

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

Status: Submitted

Last Updated: 05/21/2010 04:25 PM

## Technical Review Coversheet

Applicant: Saint Paul Public Schools -- , (U363A100132)

Reader #1: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. N/A	45	45
<b>Quality of the Project Evaluation</b>		
1. N/A	25	25
<b>Significance</b>		
1. N/A	20	20
<b>Quality of the Management Plan</b>		
1. N/A	10	10
<b>Sub Total</b>	100	100
<b>Total</b>	100	100

# Technical Review Form

Panel #11 - SLP Review Panel - 11: 84.363A

Reader #1: \*\*\*\*\*

Applicant: Saint Paul Public Schools -- , (U363A100132)

## Questions

### Selection Criteria - Quality of Project Design

- 1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of-**
  - 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**
  - 2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.**
  - 3. The extent to which the proposed project is apart of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.**
  - 4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**
  - 5. The extent to which project participants are to be selected on the basis of academic excellence.**

### Strengths:

The conceptual framework (pages 8-10) is presented in clearly detailed narrative and table form that includes three key goals or turnaround strategies: increasing leadership capacity, removing bureaucratic barriers, and implementing continuous improvement cycles. The turnaround cycle is also clearly depicted in a logic model in Appendix 2. Each goal has related objectives and the plan also incorporates ten evidenced-based elements in a sustained program of training. The selection criteria represent a solid approach (pages 31-32) to identifying participants for the program. This include the use of the Quality School Leadership Identification Procedure, or similar instrument, as well as demonstrated expertise in teaching and learning and a commitment to student achievement. National replication avenues exist (pages 2-3 in significance section) as the project includes internationally known experts in the field of educational reform who will publish their findings in national outlets. Also, there are opportunities to share with other charter schools successful collaboration with selected charter schools in this project. An innovative tool for data collection called the experience-sampling method (ESM) is described, which involves the use of pagers and hand-held palm computers. The results of this data collection will be reported and provided to participants beginning with the second year of the project.

### Weaknesses:

None

Reader's Score: 45

### Selection Criteria - Quality of the Project Evaluation

- 1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers-**

**1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

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

**Strengths:**

This evaluation plan (pages 1-3) details both formative and summative evaluations. The summative evaluations will focus on changes in principal and teacher behavior, perceived reduction in barrier and development of continuous improvement of culture in the schools using the experience-sampling method (ESM), surveys, and as well as various student achievement data. Formative evaluation data will be used for performance feedback and periodic assessment purposes, including review of documents, interviews and observations. A unique feature requires participants to collect and analyze their own data as part of the formative evaluation, pages 3-6. Various types of formative assessments are to be collected monthly and the Design Team will use the data to assess and adjust strategies and activities, page 9.

**Weaknesses:**

None

**Reader's Score: 25**

**Selection Criteria - Significance**

**1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors-**

**1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**

**2. The likelihood that the proposed project will result in system change or improvement.**

**3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**Strengths:**

The results of each year of the project will be widely reported in national outlets leading to the increased knowledge base of educational issues (pages 2-3). The narrative cite (pages 3-4) the research-based conceptual framework of the three project goals as sources for proven system change, along with use of the successful expertise of the Project Design Team. The research-based and proven competencies that the school leaders will learn in the program as well as the development of strong business and community partners, increased family involvement are also expected to positively impact the project outcomes of improvements in teaching and student achievement and includes projected improved project percentages, page 5.

**Weaknesses:**

None

**Reader's Score: 20**

## Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors-

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. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.

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

### Strengths:

The proposal includes a narrative outlining the responsibilities of each person (pages 1-5) and a detailed table of project implementation components, responsibilities, timelines and benchmarks, page 9. The inclusion of diverse perspectives is detailed to include the Turnaround Advisory Council. This council has already met a number of times from which input has lead to the formation of key project elements. This council is composed of school staff, parents, administrators, unions, associations, business and other professional fields, and will continue to provide input on the operation of the project, page 6. Another innovative feature includes the assistance that will be provided to principals to develop at least one new community partnership focused on increasing academic achievement, page 7. Ongoing feedback and measures of continuous improvement will occur through annual reports designed to assess the degree to which proposed and evolving benchmarks are being met through both formative and summative performance measures, page 7-8.

### Weaknesses:

None

**Reader's Score:** 10

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Status: Submitted

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## Technical Review Coversheet

Applicant: Saint Paul Public Schools -- , (U363A100132)

Reader #2: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. N/A	45	45
<b>Quality of the Project Evaluation</b>		
1. N/A	25	25
<b>Significance</b>		
1. N/A	20	20
<b>Quality of the Management Plan</b>		
1. N/A	10	10
<b>Sub Total</b>	100	100
<b>Total</b>	100	100

# Technical Review Form

Panel #11 - SLP Review Panel - 11: 84.363A

Reader #2: \*\*\*\*\*

Applicant: Saint Paul Public Schools -- , (U363A100132)

## Questions

### Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a comprehensive plan that includes a description of-
  1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.
  2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.
  3. The extent to which the proposed project is apart of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.
  4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.
  5. The extent to which project participants are to be selected on the basis of academic excellence.

### Strengths:

The proposed project submits a conceptual framework grounded in three key strategies designed to increase the capacity of school leaders to increase student achievement. A needs assessment ensures professional development activities address the skills gap of current leaders, inclusion of business leaders and the formation of principal plcs contribute to the program design. Program address cultural and contextual issues related to leadership. Identifies key pipeline participants and stakeholders (community and union). Potential for expansion and partnerships are identified. Participants chosen on qualifications and leadership experience and impact.

