

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

Status: Submitted

Last Updated: 08/19/2013 07:57 AM

Technical Review Coversheet

Applicant: Region 5 Education Service Center (U363A130077)

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	43
Quality of the Project Evaluation		
1. Quality of Project Eval	15	15
Significance		
1. Significance	25	23
Quality of the Management Plan		
1. Quality of Mgmt Plan	15	15
Sub Total	100	96
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	96

Technical Review Form

Panel #7 - SLP Review Panel - 7: 84.363A

Reader #1: *****

Applicant: Region 5 Education Service Center (U363A130077)

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:

There is a strong focus on those to be served as well as strong set of expectations or outcomes. The grant application is comprehensive and certainly appropriate. It is a key component detailing a strong correlation between leadership and the end user, the student. The layout of the format on pages 3-5 are a good way to assist participants to understand what the goal, objective and outcomes are while establishing what the expectations will be from the grant. Additionally through the project design it is pointed out how the PLC's will lend them to sustainability beyond the life of the grant.

Weaknesses:

On page 11 there is a reference to the book study of 50 hours. Knowing this is important because of the various amounts of background knowledge people are bringing as participants. There is no elaboration as to what the book study will be and what materials might be used. Areas like understanding PLC's or group dynamics or the issues are some different areas but it is unclear as to what will be in the studies. Additional detail would make this even stronger.

Reader's Score: 43

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:

Assessment and evaluation are certainly appropriate and strength. The detail points to the fact that the model will allow for flexibility so as to meet the needs of the participants. The logic model that is used on pages 31-33 allow for easier understanding of the activities, the objectives and the expectations/outcomes. Beginning on page 23 and running through page 26, the applicant has laid out a tables so as to inform what the expected outcomes will be, the frequency as to how often information will be collected as well as what the data sets will be used to gather the information which in turn will inform the changes that are to take place. The comprehensive logic model separates each target explains the flow of the processes from the target to the expected outcome.

Weaknesses:

No apparent weaknesses

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 focus is definitely on increasing knowledge. The PL-Camp is comprehensive and has the ability to reach not only across the state but across state lines. On page 34 there is strong evidence of research to support the claims and the potential impact of the grant. The applicants make the case on page 35 why such a program is important and once attracting good leaders, keeping good leaders.

Weaknesses:

It appears that the only instructional component will be delivered by the project director and mentors. It is unclear who will be leading the educational process (pages 38-40). There is a discussion regarding book studies. these can be an important part of beginning PLC's. Additional detail could be given so as to better understand the purpose of the book studies. It is unclear as to whether the book studies will explain the purpose and understanding of PLCs or the how groups work and /or the issues and concerns that the grant is attempting to address.

Reader's Score: 23

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 project director has indicated adequate benchmarks and has made detailed efforts to insure timelines and milestones are spelled out. The project does a good job of explaining the activities as well as who the responsible party is for insuring the milestones are met and the timelines are kept (pages 43-47). The external evaluator will act in an independent method giving unbiased information through formative and summative findings.

Weaknesses:

No apparent weaknesses

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:

No direct statement

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:

No direct statement that I could find.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/19/2013 07:57 AM

Status: Submitted

Last Updated: 08/14/2013 08:23 AM

Technical Review Coversheet

Applicant: Region 5 Education Service Center (U363A130077)

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 #7 - SLP Review Panel - 7: 84.363A

Reader #2: *****

Applicant: Region 5 Education Service Center (U363A130077)

Questions

Summary Statement - Summary Statement (Optional):

1. General Comments:

General:

The applicant presents a project that has strong potential to increase the competencies, skills, and knowledge of principals, assistant principals, and aspiring principals to become effective leaders of learning for secondary school students (grades 9-12), particularly at-risk, minority, low income, under-represented, and high-need students. The major outcome of the project is to develop of a cadre of 55 highly effective principals, assistant principals, and aspiring principals (lead teachers) to assure high levels of learning and academic performance among all students in high-need schools.

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:

1)

The project goals are clearly described and aligned with objectives and measurable outcomes. Goals, objectives and outcomes depict a vision that dictates the need for designing and implementing an innovative solution to the critical need for alternative training and certification programs for prospective administrators in targeted high-need districts (abstract). Goals, objectives and outcomes reflect up-to-date knowledge from research on teaching, professional develop and evidence-based practices, strategies, and interventions for leaders (pages 3-6). This provides for a strong foundation for the project.

