

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

Status: Submitted

Last Updated: 08/12/2013 11:17 PM

## Technical Review Coversheet

Applicant: Granite School District (U363A130106)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Summary Statement</b>		
<b>Summary Statement (Optional):</b>		
1. Summary Statement:	0	
<b>Sub Total</b>	<b>0</b>	
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	45	44
<b>Quality of the Project Evaluation</b>		
1. Quality of Project Eval	15	15
<b>Significance</b>		
1. Significance	25	25
<b>Quality of the Management Plan</b>		
1. Quality of Mgmt Plan	15	13
<b>Sub Total</b>	<b>100</b>	<b>97</b>
<b>Priority Questions</b>		
<b>Invitational Priority 1</b>		
<b>Invitational Priority 1</b>		
1. Building Leadership	0	0
<b>Sub Total</b>	<b>0</b>	<b>0</b>
<b>Invitational Priority 2</b>		
<b>Invitational Priority 2</b>		
1. Moderate Evidence	0	0
<b>Sub Total</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>100</b>	<b>97</b>

# Technical Review Form

Panel #2 - SLP Review Panel - 2: 84.363A

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

Applicant: Granite School District (U363A130106)

## Questions

### Summary Statement - Summary Statement (Optional):

#### 1. General Comments:

General:

Reader's Score:

### Selection Criteria - Quality of Project Design

#### 1. The Secretary considers the quality of the project design of the proposed project. In determining quality of the project design of the proposed project, the Secretary considers:

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part 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.

#### Strengths:

The applicant has clearly articulated the goals and objectives for the proposed project. The performance measures are aligned to the objectives (pages 30-31). The overarching goal for the project is to increase student achievement and improve school climate by improving school leadership (page 4). The applicant seeks to accomplish this by creating a means of offering aspiring leaders educational and mentorship opportunities, an improved induction program for new leadership, training to advance assistant principals to the principalship and continuous professional development for existing administrators. The program is designed to develop capacity for each stage of leadership which can possibly assist the district's efforts to increase student achievement.

The proposed project design is appropriate to the needs of the targeted population and will likely be successful in meeting the district's needs. The applicant clearly researched their needs as evidenced by the RMC leadership report and student data analysis. The report demonstrated the following defined gaps: poor academic performance, negative school climate, lack of strong leadership, and the lack of a comprehensive school leadership pipeline (page 6).

The applicant provides adequate information to substantiate that the proposed program is part of a comprehensive effort improve teaching and learning and support rigorous academic standards for students. The proposal outlines the current initiatives the district has implemented to address the defined gaps. In addition, the applicant correlates these initiatives to the activities that will be implemented with funding from the SLP grant to illustrate that this proposal is a part of a comprehensive effort.

**Weaknesses:**

The program design does not provide an adequate description to illustrate how the applicant will produce research and products that can be used for replication.

**Reader's Score: 44**

**Selection Criteria - Quality of the Project Evaluation**

**1. The Secretary considers the quality of the project evaluation of the proposed project. In determining the quality of the project evaluation of the proposed project, the Secretary considers:**

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

**(2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**

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

**Strengths:**

The applicant outlines an evaluation plan for the project that is sufficient to yield information on the success and impact of the project. An external evaluator will be responsible for measuring the effects of the academies on the participants (page 34). Each objective has a chart that illustrates the objective, with its related performance measures, data to be collected, timeframe, and source of data collection (pages 31-32). A broad logic model is included in the evaluation plan that provides an overview of the proposed plan (page 38).

The external evaluator will implement the Utilization-focused Evaluation model which incorporates both quantitative and qualitative data. He/she will also provide decision makers with accurate and timely findings so that they can make data-driven decisions (page 37).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

**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 project has the potential to increase knowledge of effective strategies of school leadership programs for low-achieving schools by implementing the Emerging Leaders Academy, the New Leaders Induction Academy, and the Practicing Leaders Academy. The proposed project may have an impact on school climate and student achievement.

The proposed project is very likely to result in system change. Prior to writing the grant proposal, the applicant completed research to determine the needs of the district. The proposed project addresses the needs by incorporating a research-based approach to improving school leadership.

