

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

Status: Submitted

Last Updated: 08/15/2013 11:01 AM

Technical Review Coversheet

Applicant: The Board of Education of the County of McDowell (U363A130143)

Reader #3: *****

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

Technical Review Form

Panel #6 - SLP Review Panel - 6: 84.363A

Reader #3: *****

Applicant: The Board of Education of the County of McDowell (U363A130143)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

None noted

Reader's Score: 0

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:

This proposal is well written and does respond to the RFP with some measurable goals and corresponding objectives as cited on Page 18-19. The training model is technology and interactive in its design and uses a model (P. 20), The Continuous Improvement Blueprint that results in individualized training directed at the development of data based leaders with much support from mentors and coaches. There is an emphasis on preparing leaders to affect instructional change to expand student learning and also engage the community (P. 20-21). The proposal does provide a format to disseminate its best practices and training models (P. 22-23) and there is a continuing focus on both formative and summative evaluation and the use of an external evaluator.(P 23-24) Finally the recruitment plan is inclusive and extensive and will cast a wide net to recruit and involve a cadre of potential leaders to participate in this program (P. 12).

Weaknesses:

None noted.

Reader's Score: 45

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 (Pages 23-24) is both comprehensive and extensive in that it presents an ongoing assessment of how the training is being implemented, the processes for grant administration and also the data is collected and analyzed to guide student achievement and to guide "program improvement strategies (P. 24-25). The data collection process, its analysis and the conveyance of findings through periodic progress assessment is a definite plus. The proposal does include a comprehensive "External Evaluation Framework" that is anchored in the goals and their corresponding objectives along with the implementation activities and the benchmarks that are grounded in a data source and linked to a target timeline.

Weaknesses:

None 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 scope of work will lead to models and best practices that can be replicated through the dissemination plan that is provided on Pages 30-35. A significant element is that the implementation is directed at the ongoing validation a "mapping model" the Planning Effectively for Resource Collaboration (P.E.R.C.) and one focus item of note is the dropout prevention strategy (P. 31).

Weaknesses:

None 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 management plan is comprehensive (Pages 35-46) and all provides all staffing descriptions, related responsibilities with designated time commitments and a project chronology that is sufficient and in need more expansion and details. The budget narrative (pages e185-e202) provides the appropriate details for the requested line items

Weaknesses:

None Noted.

Reader's Score: 15

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:

None noted

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:

none noted

Reader's Score: 0

Status: Submitted

Last Updated: 08/15/2013 11:01 AM

Status: Submitted

Last Updated: 08/13/2013 08:24 PM

Technical Review Coversheet

Applicant: The Board of Education of the County of McDowell (U363A130143)

Reader #2: *****

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

Technical Review Form

Panel #6 - SLP Review Panel - 6: 84.363A

Reader #2: *****

Applicant: The Board of Education of the County of McDowell (U363A130143)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

This proposal is very well developed.

Reader's Score: 0

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:

Five clearly specified goals are described along with objectives and benchmarks (pages 3, table 17-19). A continuous improvement blueprint organized around five strands of activities that have been proven to develop high quality principals and instructional leaders committed to creating a student-centered, high-achieving learning environment is described in detail (pages 10-12).

A table is provided documenting each of these school districts has a significant number of low-performing schools with high administrator turnover rates (page 5). It is clear the proposed project is part of a comprehensive effort to improve teaching and learning.

The applicant notes the proposed project will be modeled after the six standards and assessments for school administrators developed by the Interstate School Leaders Licensure Consortium. Additionally, the proposed conceptual framework will focus on the expectations and demands placed on principals in underperforming schools. These demands require the placement of high qualified school leaders with exceptional skills that go beyond state certification. Quality recruitment, preparation, and retention programs based on evidence-based best practices will be used to select and train candidates who will make effective school leaders, and who will meet the increased expectations of principals at today's schools. Ongoing targeted professional development will be needed to improve the effectiveness of in-service school principals and to provide the support structures necessary to enable principals and assistant principals to meet their schools' challenges head-on (page 8).

The leadership development model to be implemented was designed by Edwards Educational Services (EES), and has been used successfully in school districts around the country and parts of Europe, Africa, and Asia. The model is based on a wide body of research that suggests an effective leadership development program should include Problem Based Learning (PBL), use of technology, intensive mentoring, and on-site support (page 9). Key components of the professional development are well described (pages 13-16). The proposed project is considered effective and replicable.

Weaknesses:

No weaknesses found.

