

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

Status: Submitted

Last Updated: 09/19/2013 12:44 PM

Technical Review Coversheet

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Selection Criteria		
Significance		
1. Significance	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	15
Quality of Project Personnel		
1. Personnel	10	10
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	85

Technical Review Form

Panel #4 - i3 Development - 4: 84.411C

Reader #1: *****

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

The applicant presents a project that has potential to prepare highly qualified and committed educators on how to lead school turnaround efforts. The project will likely provide a method to increase retention of principals and promote increased student achievement.

Reader's Score: 0

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

Then project will implement an exceptional approach of school leadership coaching (pages e17-e19). The approach is a powerful, cost-effective way to help fill the need for differentiated training and support early in a principal's career. The project's theory of change is that intensive coaching and support for new principals and their leadership teams during their first three years will develop the principals' skills in implementing distributive leadership and will lead to measurable school improvements in student academic growth, school culture and climate, and principal retention. The first three years is a period that can make or break a school's chance of success. Additionally the project builds on our Aspiring Principals Program (APP), which consists of components such as a summer intensive training component exposing participants to the rigors of the principal ship. The approach also builds on research-based theories of adult learning, that will likely drive program design, improvement and feedback systems.

The proposed project will contribute to theory, knowledge, and practice on school leadership coaching (pages e20-e21). The project has the ability to enhance what has been a successful model and strategy, and provide the opportunity to conduct a rigorous evaluation involving the project's approach. There is limited research regarding the impact of such programs on student achievement and school outcomes, despite growing adoption of coaching and mentoring programs by school systems nationally.

The applicant presents an analysis of how the leadership coaching approach may improve outcomes of at low performing schools. Since the project not only expands on lessons learned and build on successful results of other NYC Leadership Academy leadership programs, data from the results of the other programs give an strong indication of the impact the

project will have on the targeted schools (pages e22-e23). For example, a 2009 study, which assessed the impact of APP-trained principals on school achievement relative to that of new principals ascending through other routes, the researchers found that APP-led schools cut the initial English language Arts performance gap between their schools and comparison schools in half. In math, the performance gap initially widened, but was virtually eliminated in years three and beyond.

Weaknesses:

No weaknesses noted.

Reader's Score: 35

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

The applicant presents a viable project to addresses Absolute Priority 2: Improving Low-Performing Schools, Sub-priority A by developing a comprehensive school leadership support model designed to sustain the successful turnaround of chronically low-performing New York City (NYC) public schools. Through the cultivation of effective leadership practice, development of high-functioning school leadership teams, data-informed analysis of school improvement needs, and targeted coaching for three cohorts and their school leadership teams, the project is likely to provide intensive support to project participants, enabling them to develop skills necessary to transform schools in need (pages e24-e25).

The applicant specifies clear goals for the project that are aligned with objectives (page e27) and measurable outcomes (e26). A detailed logic model articulates the steps in achieving these goals project logic model outlines the steps in achieving goals in Appendix J. Activities to accomplish stated objectives are reasonable and align with the project goals (pages e27-e31). Some project goals are sufficient to promote increased student achievement in the schools by improved leadership. The goals also align with efforts to ensure participating principals demonstrate growth on leadership dimensions identified for improvement by coaches.

The applicant identifies and plans appropriate measures to address potential risks that undermined the success of the project (pages e27). Risks addressed include the increased pressure on the principalship as a key lever for school improvement. The project as designed will likely provide enhanced skills and knowledge allowing leaders in the program to perform as stronger leaders of change. a rigorous and broad-based needs assessment to identify the leadership needs of new principals, and development of the School Improvement Diagnostic Assessment (SIDA) and an implementation process for the treatment schools will aid in the process (page e28).