The purpose of the proposed program is to ultimately improve teaching and student achievement by improving school leadership. The applicant is likely to build capacity of its current administrators and develop future school leaders through the implementation of this project by placing various supports such as an induction class, professional learning communities, and mentorships.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 25**

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

**Strengths:**

The applicant outlines an adequate staff management structure and plan to effectively guide the implementation and operation of the project. Key personnel will include the project director, recruitment advisor, two preparation advisors, an internship advisor, two instruction specialists and academy coordinator (pages 43-44). The internship advisor and academy coordinator will be full time positions. The key personnel appear to be qualified to complete the responsibilities of the proposed project. The management plan provides a chart that illustrates milestones, a timeframe and person(s) responsible.

The external evaluator will be responsible for providing continuous feedback to the project management team. The evaluator will work with the project leaders to provide feedback. This will assist with continuous improvement of the project operations (page 46).

**Weaknesses:**

It cannot be ascertained if other key personnel will be providing sufficient time to the project due to lack of defined time commitments.

The management plan does not explicitly convey a plan to ensure regular feedback to the project leadership team. It cannot be ascertained if the evaluation team will provide feedback monthly or more sporadically. The less frequent the feedback occurs the less likely the project leadership team will be able to make meaningful modifications.

**Reader's Score:** 13

### Priority Questions

#### Invitational Priority 1 - Invitational Priority 1

- 1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.**

**General:**

The applicant did respond to the invitational priority.

The applicant will provide professional development for principals and assistant principals of seven Persistently Lowest Achieving Schools. The proposed project will support assistant principals and principals in mastering leadership skills and teach ways to incorporate college- and career- readiness standards into their schools (page 3).

**Reader's Score:** 0

#### Invitational Priority 2 - Invitational Priority 2

- 1. Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

**General:**

The applicant did respond to the invitational priority.

The applicant conducted a literature review to identify research-based practices and strategies to improve school leadership effectiveness and how this increased effectiveness ultimately influences student academic achievement and school climate. For example, after learning that the Wallace Foundation cited the success other schools and districts have had mirroring lessons learned from NASBE, the applicant has based the GOAL 21 Pipeline on the NASBE Leadership Career Continuum (page 39).

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 08/12/2013 11:17 PM

Status: Submitted

Last Updated: 08/09/2013 06:00 PM

## Technical Review Coversheet

Applicant: Granite School District (U363A130106)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Summary Statement</b>		
<b>Summary Statement (Optional):</b>		
1. Summary Statement:	0	
<b>Sub Total</b>	<b>0</b>	
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	45	44
<b>Quality of the Project Evaluation</b>		
1. Quality of Project Eval	15	15
<b>Significance</b>		
1. Significance	25	25
<b>Quality of the Management Plan</b>		
1. Quality of Mgmt Plan	15	13
<b>Sub Total</b>	<b>100</b>	<b>97</b>
<b>Priority Questions</b>		
<b>Invitational Priority 1</b>		
<b>Invitational Priority 1</b>		
1. Building Leadership	0	0
<b>Sub Total</b>	<b>0</b>	<b>0</b>
<b>Invitational Priority 2</b>		
<b>Invitational Priority 2</b>		
1. Moderate Evidence	0	0
<b>Sub Total</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>100</b>	<b>97</b>

# Technical Review Form

Panel #2 - SLP Review Panel - 2: 84.363A

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

Applicant: Granite School District (U363A130106)

## Questions

### Summary Statement - Summary Statement (Optional):

#### 1. General Comments:

General:

Reader's Score:

### Selection Criteria - Quality of Project Design

#### 1. The Secretary considers the quality of the project design of the proposed project. In determining quality of the project design of the proposed project, the Secretary considers:

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part 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.

#### Strengths:

- Measurable and specific outcomes are included for each objective.
- The design is comprehensive and addresses each critical point in the pipeline without being overwhelming in terms of resources needed. It is also based on an evaluation already completed that identified both general and more specific weaknesses in its processes and practices. This helps to focus their efforts.
- The project specifically addresses the weakness identified in recruiting new principals from the teacher corps (p. 24) for the Emerging Leadership Academy (ELA). By including the nomination, application, inventory, and interview process, it is more likely that true potential will be identified rather than participants sharing their "wish" to be a principal.
- This process as a whole has been designed to recruit the right people, allow them an opportunity to gauge a match, authentic application in an internship, and then opportunity to get licensure. It is likely that the combination of each of these elements will help ensure that new principals who complete this process will be retained for a longer period.
- Splitting the New Leaders Induction Academy into two tracks will help to promote long-term capacity, especially in terms of the assistant principals who will receive additional training once they become a principal. It would be easy to assume that the assistant principal who completed this track already has the appropriate support to then accomplish their jobs as a principal. It is also substantial as a 3-year program with ongoing support throughout the school year. This should provide more than "emergency help" in the first year and really support growth over time.
- By instituting the Practicing Leaders Academy, the applicant acknowledges the ongoing challenges and changes that the current principals and assistant principals face. Creating a community of support also provides "safe" conversation with others who face many of the same challenges.