2)

The applicant presents a reasonable in-house administrative credentialing and professional development program. The program as designed is sufficient to create new training, coaching, and mentoring opportunities for administrators already in the field. The design also helps staff to effectively create a Professional Learning Community that effectively links principals and assistant principals with peers. It also connects new or struggling administrators with coaches that have been effective administrators. The proposed elements of the project will likely impact each level of district

leadership. (pages 10-16).

3)

The applicant describes the extent to which the proposed project is part of a comprehensive effort to improve teaching and learning through a Principal Leadership Certification and Mentoring Program (page 16) and other efforts and initiatives underway in targeted high-need districts (pages 17-19). Being a part of these efforts will allow the applicant to present a stronger training and professional development opportunity to principals and assistant principals across the entire targeted region. Alternative credentialing opportunities will also play a strong role in creating a pool of qualified candidates for open principal and assistant principal positions in high-need districts. Ongoing coaching, mentoring, and workshop opportunities will likely be a strong method to guide school leaders across the Region as they gain the skills and competencies needed to assist and support teachers.

4)

The applicant presents explanation of appropriate ways the project has potential for replication as a system of change. The hiring of a data specialist is a strong effort to ensure a continuous improvement process provides timely and regular feedback on progress towards project goals. It also allows opportunities for ongoing adjustments to the project. Teamwork will contribute to the development of Quarterly Evaluation Reports to the Advisory Committee that are useful to drive program modification, thus promoting the attainment of stated goals, objectives, outcomes and performance measures.

Weaknesses:

1)

No weaknesses noted.

2)

No weaknesses noted.

3)

No weaknesses noted.

4)

No weaknesses 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 applicant outlines an evaluation effort that is sufficient to measure the impact of the project. The collection of multiple sources of data – both quantitative and qualitative – is sufficient to continuously assess movement towards

achieving stated outcomes, objectives, and performance measures. Proposed objectives and related performance outcomes are aligned with the SLP performance measures (pages 23-26).

2)

The methods of evaluation are sufficient to measure the specific impact of each project related activity. Method are also appropriate to allow each Quarterly Evaluation Report include squalitative and quantitative data sets that align to stated goals, objectives, outcomes and performance measures. This will also allow data to be analyzed to reveal trends, strengths, gaps in services, and weaknesses. The evaluation of the administrative candidate curriculum annually will help providethe most current research-based practices, strategies, and effective models. Specific evaluation tools designed to examine the impact of project strategies will include an annual electronic survey completed by all administrative candidates and principal mentors. (pages 26-28).

3)

The applicant outlines adequate methods on how the evaluation approach will provide ways to provide performance feedback and permit periodic assessment (page 28-33). Facilitators, trainers, and principal mentors will be allowed to work in collaboration with the Advisory Committee to analyze the program's effectiveness, and quality. The comprehensive Logic Model is sufficient to guide the effort.

Weaknesses:

1)

No weaknesses noted.

2)

No weaknesses noted.

3)

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:

1)

The applicant provides information that is adequate to support the project's contribution comprehensive to understanding underlying causes of administrator turn-over, and the resulting impact on teacher and student outcomes in multiple indicator groups. Evaluation data will likely assist staff in identifying successful strategies to help recruit and retain effective administrators. Program results will support the growing body of evidence suggesting a focus on improving the competency and consistency of school principals to impact long-term student outcomes. Sufficient research is provided to support an impact of principals on schools, teachers, and student achievement (pages 34-37).

2)

The proposed project is likely to result in system change due to embedded sustainability features of the proposed project (pages 38-40). For example, the administrator certification component will provide a cadre of highly qualified administrators annually, thus ensuring available candidates to vacancies.

3)

The applicant presents a project that will initiate long-term change at a systems-based level because of properly trained and developed leadership staff. This change is important to improving retention rates for school principals will positively impact student outcomes (pages 40-43).

Weaknesses:

1)

No weaknesses noted.

2)

No weaknesses noted.