### Weaknesses:

None

Reader's Score: 45

### Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers-
  1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
  2. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

**Strengths:**

The proposed project presents an evaluation plan that includes both qualitative and quantitative measure. It focuses on both program implementation and the ability for program to support professional and school outcomes. It looks at both individual and school development allowing for performance feedback and assessment of program.

**Weaknesses:**

None

**Reader's Score: 25**

**Selection Criteria - Significance**

**1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors-**

- 1. The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.**
- 2. The likelihood that the proposed project will result in system change or improvement.**
- 3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**Strengths:**

The proposed program collaborates with key stakeholders in the district ensuring buy-in and support to achieve program goals. A formal dissemination plan is identified to share new learnings internally and externally with state and nationwide.

**Weaknesses:**

None

**Reader's Score: 20**

**Selection Criteria - Quality of the Management Plan**

**1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors-**

- 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. How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**
- 3. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

**Strengths:**

The proposed project offers a management plan that clearly defines roles and responsibilities of the management structure. It is supported by a diverse stakeholder group including parents, staff, union, and business leaders. It provides a timeline for implementation.

**Weaknesses:**

None

**Reader's Score:**     **10**

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**Status:**           Submitted

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Status: Submitted

Last Updated: 05/24/2010 07:18 PM

## Technical Review Coversheet

Applicant: Saint Paul Public Schools -- , (U363A100132)

Reader #3: \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. N/A	45	45
<b>Quality of the Project Evaluation</b>		
1. N/A	25	25
<b>Significance</b>		
1. N/A	20	20
<b>Quality of the Management Plan</b>		
1. N/A	10	10
<b>Sub Total</b>	100	100
<b>Total</b>	100	100

# Technical Review Form

Panel #11 - SLP Review Panel - 11: 84.363A

Reader #3: \*\*\*\*\*

Applicant: Saint Paul Public Schools -- , (U363A100132)

## Questions

### Selection Criteria - Quality of Project Design

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1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

2. The extent to which the proposed activities constitute a coherent, sustained program of training in the field.

3. The extent to which the proposed project is apart of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

5. The extent to which project participants are to be selected on the basis of academic excellence.

### Strengths:

The Saint Paul Public Schools (SPPS) and three St. Paul charter public schools, plus nationally recognized public/private sector partners, will implement Turnaround Saint Paul, an innovative, replicable public/charter public school leadership turnaround model to serve 2,300 students in one of the five identified "persistently lowest achieving" schools in the City of St. Paul (Humboldt, Maxfield and High School for Recording Arts, New Spirit, Urban Academy). Based on St. Paul's history of innovation and excellence in the charter and public school arena, Turnaround Saint Paul has assembled an extraordinary team of nationally-recognized educational leadership professionals from the University of Minnesota (Design Team), including Dr. Karen Seashore Louis, Dr. Jennifer York-Barr, and Dr. William Sommers and Joe Nathan of the Center for School Change at Macalester college to create an integrated system of supports and continuous improvement efforts that will 1) increase leadership capacity, 2) remove bureaucratic barriers, and 3) implement continuous improvement cycles. The project builds upon nationally recognized research at the University of Minnesota and previous successful turnaround efforts of the Center for School Change in Cincinnati; extensive turnaround literature; district and charter public school leadership development initiatives; and innovative, replicable partnerships with business partners, the Target Corporation, the Travelers Corporation, and the Minnesota Business Partnership. The project has set specific, aggressive benchmarks for student achievement in the initial five participating schools:

### Weaknesses:

none

Reader's Score: 45

### Selection Criteria - Quality of the Project Evaluation

**1. The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers-**

**1. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

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

**Strengths:**

Increase student achievement by 40% (cumulative) over the life of the grant (25% by Yr. 2); 2) Decrease student drop out rates by 50% over the life of the grant (75% of cumulative by Yr. 2); 3) Increase high school graduation rates by 50% over the life of the grant (75% of cumulative by Yr.

The design focuses on a few key activities that will achieve early and significant results. Project strategies and activities are designed to break through the organizational norms and barriers that inhibit success. Furthermore, the activities will be implemented in fast cycles that are results driven and that enable immediate analysis and problem solving. They will provide principals the leadership tools they need so that they are ready to act in response to the political and managerial challenges. They ensure instructors have clear expectations, support, and coaching so that they are ready to teach, and they ensure that students are a part of the process and that they are ready to learn.

**Weaknesses:**

No weaknesses found related to quality of the project evaluation.

**Reader's Score: 25**

**Selection Criteria - Significance**

**1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors-**

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**2. The likelihood that the proposed project will result in system change or improvement.**

**3. The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

**Strengths:**

The program provide principals the leadership tools they need so that they are ready to act in response to the political and managerial challenges. They ensure instructors have clear expectations, support, and coaching so that they are ready to teach, and they ensure that students are a part of the process and that they are ready to learn.

**Weaknesses:**

none

Reader's Score: 20

#### Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors-

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.

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

#### Strengths:

This is a group of renown researchers and practitioners well known in the literature for using data to change programming and make innovations to programming that is empirically linked to increased student achievement. It is fortunate they are combining their efforts for this grant.

#### Weaknesses:

none

Reader's Score: 10

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**Status:** Submitted

**Last Updated:** 05/24/2010 07:18 PM