- Efforts to support the partnership with U of U will also help to foster long-term growth and potential for future leaders.

**Weaknesses:**

It is unclear how information will be shared to promote replication.

**Reader's Score: 44**

**Selection Criteria - Quality of the Project Evaluation**

1. **The Secretary considers the quality of the project evaluation of the proposed project. In determining the quality of the project evaluation of the proposed project, the Secretary considers:**

- (1.) **The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**
- (2.) **The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**
- (3.) **The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.**

**Strengths:**

- Other than the structured interviews, assessment measures are already established and will be used by the project.
- An evaluation framework has been established and includes specific data collection and analysis at multiple levels (p. 35-36). Data collection and analysis includes both qualitative and quantitative methodologies.
- Goals, objectives, and performance measures all have specific and measurable data collected and outcomes with assessments identified.
- Providing two years for curriculum development and approval is realistic as long as this process is initiated immediately if the grant is awarded.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 15**

**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:**

- By starting with and then making minor modifications to the NASBE, it provides an opportunity to further show the impacts of this model (which has been used nationally).
- The partnership with the university could potentially impact principals and leaders statewide.
- By starting with an assessment of its leadership and district, it is likely that the efforts are focused in appropriate areas and therefore, have more opportunity to make an impact and to affect needed change.
- By providing mechanisms for each facet of the pipeline, the project will likely be able to make system change in at least this particular district.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 25**

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

**Strengths:**

- Assignment of the project director and recruitment advisors are in-kind. This does reflect a commitment on the part of the district to this project and its success. Furthermore, each of the primary leaders has extensive experience in administration in school districts.
- The external evaluator has a well-established data system and extensive experience working with grants.
- The position descriptions for the Internship Advisor and Practicing Leaders Coordinators (p. 45) require at least an advanced degree and 10 years of experience as well as experience as an administrator. This should attract applicants with a comprehensive set of skills.

**Weaknesses:**

- The timeline seems to be missing information about coursework and training curriculum development in Objectives 1 and 2.
- There is no information about when project leaders will meet to discuss program status or results.

**Reader's Score: 13**

**Priority Questions****Invitational Priority 1 - Invitational Priority 1**

**1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State**

educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.

**General:**

The applicant did respond to the invitational priority.

**Reader's Score: 0**

**Invitational Priority 2 - Invitational Priority 2**

1. **Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

**General:**

The applicant did respond to the invitational priority (i.e., they claim they did); however, the application content did not speak to "moderate evidence".

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/09/2013 06:00 PM

Status: Submitted

Last Updated: 08/09/2013 12:18 PM

## Technical Review Coversheet

Applicant: Granite School District (U363A130106)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Summary Statement</b>		
<b>Summary Statement (Optional):</b>		
1. Summary Statement:	0	
<b>Sub Total</b>	<b>0</b>	
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Project Design	45	44
<b>Quality of the Project Evaluation</b>		
1. Quality of Project Eval	15	15
<b>Significance</b>		
1. Significance	25	25
<b>Quality of the Management Plan</b>		
1. Quality of Mgmt Plan	15	13
<b>Sub Total</b>	<b>100</b>	<b>97</b>
<b>Priority Questions</b>		
<b>Invitational Priority 1</b>		
<b>Invitational Priority 1</b>		
1. Building Leadership	0	0
<b>Sub Total</b>	<b>0</b>	<b>0</b>
<b>Invitational Priority 2</b>		
<b>Invitational Priority 2</b>		
1. Moderate Evidence	0	0
<b>Sub Total</b>	<b>0</b>	<b>0</b>
<b>Total</b>	<b>100</b>	<b>97</b>

# Technical Review Form

Panel #2 - SLP Review Panel - 2: 84.363A

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

Applicant: Granite School District (U363A130106)

## Questions

### Summary Statement - Summary Statement (Optional):

#### 1. General Comments:

General:

Reader's Score:

### Selection Criteria - Quality of Project Design

#### 1. The Secretary considers the quality of the project design of the proposed project. In determining quality of the project design of the proposed project, the Secretary considers:

- (1.) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.
- (2.) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.
- (3.) The extent to which the proposed project is part 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.

