

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

Status: Submitted

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Technical Review Coversheet

Applicant: NYC Department of Education - Community School District 13 (U165A130013)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	0
Sub Total	0	0
Selection Criteria		
Plan of Operation		
1. Plan of Operation	30	26
Quality of Personnel		
1. Quality of Personnel	15	13
Quality of Project Design		
1. Quality of Project Design	30	30
Budget and Resources		
1. Budget and Resources	5	4
Evaluation Plan		
1. Evaluation Plan	10	8
Commitment and Capacity		
1. Commitment and Capacity	10	10
Sub Total	100	91
Priority Questions		
Competitive Preference Priority		
Need for Assistance		
1. 1: Need for Assistance	10	9
New or Revised Magnet School		
1. 2: New or Revised Magnet	10	10
Selection of Students		
1. 3: Selection of Students	10	10
Promoting STEM Education		
1. 4: Promoting STEM	10	9
Sub Total	40	38
Total	140	129

Technical Review Form

Panel #9 - Magnet Schools Assistance Program - 9: 84.165A

Reader #1: *****

Applicant: NYC Department of Education - Community School District 13 (U165A130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Overall the application details a well developed program design and effective plan that demonstrates the capacity of the district. The application clearly identifies the district's commitment and strategies which are in place to continue the grant beyond the funding years. A thorough plan of operations is aptly addressed detailing the competency and expertise of the management team. Parental engagement are well detailed related to program input and decision making.

Program components to ensure equal access lack effective details to ensure equity in programming and services to address the needs of subgroups related to the program goal of addressing minority group isolation and desegregation

Reader's Score: 0

Selection Criteria - Plan of Operation

- (1) The Secretary reviews each application to determine the quality of the plan of operation for the project.
- (2) The Secretary determines the extent to which the applicant demonstrates--
 - (i) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project;
 - (ii) (5 points) The effectiveness of its plan to attain specific outcomes that--
 - (A) Will accomplish the purposes of the program;
 - (B) Are attainable within the project period;
 - (C) Are measurable and quantifiable; and
 - (D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;
 - (iii) (2 points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;
 - (iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students; and
 - (v) (15 points) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Reader's Score: 26

Sub Question

1. (2) The Secretary determines the extent to which the applicant demonstrates--

(i) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project;

Strengths:

(i) Strengths:

The applicant develops an appropriate management to ensure proper and efficient administration of the proposed project. A clearly program structure delineates decision making at the school level. The approach to local management focuses on supporting the School Leadership Team and the partnership among Districts 13 and 15 superintendents. Page 21-23

The Children First Network is identified as a program partner in collaborating in the effective management of cross-functional teams in each school. Cross-functioning teams are directly accountable to the school principal. Page 22

In addition, the applicant identifies the New York City Department of Education as supporting the administration of each school through sharing accountability tools, periodic assessment measurement instruments and access to achievement and reporting systems. Pages 22, 23.

Weaknesses:

None noted

Reader's Score: 5

2. (2) The Secretary determines the extent to which the applicant demonstrates--

(ii) (5 points) The effectiveness of its plan to attain specific outcomes that--

(A) Will accomplish the purposes of the program;

(B) Are attainable within the project period;

(C) Are measurable and quantifiable; and

(D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;

Strengths:

The applicant designs a plan of operation to ensure the effectiveness of the program to attain specific outcomes. Some program outcomes are measurable and quantifiable, and can be used to determine the project's progress in meeting intended outcomes. The plan of operation clearly aligns to the six goals of the Magnet Schools Assistance Program. They delineate measurable objectives, noting timeframes. For example, the applicant details a comprehensive plan to eliminate, reduce and prevent minority group isolation in the schools which enroll substantial proportions of minority students. Using the 2012-2013 baseline data, they proposes a plan of measurable objectives which focus on reducing the isolating of Hispanic students in the target magnet schools by two percentage points in year one; by four percentage points by year two, and by six percentage points by year three.

Sub Question

Pages 24-25

Weaknesses:

Information is lacking detailing quantifiable measures on every performance measures. An example is evidenced in performance objectives 4.3, 4.4 and 4.5. These performance measures relate to desegregation endeavors and lacks specific growth indicators in measurable terms.