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant outlines a plan that is sufficient to guide staff in developing and managing the project. Key responsibilities and objectives, timeline and performance timeline are clearly specified (page e32-e33). A sufficient management structure for the project that outlines clear lines of authority within the project. Completion of major project tasks to achieve objectives will be the responsibility of project partners. The coordinated responsibility of all partners will ensure development and implementation of the project is appropriate and meets the needs of the target population.

The applicant demonstrates sufficient commitment by the project partner. The applicant has partnered with the New York City Department of Education for ten years. A decade of collaborative work reflects commitment to providing support, as well as commitment to ongoing improvement. Letters of support and commitment are provided by the Rand Corporation to provide evaluation services as well as the New York City Department of Education (pages e109-e111).

The applicant outlines a viable plan for ensuring feedback and continuous improvement on the project (page e33-e34). The use of surveys and analysis around key implementation issues are strong levers for systemized correction during the implementation of the project. Surveys and data analysis provide the markers for improvement in the areas of program satisfaction and quantifiable patterns of growth, and objective feedback while also providing input on satisfaction with the project's progress toward stated outcomes. An Advisory Committee will also meet quarterly to guide course correction.

Weaknesses:

No weaknesses noted.

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

The applicant describes roles and relevant qualifications of the core project management team overseeing the project. Resumes for key personnel are provided in Appendix F to support qualifications and experience held by staff (e34-e35, and Appendix F). The Staff working on the project is representative of the applicant organization with numerous years of experience. For example, Senior Advisor (an in-kind contribution to the project) is NYCLA's President and CEO, who will provide strategic guidance and focus on helping achieve project scale and sustainability. The Project Director identified for the project is the Executive Vice President of Programs, with over 35 years of experience in the field of education as both an educator and an administrator. She has been with NYCLA for 10 years and oversees the Aspiring Principals Program (APP), Leadership Support Services, and many other national programs (page e35). A Project Manager now Associate Vice President of Leadership Support Programs will also be assigned to the project. She oversees the day-to-day management of curriculum and session development, professional development for coaching staff, systems and processes for program administration, data collection, and communication with the field (e35). This representation provides for the development of a strong foundation for the project and appropriate oversight. The time commitment of staff is reasonable in terms of the staff positions assigned to the project.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measurable threshold for acceptable implementation.

Strengths:

n/a

Weaknesses:

n/a

Reader's Score: 0

Status: Submitted

Last Updated: 09/19/2013 12:44 PM

Status: Submitted

Last Updated: 09/23/2013 07:20 PM

Technical Review Coversheet

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	35
Quality of Project Design		
1. Project Design	25	25
Quality of the Management Plan		
1. Management Plan	15	15
Quality of Project Personnel		
1. Personnel	10	10
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	85

Technical Review Form

Panel #4 - i3 Development - 4: 84.411C

Reader #2: *****

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

The proposed project presents a novel approach by developing a comprehensive school leadership model designed to develop the leadership capacity of targeted principals as well as their school leadership team in chronically low-performing schools during their first three years on the job. The potential contribution that this project will make relative to the advancement of theory, knowledge, and practice is that most new administrators in high poverty and low-performing districts leave during the first three years of their tenure, citing lack of support from the district. This model seeks to provide these school leaders with extensive coaching in an effort to realize their leadership development and effectiveness in these under-performing schools. Additionally, the proposed project submitted by the applicant provides a clear and explicit strategy as to "how" it will meet the intended goals as established by this competition. Further, evidence to support the stated research as presented in this proposal is very clear- when persistently low performing schools implement a turnaround model focusing on school leadership as proposed by the Aspiring Principals Program(APP), the culture and climate of the school changes; which in turn, yields greater academic achievement results/gains for the school. Thusly, the leadership model proposed by this applicant is grounded in scientifically-based research and has a demonstrated measure of effectiveness that can be generalized to meet the needs of persistently low achieving and performing schools nationwide (pgs. 3-9).

