

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

Status: Submitted

Last Updated: 08/16/2013 03:02 PM

Technical Review Coversheet

Applicant: New Leaders, Inc. (U363A130140)

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 #3 - SLP Review Panel - 3: 84.363A

Reader #1: *****

Applicant: New Leaders, Inc. (U363A130140)

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:

1. The applicant is a nonprofit education organization located in Baltimore. It will partner with a large urban district as well as two County districts to provide a leadership development program to 60 principals and at least 20 assistant principals, ultimately impacting on 20,000 students (page 2). To increase student achievement, the applicant includes a rigorous recruitment, selection, training, and support model to identify and develop the strongest candidates for school leadership positions. Specifically, it will build a source for future principals, train aspiring principals and help them to secure positions, support early tenured principals, and disseminate results to other interested parties. The basic goal of the project is to increase student achievement by increasing the number of effective principals and school leaders in high need, low income schools (page 6). To support these strategies and goals, the applicant develops several objectives. For example, for strategy one, the applicant states: During this grant, the project will train at least 120 teacher leaders and anticipate that approximately 50% to 75% will be invited to join and matriculate in the aspiring principals program (page 9). These statements are supported by a table which contains program benchmarks. The applicant provides specific and measurable guidelines to achieve the project

2. The applicant identifies the needs for each of its key audiences. For example, the need is focused on the student population that is highly diverse and experiencing a great deal of poverty (page 12). In the district, 83% of the students are from low income families. In addition, 6 out of 10 eighth-graders are proficient in reading and less than 4 out of 10 are proficient in math. To meet the need for school leadership in this urban district, the applicant seeks to reach 25% of the city schools. The applicant provides data and other statistics for the other two student populations and focuses specifically

on the needs of the students.

3. The applicant indicates that the first five years of a principal's position are crucial (page 16). Supported by research, the applicant seeks to ensure stability and allow for continuous growth in student learning during that period. Using one on one coaching, professional learning communities, and targeted training, the proposed program will focus on developing teachers, managing talent, and creating a favorable school environment (page 17). The overall program seeks to help aspiring leaders implement and sustain a positive vision and mission, provide feedback to colleagues, develop accountability measures, make strategic plans, and invest in and engage students, parents, teachers, coaches and other adult leaders focusing on student success.

4. The applicant describes its efforts to support replication with papers, presentations, and facilitated discourse with other professionals such as the American Education Research Association (page 21). It will also produce research reports and white papers to benefit the broader educational community. It also plans to publish regular reports on the implementation process and the strategies that enable them to succeed.

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:

1. The evaluation plan includes efforts to focus on two areas (page 22). One is the development of a quasi-experimental design to validate the programs intervention on student achievement in nine achievement student areas. It will be conducted by an independent external evaluator. The second phase of the evaluation plan focuses on the program implementation which will provide performance feedback to assist in replication and increased knowledge. The plan is supplemented with a chart that includes implementation indicators, intermediate outcomes, and end outcomes (page 23). These items will focus around the recruitment and selection of participants, training, and support services. Included also are research questions, implementation and analysis, and other supporting information.

2. The applicant reports that many of the activities are now being reviewed by an outside evaluation organization (page 24). Focusing on key questions such as: What is the impact of the program on student outcomes, including achievement and nine achievement student outcomes? To respond to this question, the evaluation focuses on student level achievement data, non-achievement student data, and principal tenured data. The study will result in a final peer reviewed published report at the end of the project with ongoing formative reports each year. The evaluation includes both quantitative and qualitative data. In addition, the applicant has identified target outcomes for the overall project (page 25). Data sources include artifacts and participant data, surveys, and staff feedback.

3. The applicant indicates that the plan includes timely, high quality implementation data and performance feedback to assist in continual improvement as well as information on key elements of the implementation process (page 31). In addition to traditional data collection, assessors will visit participating principals four times per year to review artifacts and rate their performance. To assist in implementation, lessons learned about the project component will be documented and shared with those interested in replication (page 33).

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:

1. The applicant indicates that it wishes to increase the number of high-performing principals with strong instructional and adult leadership skills who will transform low performing schools in low income urban areas (page 2). It follows the general concept that great leaders drive innovation and revolutionary change. Focusing on high turnover rates in urban districts such as its partner district, the applicant sees the lack of leadership causing students to fall further behind. The project will provide a ready stream of candidates when vacancies occur.