Reader's Score: 45

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:

Participating principals will be trained to track relevant subject class achievement data gathered from a variety of sources using the Framing Your Success© (FYS) model of school improvement (www.edwardsedservices.com). The resulting competencies will result in State standardized test outcomes to improve at least 5% annually for participating principals (pages 21-22).

The applicant states an independent evaluator will be used to conduct a thorough and comprehensive evaluation (page 23). This strengthens the proposal; as, independent evaluators are experienced, qualified, and unbiased. Conflicts of interest are avoided.

Outcome measures are thoroughly discussed (pages 24-25). Methods of evaluation are discussed in detail (page 26). Included are discussions regarding formative and summative assessment. The types of quantitative and qualitative data to be collected are also described (pages 26-27).

Two Appendices are included and provide an evaluation logic model and a framework for the external evaluation that includes a more specific discussion to include a project evaluation timeline, activities, benchmarks, and indicators of data collection methodology. Student achievement data will be collected (goal 3).

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:

Plans are in place for disseminating information about the project and its results. Both process and outcome project evaluation data will be highly disseminated throughout the state and nation. It is anticipated that the project team will publish a peer-reviewed journal article about the project, will conduct several nationally broadcast webinars, will conduct a state-wide conference on educational leadership development, and will make presentations at one or more national school leadership conferences (pages 22-23). Additionally, a "manual of lessons learned" and a guide to the implementation of the Leadership Development Model will be developed, and several national/international webcasts will be conducted to advocate the merits of the project design and anticipated outcomes associated with the Leadership Development Model (page 25). This strengthens the potential contribution of the proposed project to increasing the body of research and knowledge.

The applicant notes the proposed project will be modeled after the six standards and assessments for school administrators developed by the Interstate School Leaders Licensure Consortium. Additionally, the proposed conceptual framework will focus on the expectations and demands placed on principals in under performing schools. In addition, the leadership development model to be implemented was designed by Edwards Educational Services (EES), and has been used successfully in school districts around the country and parts of Europe, Africa, and Asia. The model is based on a wide body of research that suggests an effective leadership development program. Student achievement is monitored in the evaluation plan. It is considered this project will have a major impact on the quality of school leaders in high-need school districts across the state and potentially across the US, specifically in rural communities. It is also expected the proposed program will effect system change.

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:

As already noted, a framework for the external evaluation is included as an Appendix. The framework discusses the project evaluation timeline, activities, benchmarks, and indicators of data collection methodology in detail.

A detailed and reasonable budget narrative is included. Key personnel responsibilities are included. Their salaries are reasonable.

Key personnel and their responsibilities are also discussed in detail within the project narrative (pages 35- 42). Additionally, resumes for the named key personnel are included in an Appendix, and indicate the named personnel are well qualified. Staffing positions are also described and a staffing plan chart that shows roles, responsibilities, and time commitment is provided (pages 40- 41).

A table is provided describing the project timeline with dates, activities, and responsible personnel noted (pages 43-46).

It is considered this proposal will achieve its goals on time and within budget.

Edwards Educational Services was chosen to provide the curriculum content and training development plan. The provider and its qualifications are described in depth (pages 41-43).

A plan for ensuring feedback and continuous improvement is well described and considered adequate (pages 46-47).

Weaknesses:

No weaknesses found.

Reader's Score: 15

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 overtly addresses Invitational Priority 1. The applicant states the priority will be met, “ by implementing a school leadership development program in three high-need school districts in southern West Virginia (Raleigh, McDowell, and Fayette Counties) that will provide high-quality professional development for principals and assistant principals to increase their effectiveness (page 1). The problem is particularly acute in three of the most challenged, rural school districts in the southern part of the state: Raleigh County Schools, McDowell County Schools, and Fayette County Schools. Two of these counties have been, or are state take-over districts. A table is provided that includes administrator turn-over rates (page 5). An additional table is provided illustrating recent state mathematics and language arts results that document the need for academic improvement in the target districts (page 6). The proposal would clearly focus on persistently low achieving schools. College and career readiness standards are not addressed.

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:

Invitational Priority 2 is not overtly addressed; however, the leadership development model to be implemented was designed by Edwards Educational Services (EES), and has been used successfully in school districts around the country and parts of Europe, Africa, and Asia. The model is based on a wide body of research that suggests an effective leadership development program should include Problem Based Learning (PBL), use of technology, intensive mentoring, and on-site support (page 9). It is considered the proposed project is clearly supported by evidence of effectiveness.