Weaknesses:

No weaknesses found

Reader's Score: 35

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

: The proposed project fully addresses Absolute Priority 2, Sub Priority A in the development of its Targeted Intensive School Support (TISS) model. The applicant provides clear and definitive goals for it proposes the following: 1) increase student achievement in schools led by TISS participants; 2) increase the retention rates of principals and assistant principals in the schools led by TISS participants; 3) support principals in the implementation of Common Core Standards and a Teacher Evaluation System; and 4) develop a scalable and sustainable TISS model available to new principals and their school leadership teams. Additionally, the proposed project outlines three major objectives as well as associated activities and outcomes for this project. Those objectives are: 1) To build the capacity of NYCLA to help newly-placed principals of high-need schools and their leadership teams achieve their school improvement goals; 2) To provide three cohorts totaling 50 new principals of high-need elementary, middle and high schools and their leadership teams with three years of coaching and support; and 3) To conduct a rigorous implementation and impact evaluation of the enhanced school leadership coaching model. Further, the proposed goals and associated outcomes as articulated in this proposal provides the needed clarity as to how the applicant intends to meet and measure the outcomes for building leadership capacity in its low-performing schools. (pgs 9-17)).

Weaknesses:

No weaknesses found.

Reader's Score: 25

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant presents a management plan that fully addresses and meets the intent of this project by clearly articulating the milestones (for all three objectives), identifying the partners responsible for implementing the project, and associated timelines in a detailed matrix. The applicant has identified key partners (New York City Department of Education, Rand Corporation) who have provided letters of support and commitment for this project implementation. Further, the applicant provided an expansive framework for feedback and continual program improvement which entails disseminating surveys and performing data analysis, feedback from district stakeholders, as well as feedback from the Advisory Committee.

Weaknesses:

No weaknesses found.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

The applicant has identified key staff (i.e. Senior Advisor, Project Director, Project manager, and a Senior Director for Research and Evaluation) all of whom have the relevant educational background and experience needed to implement the stated goals and objectives of this project.

Weaknesses:

No weaknesses found

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measurable threshold for acceptable implementation.

Strengths:

N/A

Weaknesses:

N/A

Reader's Score: **0**

Status: Submitted

Last Updated: 09/23/2013 07:20 PM

Status: Submitted

Last Updated: 09/19/2013 12:18 PM

Technical Review Coversheet

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Selection Criteria		
Significance		
1. Significance	35	34
Quality of Project Design		
1. Project Design	25	24
Quality of the Management Plan		
1. Management Plan	15	15
Quality of Project Personnel		
1. Personnel	10	10
Quality of the Project Evaluation		
1. Project Evaluation	15	0
Total	100	83

Technical Review Form

Panel #4 - i3 Development - 4: 84.411C

Reader #3: *****

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

This proposal highlights a unique aspect which involves coaching assistant principals and leadership teams. The potential contribution of the proposed project is to not just measure the impact of coaching on school leaders, but includes a look at the entire leadership team, including principal, assistant principal, and leadership team members. The results can be used to inform state and district efforts nationwide. The proposed project can build on the NYCLA's previous gains in student performance in schools with principals who participated in the principal-only coaching model as compared to the expanded leadership team approach. This contribution to the field can bring a new awareness of the key importance of the leadership team in conjunction with the leadership of the principal and assistant principal. NYCLA projects an impact of up to 30,000 students each year with 50 participating principals/schools.

Weaknesses:

No weaknesses identified.

Reader's Score: 34

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

Absolute priority 2a is met sufficiently. This project includes development support for principals primarily, but also includes assistant principals, and teachers who are on leadership teams. A diagnostic assessment will be used to establish coaching needs at the school. The fully-developed logic model highlights the high-level components of the project. Project goals are clear and coherent. The application includes project objectives: 1) build capacity of NYCLA to help high needs principals and schools, 2) provide 3 cohorts of principals from high-needs elem., middle, high schools, 3) conduct a rigorous implementation and impact evaluation of the enhanced school leadership coaching model, and accompanying activities.