2. The applicant provides data on its past experience in the urban district (page 35). Principals who have experienced this program have attained 20% of the principal positions in the city. They have also attained 10% of the principal positions in one of the participating counties. The applicant further reports that since 2005, 100% of the graduates have attained positions; 94% have become principals within two years. Through these positions, the applicant indicates it has had a substantial systemic impact on schools in the area.

3. The applicant indicates that it will use student achievement data to assess the success of the project (page 38). To determine the principals graduating from the program impact on schools, the applicant will use data from the Maryland School Assessment program as well as the High School assessment tests. The applicant seeks to place transformational principals in the schools and increase their impact through this grant.

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:

1. The applicant provides a management plan, which includes a table that provides a comprehensive overview of its implementation (pages 40ff). Included in the table are the project objectives, personnel responsible for attaining them, the overall responsibilities associated with the objectives, milestones, and timelines. The plan is focused on the emerging leader program, the early tenure support activities, and the overall evaluation of the project and implementation. In addition, the applicant identifies the leadership team that will guide the overall project (pages 32 – 35). The applicant identifies the strategic leader and executive manager of the project who has experience as a principal in two high need public schools in Chicago. Other personnel in the organization and in the school-based program are also identified. Time allocations are included in the budget and are appropriate. Overall, the personnel and procedures identified by the applicant will assist the project in meeting its objectives and budget commitments.

2. The applicant indicates that it will collect ongoing feedback for use in continual improvement in such areas as recruitment and selection, training, support activities, and other aspects of the program (page 42). With a history of internal research and evaluation, the applicant indicates it will continue to provide information and data on the program. The program is designed to create transformational school leaders to bring about quality learning experiences in the classroom and to manage human capital effectively.

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:

1. The applicant addresses this priority through the development of its emerging leadership program, its aspiring principal program, and the Principal Institute (page 8). These programs provide content based learning material, include a one-year residency with a trained principal, and ongoing support professional development programs. Participants will use data to

drive instruction and improve teacher performance. In addition, recruitment and selection will focus on individuals who believe all students will achieve college success and have a personal focus on student achievement.

2. Included in the program are activities that will help participants develop skills for using data to drive instruction which will alternately impact on teacher effectiveness at identifying and meeting the academic needs of students (page 8). These activities will enable leaders to transform underperforming schools in low income communities.

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 cites an independent, quasi-experimental evaluation conducted by the RAND Corporation in 2010 (page e120). It concluded that students in K-8 schools led by the applicant for three or more years outperformed their peers in comparison schools by statistically significant margins. The results have found that over time, and across districts, the impact of the leader has been notable. The applicant expects that its ongoing district alignment and program improvement efforts will increase this impact on student achievement within the program schools (page e129).

Reader's Score: 0

Status: Submitted
Last Updated: 08/16/2013 03:02 PM

Status: Submitted

Last Updated: 08/20/2013 04:38 PM

Technical Review Coversheet

Applicant: New Leaders, Inc. (U363A130140)

Reader #2: *****

	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	44
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	14
Sub Total	100	98
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	98

Technical Review Form

Panel #3 - SLP Review Panel - 3: 84.363A

Reader #2: *****

Applicant: New Leaders, Inc. (U363A130140)

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 details a well-developed program design that clearly delineates goals and outcomes to be achieved, noting specific and measurable outcomes. The applicant details a partnership with three high-needs school districts in Baltimore Maryland and proposes an initiative to support the schools' Leadership Development Programs. They state the overall goal of the program is to increase student achievement by increasing the number of effective principals, assistant principals and other school leaders in high needs, low income schools. They copiously detail program components demonstrating a sequenced program design of services encompassing a school leadership preparation program. The applicant organization identifies the fact that their organization was granted a seven-year re-certification by the Maryland State Department of Education in 2012, to serve as a Maryland Approved Educational Program. Page 2, 3, 6

The applicant defines the goal of the program is focused to increase student achievement by increasing the number of effective principals and school leaders in high need low income schools. They precisely detail program operations as focused on recruiting, selecting, training and supporting a leadership pipeline and educate 60 principals, 20 assistant principals and other school leaders. They assert that the proposed training will impact learning for at least 25,000 students. They clearly identify and detail four key program strategies. These include: building a pipeline for future principals, training aspiring principals and helping them identify place, supporting Early Tenure Principals and dissemination to facilitate program replication Page 1, 4, 6