Reader's Score: 4

3. (2) The Secretary determines the extent to which the applicant demonstrates--

(iii) (2 points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;

Strengths:

The applicant clearly delineates resources involved in the program. These are aligned to the tasks outlined to achieve program objectives. For example, the New York City Department of Education level will provide on-going state level support. They identify that persons outlined in their plan from the state level will be involved in helping to complete program tasks. Page 30

The applicant specifies that many resources are dedicated to the program. For example, they identify support from the state level which includes support from the Office of Curriculum and Instruction. Page 30

Weaknesses:

While the applicant lists many staff and offices to support the proposed initiative and its plan of operations, information is presented in a general manner. Specificity is lacking to indicate how key personnel will be utilized to complete tasks and achieve the objectives of the project. For example, the applicant lists support will be provided from the state level Office of Curriculum and Instructional Support; however, information is lacking detailing any specific area or type of support. Page 30

Reader's Score: 1

4. (2) The Secretary determines the extent to which the applicant demonstrates--

(iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students; and

Sub Question

Strengths:

Throughout the application, a well detailed and comprehensive plan focuses on ensuring equal access and treatment for eligible project participants who have been traditionally underrepresented in scholastic activities. They clearly specify the district's desegregation plan is focused on improved academic achievement at each magnet school by ensuring equal access to all students to rigorous standards based curriculum. The applicant specifies equal access and treatment for girls and women in math and science and technology courses. Page 32

The application identifies the introduction of gender equity issues. These issues include multiple ways in which girls can access and succeed in challenging STEM activities. It is noteworthy that the applicant identifies that two of the magnet schools have funding from the Girl Smart foundation. This funding serves to operate an after school program for girls only focused on building strong smart girls in the areas of literacy and math. Page 32

The applicant details a well-developed sequence of strategies to ensure equal access and treatment of students with disabilities. This is specified in leveraging the full commitment of services to facilitate scheduling flexibility of programs and services to effectively meet the diverse needs of youth who are challenged with various disabilities. Page 33.

Weaknesses:

None noted.

Reader's Score: 3

5. (2) The Secretary determines the extent to which the applicant demonstrates--

(v) (15 points) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Strengths:

Throughout the proposal, the applicant specifies a comprehensive and aggressive plan to recruit students from different social, economic, ethnic, and racial backgrounds into the proposed magnet schools. For example, the twin pillars of the District 13/15 consortium is providing strong educational programs to students in the magnet schools and are getting the word out to parents about exciting new viable choices. A full-scale recruitment initiative details the district's focus in recruiting students from different social, economic, ethnic and racial background. Recruitment teams are in place in each school to work with the staff and to produce brochures and develop, brand and design relevant logos. In addition, recruitment team members are building magnet school website and a making take-home DVDs to assist parents and students in selecting enrollment in magnet schools of choice. Pages 32-36

The applicant clearly identifies annual school wide recruitment plans will be developed a highlighting hosting events and developing recruitment materials which will be translated to meet the needs of a diverse population. Recruitment plans will be reviewed weekly and modified as needed. Page 36

The application demonstrates outreach in recruitment in social media, e-blasts, news releases and in establishing links between the magnet elementary school staff, teachers and principal with the local nursery schools, Head Start and day care centers, In addition, outreach encompasses Magnet School Fairs and communications with various cultural and ethnic community centers including Mexican Culture Without Borders, Puerto Rican Organizations and the Muslim Community Center. Pages 40-41, 43 and 44

Sub Question

Weaknesses:

Details are lacking to specify the staff person designated to review the recruitment plans weekly in each school.
Page 36

Reader's Score: 13

Selection Criteria - Quality of Personnel

- (1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.**
- (2) The Secretary determines the extent to which--**
 - (i) (5 points) The project director (if one is used) is qualified to manage the project;**
 - (ii) (4 points) Other key personnel are qualified to manage the project;**
 - (iii) (5 points) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools; and**
 - (iv) (1 point) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.**
- (3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.**

Reader's Score: 13

Sub Question

1. **(2) The Secretary determines the extent to which--**
 - (i) (5 points) The project director (if one is used) is qualified to manage the project;**

Strengths:

The applicant clearly delineates that the person hired to serve as the Project Director will be highly qualified to manage the project. For example, they delineate that the Project Director will be full time and possess commitment, knowledge, experience and interpersonal skills which are essential to leadership of the proposed initiative. They specify the position will be filled in accordance with district regulations and reflect a nondiscriminatory policy. The applicant evidences a well-designed job description of qualities and expertise including: an advanced degree in education; certification; at least 3 years of experience at district level or higher; five years in curriculum development and expertise in systemic reform models and innovative programs.

In addition, the duties and responsibilities of the proposed director are clearly aligned to program goals effect the change and the progress of the magnet schools proposal. Pages 44-45

Sub Question

Weaknesses:

None noted

Reader's Score: 5

2. (2) The Secretary determines the extent to which--

(ii) (4 points) Other key personnel are qualified to manage the project;

Strengths:

The applicant aptly details the qualifications of all program key personnel which appear adequate to implement a successful magnet school initiative. Clear details of job expectations and time frames are listed for full time Project STEM Curriculum Planner and the Magnet Recruiter, and the Project Evaluator who will serve on a consultant basis. They detail the roles and responsibilities for each of these key positions. Pages 47-49.