Weaknesses:

Specifics on the way in which leadership teams might participate in the training and other aspects of the NYCLA proposed project are not included.

Reader's Score: 24

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

A highly detailed management plan incorporating major activities, project partners (lead and support) and indicates which year the activity occurs is included (pg 32/121). Letters of support from the Chancellor, the Rand Corporation (evaluator), are included. Surveys of coaches, participating principals and leadership teams are built into the system and will provide feedback that will be used to make modifications and mid-course corrections.

Weaknesses:

No weaknesses were identified.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

The NYCLA is partnering with Rand Corporation for the evaluation. The staffing plan represents several staff members who may offer their services on an in-kind basis, including [REDACTED]. The NYC Dept of Education is listed under "project partners" as support for several of the activities, including the advisory committee, matching principals and coaches, participation on the diagnostic teams, and identification of principals.

Weaknesses:

No weaknesses identified.

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Status: Submitted

Last Updated: 09/19/2013 12:18 PM

Status: Submitted

Last Updated: 09/25/2013 08:22 PM

Technical Review Coversheet

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Reader #4: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Selection Criteria		
Significance		
1. Significance	35	0
Quality of Project Design		
1. Project Design	25	0
Quality of the Management Plan		
1. Management Plan	15	0
Quality of Project Personnel		
1. Personnel	10	0
Quality of the Project Evaluation		
1. Project Evaluation	15	12
Total	100	12

Technical Review Form

Panel #4 - i3 Development - 4: 84.411C

Reader #4: *****

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

na

Reader's Score: 0

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

na

Weaknesses:

na

Reader's Score: 0

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

na

Weaknesses:

na

Reader's Score: 0

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

na

Weaknesses:

na

Reader's Score: 0

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

na

Weaknesses:

na

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measureable threshold for acceptable implementation.

Strengths:

There are four key evaluation questions and each appears to link back to the program goals. Each also have appropriate measures and analytic strategies. For example, the first, "impact on student achievement" is measured by student-level achievement test data for two years before and three years after the intervention with the first cohort. The interrupted time-series design is a solid strategy to show the change in a students' exposure to a TISS principal (p. 23).

There is an overall evaluation plan that is appropriately defined to include both quantitative and qualitative data and analyses.

Student level characteristics such as poverty and grade will be studied and can address specific student populations.

Student engagement is another question that will be tracked through attendance and discipline data as well as student survey data on satisfaction.

Projected sample sizes are given with appropriate minimum detectable effect size and assumptions.

Attrition of principals is addressed and appears appropriate and is a positive contribution to the overall evaluation plan.

The evaluators and project staff will convene web meetings and in-person briefings to share findings and implications. Such meetings and briefings are valuable communication pieces to insure that the data are understood and used to keep the program on track.

Since coaching is a major component of the intervention, coaching time records will show the fidelity of implementation with that component.

The evaluation budget is about 13% which appears reasonable given the scope of the tasks and is a positive indicator that the evaluation plan can be carried out as planned.

Weaknesses:

No mention is made of other student populations including race, ethnicity, ELL and special ed. For schools with sizeable populations such as the ones in this project, it would be advantageous to study their outcomes relative to principal background characteristics.

Coaching and principal measures including surveys, focus groups, logs, and interviews will be used and the proposal will integrate quantitative and qualitative data to determine barriers and facilitators of program implementation (p27). However, no details are provided about how that integration will be performed and how qualitative data will be coded for statistical analysis.

Although the narrative is clear that principals cannot be randomly assigned to schools, no mention is made about how the control schools will be selected and matched with treatment schools. The credibility of the evaluation plan would be increased if more details were given about the control schools.