The applicant details a comprehensive overview of the need for their program and their success. They assert that they are

uniquely positioned to fill the gap in the school leadership pipeline to support and assist high caliber school leaders. They identify their staff as all veteran principals with decades of experience. They detail a history of success over the last ten years in training school principals, assistant principals and school leaders and assert that, based on independent evaluation their program graduates have been successful in driving student achievement at significant levels by their graduates as compared to the gains of non-program participants. Page 5

2. The applicant presents an extremely comprehensive description of the design of the proposed project which, judged by the past performance identified, is appropriate to, and will successfully address the needs of the target population related to school leaders' professional development and student achievement. They effectively identify the needs of the three participating school districts, noting the schools crucial problem is the glaring achievement gap of low income schools. They identify a common element among the partnering low achieving schools as demonstrated in a high rate of principal office and teacher turnover. They specify that, in general, low performing, high poverty schools (Tier III) tend to have a high principal turnover in common. Page 11

They identify an overview of the needs of the student population are clearly identified noting that as of 2012-2013 school year, 83% are from low incomes families, based on the Free and Reduced Meal program. This need is compared to the statewide average of 42%. In addition, they succinctly chart students' academic needs, charting data from a sampling of 15 Baltimore County Middle Schools. Data evidences math proficiency levels ranging from 49% to 71% proficiency in math and 70% to 80% proficiency in reading. This represents a 74% average in math as compared to the statewide average of 76%. Pages 14, 15

The need for highly effective school leaders is exacerbated by the fact that the Baltimore County Public Schools is one of the state's fastest growing district. Last year the enrollment increase to 105,153, making it the third largest district in the state. In addition, it is projected that within the next ten years for the student population to increase with at least 7,000 students. Page 14, 15

3. The proposed program clearly evidences the fact that it is a part of an overall statewide effort to improve teaching and learning and support rigorous academic standards for students. For example, they identify that in an effort to support rigorous academic standards for students their organization spent the last year working to develop and integrate guidance around the new academic standards defined as the Common Core standards into their program. The program curriculum is aligned to both state and college readiness standards. Pages 18-20

4. The proposed program touts a decade of successful program and recent renewal by the state department of education which clearly evidenced the program design will continue to result in information to guide possible replication of project strategies, including information about the effectiveness of the approach or strategies employed by the project. They aptly assert that the New Leaders houses a robust internal research and evaluation team that published and disseminates papers, leads local presentations and facilitates discourse at various educational conferences. They assert that such actions will continue throughout the grant period and seek to identify opportunities to share tools and resources that benefit the broader education community such as research reports and white papers on principal matters, research and policies and practices and building the leadership pipeline. Pages 21, 22

Weaknesses:

Information is lacking detailing the proposed programming as a part of the specific comprehensive efforts in each of the partnering districts to improve teaching and learning.

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:

1. The applicant details comprehensive 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. They adequately detail a two pronged approach to evaluating the impact of their program. The two prongs are focused on: a quasi-experimental design study to validate the impact of the program interventions on student achievement and non-achievement outcomes conducted by an external evaluator and program implementation analysis to provide performance feedback that will support organization learning and further evidence data for replication and knowledge generation. Page 33

The applicant clearly lists and delineates the four research questions to guide the evaluation. Questions are posed to gather data to ascertain the impact of intervention on student outcomes, participants' outcomes and in meeting targets. Key data is specified to be tracked on certification and principals' endorsements, and retention. They identify training at least 60 APP Residents and predictors indicate that approximately 45 individuals will receive their principal certification and be endorsed to be placed in low income schools to dire student achievement. Student achievement will be tracked focused on closing the achievement gaps. Data is stated for collection to advance 50% to 75% of ELP participants into APP for their last year.

They effectively chart levels of achievement noting levels of exemplary, proficient, basic and unsatisfactory for all program components. In addition, they chart examples of evidence. An example is that rigorous course content will be offered and student performance data. Pages e 101- 110

2. The applicant details clear methods of evaluation for examining the effectiveness of project implementation strategies. This is evidenced in collecting data at the end of the summer session, mid-year and end of year student assessment scores and feedback related to activities including coaching. They specify that surveys will be distributed at the end of the summer and mid year and end of year. Various surveys are identified which include clicker data, virtual learning sessions evaluation feedback and Mentor Principal surveys. Pages 31-33

3. The applicant adequately identifies methods of evaluation that will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. To measure achievement locally they identify accessing the Maryland School Assessment data and the High School Assessment results and analyze graduation rates, attendance and other indicators of school success. They detail results of prior programs focused on improvement of students in schools that are low performing .Pages 38, 39

