this notice), for students with disabilities or limited English proficient students.

Strengths

All beginning LEPS in the district are served at Sammamish HS, where the grant activities will begin. Also, approximately 15% of students at Sammamish HS qualify for special education services.

The proposed innovation provides increased instructional time for LEPS and SWDs with a focus on mathematics, which the applicant notes is a frequent barrier to high school and college readiness. It also provides one-to-one mentoring from local professionals for information about college access and opportunities for job shadowing and internships.

Weaknesses

None

Reader's Score: 1

4. Competitive Preference 8: Innovations That Serve Schools in Rural LEAs (0, 1, or 2 Points)

We give competitive preference to applications for projects that would implement innovative practices, strategies, or programs that are designed to focus on the unique challenges of high-need students in schools within a rural LEA (as defined in this notice) and address the particular challenges faced by students in these schools. To meet this priority, applications must include practices, strategies, or programs that are designed to improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or improve teacher and principal effectiveness in one or more rural LEAs.

Strengths

None

Weaknesses

This application does not address the challenges of high-need students in rural schools.

Reader's Score: 0

Status: Submitted

Last Updated: 06/30/2010 10:20 AM

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Status: Submitted
Last Updated: 07/22/2010 2:44 PM

Technical Review Coversheet

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396D100150)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Evaluation Criteria		
1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)	10	10
2. D. Quality of the Project Evaluation (up to 15 Points)	15	7
<i>SUB TOTAL</i>	25	17
TOTAL	25	17

Technical Review Form

Development Tier 2 Panel 01: 84.396D

Reader #1:

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396D100150)

1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)

The Secretary considers the strength of the existing research evidence, including reported practice, theoretical considerations, and the significance and magnitude of

any effects reported in prior research, on whether the proposed project will improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or increase college enrollment and completion rates. Eligible applicants may also demonstrate success through an intermediate variable that is strongly correlated with improving these outcomes, such as teacher or principal effectiveness.

In determining the strength of the existing research evidence, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that there are research-based findings or reasonable hypotheses that support the proposed project, including related research in education and other sectors.

(2) The extent to which the proposed project has been attempted previously, albeit on a limited scale or in a limited setting, with promising results that suggest that more formal and systematic study is warranted.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths

STRENGTHS:

The applicant begins with a strong research based discussion about why the school district needs to implement this new problem based learning in their schools. The applicant includes well documented research data, within the US, identifying that there is a need for more STEM graduates and professionals to enter the Sciences. The applicant discusses the evolution of their school district and the results of minority students on AP tests and graduation rates.

Current research and references documenting the use of Problem-based learning is provided. The need for a robust framework for assessment is also provided by the applicant in their narrative.

The applicant provides details about the need for additional STEM program activities, and professional development for staff who teach in a STEM area. An in-depth plan for implementation among minority students and STEM study areas are provided. Related components of Problem Based Learning (PBL) including scaffolding are discussed and research and references are provided to support them. (p 9) Use of assessments and evaluations of them are included. (p 10) One-to-one youth mentoring, another component is

discussed with corresponding references.

The applicant provides an indication of how they have previously implemented many of the individual components and their success is documented. Previous grants have been used to support some of these successful components. The applicant demonstrates how their students have been able to achieve as a result of the components.

Weaknesses

WEAKNESSES:

None observed.

Reader's Score: 10

2. D. Quality of the Project Evaluation (up to 15 Points)

In determining the quality of the evaluation, the Secretary considers the following factors.

(1) The extent to which the methods of evaluation are appropriate to the size and scope of the proposed project.

(2) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

(4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths

STRENGTHS:

The applicant discusses all of the required potential risks, where and how data will be collected and how the results will be used. The applicant

proposes measurable and observable goals and objectives for this overall project implementation.

Evaluation meetings are identified in the plan and will allow the evaluators to communicate with project staff. Project evaluation activities are included within the overall management timeline and plan.

Weaknesses

WEAKNESSES:

The applicant has not discussed how data will be collected and compared. There is no information about when baseline data will be collected and when follow-up data will be collected, by whom. There is no information about how the data will be analyzed to determine whether or not there will be any significant changes. The applicant has not identified any statistical analysis to be used.

The applicant uses the word random assignment and meta-analysis. However, they are not designing an experimental total random assignment, nor are they doing a meta-analysis when they are actually collecting pre and post test data and survey results. This is not a meta-analysis of previous data and studies.

The applicant includes a discussion on formative and summative evaluation. However, they do not fully define how each will be accomplished and how they will be able to make any decisions about the overall success of this project.