Reader's Score: 12

Status: Submitted

Last Updated: 09/25/2013 08:22 PM

Status: Submitted

Last Updated: 09/18/2013 05:01 PM

Technical Review Coversheet

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Reader #5: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Selection Criteria		
Significance		
1. Significance	35	0
Quality of Project Design		
1. Project Design	25	0
Quality of the Management Plan		
1. Management Plan	15	0
Quality of Project Personnel		
1. Personnel	10	0
Quality of the Project Evaluation		
1. Project Evaluation	15	12
Total	100	12

Technical Review Form

Panel #4 - i3 Development - 4: 84.411C

Reader #5: *****

Applicant: NYC LEADERSHIP ACADEMY, INC. (U411C130107)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

NA

Reader's Score: 0

Selection Criteria - Significance

1. In determining the significance of the project, the Secretary considers the following factors:

(1) The extent to which the proposed project would implement a novel approach as compared with what has been previously attempted nationally.

(2) The potential contribution of the proposed project to the development and advancement of theory, knowledge, and practices in the field of study.

(3) The extent to which the proposed project will substantially improve on the outcomes achieved by other practices, such as through better student outcomes, lower cost, or accelerated results.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of Project Design

1. In determining the quality of the proposed project design, the Secretary considers the following factors:

(1) The extent to which the proposed project addresses the absolute priority the applicant is seeking to meet.

(2) The clarity and coherence of the project goals, including the extent to which the proposed project articulates an explicit plan or actions to achieve its goals (e.g., a fully developed logic model of the proposed project).

(3) The clarity, completeness, and coherence of the project goals, and whether the application includes a description of project activities that constitute a complete plan for achieving those goals, including the identification of potential risks to project success and strategies to mitigate those risks.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of the Management Plan

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

(1) The extent to which the management plan articulates key responsibilities and well-defined objectives, including the timelines and milestones for completion of major project activities, the metrics that will be used to assess progress on an ongoing basis, and annual performance targets the applicant will use to monitor whether the project is achieving its goals.

(2) The extent of the demonstrated commitment of any key partners or evidence of broad support from stakeholders whose participation is critical to the project's long-term success.

(3) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of Project Personnel

1. In determining the quality and personnel for the proposed project, the Secretary considers the following factor:

(1) The adequacy of the project's staffing plan, particularly for the first year of the project, including the identification of the project director and, in the case of projects with unfilled key personnel positions at the beginning of the project, that the staffing plan identifies how critical work will proceed.

Strengths:

NA

Weaknesses:

NA

Reader's Score: 0

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

(1) The clarity and importance of the key questions to be addressed by the project evaluation, and the appropriateness of the methods for how each question will be addressed.

(2) The extent to which the evaluation plan includes a clear and credible analysis plan, including a proposed sample size and minimum detectable effect size that aligns with the expected project impact, and an analytic approach for addressing the research questions.

(3) The extent to which the evaluation plan clearly articulates the key components and outcomes of the project, as well as a measurable threshold for acceptable implementation.

Strengths:

The evaluation will be provided by two highly qualified and experienced staff at the RAND Corporation which provides reasonable assurances that the evaluation plan will be implemented effectively.

The proposal includes four clearly stated and important evaluation questions which address both impact and implementation issues (p 22).

A mix of quantitative and qualitative methods are used appropriately and systematically to address the evaluation questions. All of the key components of the TISS program are addressed in the evaluation plan.

The statistical analysis and general approach to collecting and analyzing the data are thoughtful and appropriate.

Details concerning sample sizes and the minimal detectable effect size are provided (p 24).

The evaluation design is about as strong as it can get without actually using randomized assignment of principals to treatment and control conditions.

Weaknesses:

The proposal included no evidence concerning the measurable threshold for acceptable implementation.

Although the design and analysis for this proposal are a sophisticated quasi-experiment, in the end there is still reason to think that principals who have been systematically selected to participate in this study are different from those who have not but are matched to them to create a control group. This vexing problem compromises the interpretability of the results.

The proposal stated that it was not feasible to use a randomized controlled trial in this proposal but did not provide a convincing rationale for that position.

Reader's Score: 12

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