3)

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:

1)

The applicant outlines a sufficient staff management structure and plan to effectively guide the implementation and operation of the project. The applicant provides a timeline which includes milestones/activities and staff responsible (pages 43-47) that is appropriate to guide staff in managing the program

The Board of Trustees has authorized Texans Can to be the lead and fiscal agent of the project. The organization has over 25 years of educational experience (page 42) which enhances efforts to implement and manage federal and state funded programs on-time and within budget. Additionally, an SLP Leadership Advisory Committee (LAC) is an adequate method provide assistance with resources, support, planning, and development of the project. The project will be housed within the Leadership and Mentoring Division of the applicant organization which is adequate way of to access existing personnel, resources, facilities, and active participation in daily operations (page 42)

Staff assigned to the project is clearly specified and sufficient to manage the staff. Staff will include a Project Director (1 FTE) who will provide overall leadership, hire and supervise the Leadership Strategist (1 FTE), Curriculum/Technology Simulation Strategist (1 FTE) and Recruitment Specialist (1 FTE), of which each will be assigned to specific SLP tasks and roles to coordinate, implement, and monitor the project school-wide (page 44). The Curriculum/Technology Simulation Strategist will lead the simulation incubator component to engage candidates in real-world case studies and

simulation practices. An External Evaluator with over 20 years of experienced in evaluating numerous USDOE programs and serving as evaluator for various educational institutions will conduct the rigorous evaluation.

The roles of project partners in helping manage the project are sufficient and clearly specified (page 44-45). For example, University of North Texas at Dallas (UNTD) and Texas A & M University at Commerce, Texas (TAMUC) were selected for their experience and expertise in improving school administrators' competencies, knowledge, and skills. Both institutions will offer educational leadership courses and job-embedded professional development training year-round during traditional and non-traditional hours and days.

2)

Reasonable strategies will be employed to ensure feedback and continuous improvement in the operation of the project (pages 47-49). An external evaluator will be contracted to conduct both formative and summative evaluation activities. The external evaluator will submit Quarterly Evaluation Reports to the Advisory Committee, who will utilize results to drive program modification to promote full attainment of stated goals, objectives, outcomes and performance measures. The Advisory Committee, led by the Project Director and including ESC 5 representatives, principals, community members, representative teachers, and volunteer parents and students, will have the authority to modify project activities to better meet the needs of administrators, classroom educators and students, based on analysis of real-time evaluation data.

Weaknesses:

1)

No weaknesses noted.

2)

No weaknesses 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:

Project LEAD satisfies Invitational Priority One (Building Leadership Capacity) The intent of the applicant is to design and implement an innovative solution to the critical need for alternative training and certification programs for prospective administrators in these small, remote, high poverty schools. The project will meet specific needs of seven ESC 5 high-need school districts, creating new in-house administrator certification opportunities while simultaneously bolstering the capacity of existing administrators to lead their schools with competence and efficiency. In addition to alternative certification opportunities, and intensive mentoring and coaching for "rookie" and "ineffective" administrators, the program will target administrators in all participating school districts, implementing a Professional Learning Community with the

overall goal of creating, “school leaders who can utilize, promote, and sustain a powerful digital learning culture that provides a rigorous, relevant, and engaging education for students to promote scholastic achievement.”

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 demonstrates how the project is supported by moderate evidence of effectiveness. Research is cited to support the foundation and proposed practices. The design reflects Innovative, research-based instructional methods, strategies and practices.

Reader's Score: 0

Status: Submitted
Last Updated: 08/14/2013 08:23 AM

Status: Submitted

Last Updated: 08/18/2013 11:33 AM

Technical Review Coversheet

Applicant: Region 5 Education Service Center (U363A130077)

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	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 #7 - SLP Review Panel - 7: 84.363A

Reader #3: *****

Applicant: Region 5 Education Service Center (U363A130077)

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 adequately addressed the criterion of specifying educational goals and measurable objectives effective for the administrator, teacher, and student outcomes proposed. The Texas Education Service Center in region five services 35 school districts in South Texas that are comprised of a large percentage of low-performing high needs student populations. Only 5 of those 35 school districts will be served by this grant proposal to recruit, train and certify new Principals through the development and implementation a Professional Learning Camp (PLC)-CAMP. The proposed grantees provide a detailed outline, several charts, and illustrations of the specific activities and strategies they plan to employ to bring about this high quality development of new leaders that will impact the lives of over 15, 000 students. Replication and continuous feedback is embedded in four of the project goals and the fifth project goal is focused specifically on ongoing strategies to ensure follow-through and follow-up of the project implementation and activities. The sustainability goals are thoroughly described in a manner that adds strength that their plan for developing new Principals will support comprehensive efforts to improve teaching and learning and student achievement outcomes in the high needs participating schools.