#### Strengths:

The applicant presents an excellent project design which clearly demonstrates that the project plans to address the district's needs. The project's goal is to improve school leadership which will improve student achievement and school climate. Four appropriate objectives, which will focus on new and current administrators, are thoroughly discussed along with relevant measurable outcome indicators (pgs. 30-32). The program will serve 133 school leaders in the district's 89 schools, of which seven are either persistently lowest achieving, focus, or priority schools (pgs. e13 & e18). The applicant sufficiently explains how the participants will be selected for the various academies (pgs. 24-27). The applicant effectively identifies and details the district's needs, such as negative school climate, poor academic performance, and lack of consistent leadership, by incorporating relevant data (pgs. 6-12). The district wants to be proactive in offering an effective leadership process, recognizes a growing demand for new school leaders, and indicates they have never formally evaluated their leadership program (pgs. 2-3).

#### Weaknesses:

The application features a general description about research-based models, yet it fails to describe the specific aspects of this project that would help others replicate successful activities and strategies.

Reader's Score: 44

#### Selection Criteria - Quality of the Project Evaluation

1. The Secretary considers the quality of the project evaluation of the proposed project. In determining the quality of the project evaluation of the proposed project, the Secretary considers:

- (1.) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- (2.) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.
- (3.) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

#### Strengths:

The evaluation plan is satisfactorily designed to learn about program implementation and outcomes. The plan is detailed and organized; it describes the project's objectives, relevant performance measures, appropriate indicators, and data collection timeline (pgs. 30-32). Specific information was also provided on how the evaluation will report outcomes for the five School Leadership Program measures (pgs. 33-34). Additionally, the plan places importance on evaluating program implementation by collecting qualitative and quantitative data from surveys, focus groups, portfolios, and interviews to learn about participants' reactions, knowledge gained, and effects of change (pgs. 34-35). The evaluation plan features a strong research design for determining student academic growth (pg. 36). A model will be used to help staff monitor outcomes, make data-based decisions, determine which strategies work, and adjust activities for improvement (pg. 37).

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

#### 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 project has clear potential to contribute to increased knowledge and understanding of school leadership programs. By partnering with the university, a leadership program framework will be developed for other districts to model (pgs. 39-40). The project is sufficiently designed to enact systematic change based on its background planning and broad research-based approach, including their customized approach to school leadership reform and professional leadership pipeline (pgs. 40-41).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 25

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

**Strengths:**

The application features a satisfactory timeline of program activities and personnel responsible (pgs. 47-48). The project will employ an internship advisor (1.0 FTE), preparation advisor (0.5 FTE), and practicing leaders academy coordinator (1.0 FTE). A project director, recruitment advisor, and two induction specialists will work on the program and provide time in-kind from the district. A data service company will maintain an internet-based database to manage the program's data. Data will be uploaded on a regular basis, which allows project members to review data at will (pg. 46).

**Weaknesses:**

The applicant fails to present an actual management plan; therefore, information on whether a management team would meet to discuss program operations was missing. Also, it was unclear how the day-to-day office operations would be handled since the project will not employ an administrative assistant.

**Reader's Score:** 13

**Priority Questions****Invitational Priority 1 - Invitational Priority 1**

1. Projects that implement professional development for current principals (including assistant principals), especially in schools that the State educational agency (SEA) has identified as persistently lowest-achieving schools, or in schools that the SEA has identified in accordance with its approved ESEA flexibility request as priority schools or focus schools to: (1) Help them master essential school leadership skills, such as evaluating and providing feedback to teachers, analyzing student data, developing school leadership teams, and creating a positive school environment; and (2) enable them to support instruction in their schools aligned to college- and career-ready standards.

**General:**

The applicant did respond to the invitational priority.

**Reader's Score:** 0

**Invitational Priority 2 - Invitational Priority 2**

- 1. Projects that provide principal preparation, professional development, or both that are supported by moderate evidence of effectiveness.**

**General:**

The applicant did respond to the invitational priority.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/09/2013 12:18 PM