Reader's Score: 0

Status: Submitted
Last Updated: 08/13/2013 08:24 PM

Status: Submitted

Last Updated: 08/13/2013 11:43 AM

Technical Review Coversheet

Applicant: The Board of Education of the County of McDowell (U363A130143)

Reader #1: *****

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

Technical Review Form

Panel #6 - SLP Review Panel - 6: 84.363A

Reader #1: *****

Applicant: The Board of Education of the County of McDowell (U363A130143)

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 project describes a plan to develop a leadership training model for three rural counties in West Virginia. Project goals are clearly stated and include (1) implementation of a high-quality Problem-Based Learning (PBL) training model for principals and assistant principals, (2) increasing the internal capacity of the districts to recruit, assess, and train its school leaders, (3) reducing the high turnover rate of principals and assistant principals, (4) increasing student academic outcomes, (5) ensuring the sustainability of the training program. These goals relate to the specific needs of the consortia of districts in addressing a lack of qualified leaders particularly in high need and rural districts.

Table 1 on page 5 provides a visual representation of the turnover and need of administrators for each district coupled with the number of low performing schools. As well, table 2 on page 5 show the lack of achievement in math and language arts as a division level concern. Further data on Table 3 (p. 6) show the lack of achievement with respect to graduation and college readiness and enrollment, Efforts to address building leadership include coordination with a current initiative- the Principal Leadership Academy.

A strength of the proposal is the alignment of the model on the standards and assessments for school administrators developed by the Interstate School Leaders Licensure Consortium (ISLLC). The project uses a problem based learning approach and has outlined a plan that includes training beyond what is required for state certification, quality preparation, and specific professional development. The project is centered on distinct components and strands; the accompanying narrative provides an overview of the types and kinds of activities and assessments. The project goals are specific with

measurable outcomes outlined. Table 3 on page 18 provides an excellent overview of the processes.

The proposal outlines plans to share and disseminate the data and information and to use the strategies as a framework for the state.

Weaknesses:

None

Reader's Score: 45

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 proposal outlines definitive goals to accomplish and states a qualified evaluator will head these efforts. A description of qualitative and quantitative evaluation is provided including outcomes measures that utilize a pre/posttest comparison on components such as participation and completion, specific performance on qualitative variables such as confidence level as an administrator, leadership style, leadership capacity, sphere of influence, understanding of the teaching and learning process, ISSLC pass rates, as well as school measure of achievement, climate, culture- this was an excellent repertoire of assessments that include cognitive, affective and behavioral attributes.

The proposal outlines a plan for data collection, data analysis, a time line, types of data- each aspect of the evaluation plan was addressed in a narrative format and well-articulated. The logic model in the appendix provides a visual representation of the plan.

Feedback and continuous evaluation strategies provide a clear overview of the scope and design of the project- each aspect is discussed in detail with supporting information and plans well developed and designed.

Weaknesses:

None

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 model is based on an evidence base of research and literature (e.g. Blueprints for Continuous Improvement model and the Interstate School Leaders Licensure Consortium standards) and embeds best practices with respect to developing and facilitating leadership (job embedded, mentoring, ongoing professional development, particularly in high need schools with low test scores, high dropout rates, and at-risk populations). The proposal uses broad assessment approach initially and then narrows the focus to the improvement of student instruction - this is an excellent strategy to build a continuum of services and training.

The PBL approach is an excellent framework to guide the project and based upon the design and development of the project, is likely to be successful and result in changes that affect systems. The collaborative nature of the project, the focus upon actual and real needs supported by data, and a comprehensive plan demonstrate a solid preparatory plan of action. The inclusion of professional development that is directed to changing school culture, building community and parent relationships, etc., demonstrate the level of understanding needed for sustained change.

Weaknesses:

None

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 proposal describes a management team including roles, responsibilities, and reporting structure. A staffing structure is included as well with time commitments provided. The management team and evaluator are well qualified with experience and demonstrated successes. Project timeline and activities are clearly presented (p. 43) and detailed. Letters of support are provided and attest to the commitment of the project.

The External Evaluation Framework chart organizes and clearly provides a detailed and clear overview the processes. The budget is clearly and specifically articulated and reasonable.

The evaluation plan includes a formative component, which will provide on-going feedback for continuous improvement; data will be evaluated monthly for adjustments and collaborative review of the management team. The monthly reports will be generated and shared with the team as well.

Weaknesses:

None

Reader's Score: 15

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:

Invitational Priority 1 is overtly addressed on page 1 of the proposal.

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:

This priority was not overtly addressed. The plan does address each component throughout the narrative.

Reader's Score: 0

Status: Submitted

Last Updated: 08/13/2013 11:43 AM