The project goals align with the goals and priorities of the schools proposed to be served in this proposal to improve student outcomes through high-quality administrator leadership. The performance measures illustrated on pages 7 and 8 are clearly delineated and will provide good support for implementation of a strong evaluation plan. The grant as proposed appears promising in building leadership capacity and making positive contributions to the priorities of this grant competition.

Weaknesses:

There are no weaknesses noted in the project design of this grant proposal.

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 comprehensive evaluation includes all the necessary components of an exceptional approach that will likely result in an evaluation of efforts to build capacity and effective implementation strategies that will improve educational outcomes for all students, close achievement gaps, improve the quality of instruction and improve school leadership.

The applicants propose a well-designed evaluation plan in which they describe how the proposed school leadership project will be evaluated. The applicants include evaluation formative and summative assessments, questions, evaluation goals and objectives, evaluation questions, evaluation survey instrumentation plans, and indepth discussions of evaluation instrument development, data collection, and data analysis procedures. For example, evaluation methods include surveys and interviews. The evaluation activities are embedded in the project timelines table. There is a strong discussion of continuous feedback, sustainability, dissemination and reporting of findings. The applicants explicitly state replication and generalizability of project findings. This grant proposal is also strengthened by the inclusion of evaluation questions and directly addressing the extent to which the findings/results of this study could be generalized and replicated to other settings.

The applicants propose a sound evaluation plan. The expertise and experience of the independent evaluator proposed is encouraging. An explicit plan to have ongoing communication between the evaluator and the project lead and other key stakeholders is strength of this grant proposal. The evaluation log map on pages 31(e45) to 33(e47) contains inputs, outputs, outcomes, and long and short term evaluation goals which also strengthens this evaluation proposal. There are no major flaws in this evaluation plan and we are convinced that with the evaluation question, goals, objectives, survey instrumentation plans, performance measures etc. meet the project needs and if implemented successfully will inform, and improve service delivery over the course of the grant.

Weaknesses:

There are no weaknesses in the evaluation plan as proposed

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 potential contribution of this proposed school leadership grant to increase the knowledge and understanding of effective strategies and educational problems was clearly established in this section of the grant proposal. The applicant adequately cited research studies by well-known national agencies that consistently document the deep rooted relevant educational issues facing low performing schools across the country and in Texas today. This proposal appears to be highly likely to impact improvements in the quality of leadership to such an extent that it results in teacher and student improvements in the five targeted high needs low performing schools in South Texas as evident in the well-developed project design and the strong evaluation plan submitted. The well-developed evaluation plan supports the magnitude of this project to build leadership capacity through the implementation stages proposed. The proposed plan to connect the project findings and results to previous research studies, to review and align leadership practices and policies, and to provide a platform for continuous monitoring and evaluating is a workable and implementable plan that has strong potential for leading to improved teaching and learning outcomes for Principals, teachers, and students.

Weaknesses:

There are no weaknesses in the proposed significance section of this grant proposal.

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:

There is a strong team of highly experienced and qualified staff on the project. The applicant outlines a feasible plan for recruiting participants for their leadership training program. The qualifications, capabilities, technical and subject matter expertise, and experiences of the principal investigator are adequate for the project as proposed. The other members of the management team also appear to be credible in the appropriate educational and research needed for their scope of involvement in this project. The technical and subject matter expertise is clear in the experience and qualifications of the key project personnel as evident in the short biographies of the key personnel, the delineated roles and responsibility in the management plan, and the resumes in the appendix. The project tasks, the personnel roles and responsibilities, and reasonable timelines are clearly delineated. The applicants have sufficiently demonstrated the extent to which they will and have already started developing ongoing partnerships with leading experts and national organizations that will play a major role in the continuous feedback proposed in this project. The letters of commitment supports the feedback loop and the quality of those key entities and personnel needed and involved in the project.

Weaknesses:

There do not appear to be any major weaknesses in the management plan of this grant proposal.

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 invitational priority one was not directly addressed in this grant 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:

The invitational priority two was not directly addressed in this grant proposal.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/18/2013 11:33 AM