Weaknesses:

None are 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:

1. The applicant develops a response to the criteria relating the potential contribution of the proposed project to increase knowledge and understanding of educational problems by detailing the qualifications, expertise and experience of the New Leaders National and the New Leaders Maryland Teams. Pages 33-35

2. 3, The applicant references research data and the organization's experience to demonstrate the likelihood that the proposed project will result in systems changes and improvements and improve teaching and student achievement. They identify the fact that training and retaining effective school leaders is related to closing the achievement gap among students in low income and poor performing schools. This is evidenced in detailing a program chart which specifies the continued commitment to the program among partnering school leaders. In addition, they state that working with program graduates and implementing a school leaders coaching program will prove significant in advancing students learning. They state that since 2005, a hundred percent of all their graduates have received leadership placement in district schools. Building on past success, the applicant asserts that their program services provide a critical step in attaining student achievement in low income poor performing schools. Pages 37, 39

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:

1. The applicant details an adequate management plan to achieve the objectives of the proposed project on time including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. The chart specifies the objective, the responsibilities of the owners, the milestones and timelines. Pages 40, 41

2. The applicant details effective procedures for ensuring feedback and continuous improvement in the operation of the

proposed project. This is evidenced in the identification of a robust internal data system(Salesforce) which is used to track city by city progress toward recruitment and recruits progress through the recruitment pipelines. This appears to be used by both the local and national teams in a customized program. In addition, they identify the Research and Policy Development teams will meet with an external evaluator bi- weekly to discuss progress and ensure the evaluation and associated publication is completed on time and within budget. Page 42, 43

Weaknesses:

Information is lacking detailing the applicant's assertion that the Research and Policy Department staff will meet with the external evaluator to ensure program activities are completed within budget.

Reader's Score: 14

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 comprehensively details a school leadership program 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. Program strategies are aligned to teach, guide and assist school leaders 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. This is evidenced in a program with a proven success rate emphasizing the development of a strong professional community among educators as a key ingredient in both improving schools and retained effective leaders. The program is framed in research and is aligned with the state standards. The program offers a one to to year scope of professional development geared for first year principals to handle the challenges and emerge as leaders.

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 Leadership Development Program is supported by moderate evidence from an independent, quasi-experimental evaluation by the RAND Corporation focused research based principal preparation and professional development strategies. The RAND study is detailed and noted that data collection for the current study will be completed by 2014.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/20/2013 04:38 PM

Status: Submitted

Last Updated: 08/12/2013 03:22 PM

Technical Review Coversheet

Applicant: New Leaders, Inc. (U363A130140)

Reader #3: *****

	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	14
Sub Total	100	99
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	99

Technical Review Form

Panel #3 - SLP Review Panel - 3: 84.363A

Reader #3: *****

Applicant: New Leaders, Inc. (U363A130140)

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:

This proposal clearly articulated a comprehensive program design with the potential for impacting the described community. Strategies and objectives are clearly outlines and described.

Weaknesses:

No weakness are evident

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:

This applications outlines an evaluation plan that balances both traditional evaluation measures with robust and advanced quantitative measure. This combination ensures performance objectives are evaluated and feedback is accessible to a variety of constituents. The logic model provides a clear understanding of the inputs and outputs. Each of the specified objectives are measurable and integrated into program design.

Weaknesses:

No weakness are evident

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:

This application provides a clear treatment of the potential to impact the designated community they intent to serve. Growth projections of high-need students provides a clear articulation of need and combined with the goals of this grant, articulate the clear sense of not only impact but future sustainability.

Weaknesses:

No weakness of evident

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:

This application provide appropriate and developed processes to ensure consistent and meaningful feedback to grant participants and stakeholders. Additionally, the individuals included on the grant management team have appropriate experiences and demonstrate ability to manage grants efficiently.

Weaknesses:

While providing a rich treatment of the key stakeholders and feedback loops, this applications does not directly discuss the internal processes or procedures around the financial components of this grant. A short narrative around this topic would have strengthen the overall management plan. Additionally, the applications inclusion of key personnel within the significance section made understanding more challenging.

Reader's Score: 14

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 application addresses many of the tenants of the this priority within their project design.

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:

Proposal articulates prior research and potential for success.

Reader's Score: 0

Status: Submitted

Last Updated: 08/12/2013 03:22 PM