No matter how strong the goals and objectives were, the evaluation is lacking any specific criteria or performance measures that will be demonstrated as a result of this project.

There is no indication about who will conduct the evaluation process. How will data be collected, by whom and how will it be quantified and analyzed, all of these items are not discussed.

In the proposal narrative 10% of the budget is allocated to the evaluation costs, this should be more than adequate to successfully complete a rigorous

evaluation process. However, in the budget narrative and budget line item there are no monies identified.

Reader's Score: 7

Status: Submitted

Last Updated: 07/22/2010 2:44 PM

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Status: Submitted
Last Updated: 07/22/2010 2:03 PM

Technical Review Coversheet

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396D100150)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Evaluation Criteria		
1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)	10	10
2. D. Quality of the Project Evaluation (up to 15 Points)	15	8
<i>SUB TOTAL</i>	25	18
TOTAL	25	18

Technical Review Form

Development Tier 2 Panel 01: 84.396D

Reader #2:

Applicant: Bellevue School District -- Bellevue School District, - Bellevue School District, (U396D100150)

1. B. Strength of Research, Significance of Effect, and Magnitude of Effect (up to 10 Points)

The Secretary considers the strength of the existing research evidence, including reported practice, theoretical considerations, and the significance and magnitude of

any effects reported in prior research, on whether the proposed project will improve student achievement or student growth, close achievement gaps, decrease dropout rates, increase high school graduation rates, or increase college enrollment and completion rates. Eligible applicants may also demonstrate success through an intermediate variable that is strongly correlated with improving these outcomes, such as teacher or principal effectiveness.

In determining the strength of the existing research evidence, the Secretary considers the following factors:

(1) The extent to which the eligible applicant demonstrates that there are research-based findings or reasonable hypotheses that support the proposed project, including related research in education and other sectors.

(2) The extent to which the proposed project has been attempted previously, albeit on a limited scale or in a limited setting, with promising results that suggest that more formal and systematic study is warranted.

(3) The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Strengths

One strength of the BSD proposal is that problem based learning is currently being used within the district. As a result, some staff within the district are familiar with the processes needed to develop a problem based learning approach, effective assessments, and can provide support and information for those new to the problem based approach. In addition, as a result of their efforts, BSD staff already have some data on the impact of a problem based approach on student performance.

Weaknesses

No weaknesses noted.

Reader's Score: 10

2. D. Quality of the Project Evaluation (up to 15 Points)

In determining the quality of the evaluation, the Secretary considers the following factors.

(1) The extent to which the methods of evaluation are appropriate to the size and scope of the proposed project.

(2) The extent to which the methods of evaluation will provide high-quality implementation data and performance feedback, and permit periodic assessment of progress toward achieving intended outcomes.

(3) The extent to which the evaluation will provide sufficient information about the key elements and approach of the project to facilitate further development, replication, or testing in other settings.

(4) The extent to which the proposed project plan includes sufficient resources to carry out the project evaluation effectively.

Strengths

First, the evaluation incorporates both process (e.g., documenting the implementation of the problem based learning approach) and outcomes findings which will provide information on both what happened (i.e., process) and what was the impact (outcomes).

A second strength is that the evaluation incorporates assessment of teaching processes followed by rapid feedback that will ultimately enhance the fidelity by which staff implement the problem based learning curriculum.

Next, the evaluation clearly incorporates both quantitative (e.g., test scores) and qualitative data collection, a strength because information learned from each approach will complement the other.

Another strength is that the evaluation incorporates assessment of all program components: teacher professional development, implementation of the program, and student outcomes which will provide useful information about the relative successes and challenges encountered at each point of program implementation.

Last, a strength of the proposed evaluation is determining the impact of the problem based approach on student academic and career plans. This is useful and warranted because it examines the impact of the proposed curriculum beyond the classroom.

Weaknesses

One weakness is that a single group pretest/posttest design has been chosen to evaluate the problem based learning approach and this design is relatively weak in determining the impact of a program relative to other, alternative approaches. In other words, the design may show that the problem based approach had an impact on students, but it will not demonstrate if the problem based approach has more impact than other teaching approaches.

Another weakness is that the group plans to use course grades (see p. 17), in part, to examine the impact of the problem based approach on student performance. Use of course grades is problematic because of variations from teacher-to-teacher and school-to-school in the development of course assignments and the assessment of student work on those assignments. Those variations introduce error into the analysis of the impact of the program and impede conclusions made. Instead, a standardized, uniform instrument would be more useful to determine the impact of the problem based learning approach on student learning.

Reader's Score: 8

Status: Submitted

Last Updated: 07/22/2010 2:03 PM