The applicant effectively delineates key staff to be hired with grant funds and the key staff whose salaries are paid by the partnering district. Key staff hired with MSAP includes the Project STEM Curriculum Planner; Magnet Recruiter; Project Evaluator duties and responsibilities are delineated as focused on program implementation and attainment of goals. Pages 46-49

Key staff funded by the districts to provide program oversight and coordination include the superintendents and the building principals. Their qualification and professional accomplishments are aptly detailed. Each key staff and his/her qualification are listed and appear appropriate and sufficient to accomplish the program goals. Pages 51-54

Weaknesses:

Information lacks consistency in detailing the qualifications for all key positions. Information is lacking detailing the qualifications for the STEM Curriculum Planner.

Reader's Score: 3

3. (2) The Secretary determines the extent to which--

(iii) (5 points) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools; and

Strengths:

The applicant effectively identifies New York State level officials have taken strong measures to ensure that all teachers in the state meet the highest qualification and standards. The applicant identifies that project teachers will be highly qualified to implement the special curriculum in the magnet schools. The applicant specifies project teachers will be known as Magnet School Resource Specialist. They specify 13 qualities for the teachers/Magnet School Resource Specialists to include: certification, successful teaching experience and knowledge of special needs students. Pages 55-56

Sub Question

Weaknesses:

Information is lacking detailing the experience or expertise of the program teachers in areas of desegregation and working to eradicate isolation of sub-groups in the learning process.

Reader's Score: 4

4. (2) The Secretary determines the extent to which--

(iv) (1 point) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Strengths:

Throughout the proposal, the applicant clearly details its nondiscriminatory employment practices. They assert personnel employed in the project will be hired without regard to race, religion, color, national origin, sex, age, or disability. The partnering districts are identified as in compliance with the federal and the New York State Department of Education, and as Affirmative Action Equal Opportunity Employers. Page 56

Weaknesses:

None noted.

Reader's Score: 1

Selection Criteria - Quality of Project Design

(1) The Secretary reviews each application to determine the quality of the project desing based on sections 5305(b)(1)(A), 5305(b)(1)(B), 5305(b)(1)(D)(i), 5305(b)(2)(D) of the ESEA.

(2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(i) (10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

(ii) (10 points) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school; and

(iii) (10 points) Encourage greater parental decision-making and involvement.

Sub Question

1. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(i) (10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

Strengths:

The applicant demonstrates a comprehensive program focused on advancing desegregation in the district schools. They include strategies and procedures for each magnet school program to increase interactions among students of different social, economic, ethnic, and racial backgrounds. For example, they identify a major focus in the formation of the Interdistrict Consortium is to reduce minority group isolation in the four district schools with the highest enrollment of minority groups. They clearly identify that while the two partnering school districts adjoin each other geographically, each community showcases very different community compositions. One district, for the most part, demonstrates a high enrollment of minority youth who are isolated and school facilities with open seats. The partnering district is described as predominantly non-minority and exhibits overcrowded classrooms. The proposed Interdistrict Desegregation plan is positioned to open district boundaries to facilitate minority group enrollment in students' school of choice. This plan will affect cultural diversity and equity in program options. The partnering districts' desegregation plan is structured to encompass diversity in class and subject area enrollment through heterogeneous grouping, cooperative learning and multi-cultural education. Each desegregating strategy is identified as research-based. Pages 59-61 and e 121

Weaknesses:

None noted.

Reader's Score: 10

(2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(ii) (10 points) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school; and

Strengths:

The applicant presents a well thought- out sequenced program design, focusing on improving academic achievement for all students attending each magnet school. Instructional strategies and professional development are positioned to increase students' academic achievement through involvement in rich learning experiences aimed at helping each to achieve to high standards. The culture of learning offers multiple points of access into learning and multiple ways of demonstrating understanding and aligning individual support and enrichment. Pages 62-64

The application details a model magnet program encompassing inextricably linked components including: extensive planning; the development of a pilot collaborative project; developing new theme- based instruction and activities in STEM infused curriculum; strengthening the core curriculum in revising literacy, mathematics and science related to the new core curriculum, and designing intervention strategies to address the needs of struggling students, those with disabilities and/or challenged with English language competencies. Pages 60-61

Sub Question

The program provides at least 30 hours of professional development for staff related to strengthening their knowledge in curriculum and instruction and an additional 30 hours related to strategies and procedures for implementing the magnet school themes and infusing STEM concepts across the curriculum. Pages 60-62.

A school wide enrichment model is aligned to the common core standards, the New York state standards and to research-based best practices in the content areas. This model serves as an overarching instructional approach for improving student academic achievement with proven enrichment experiences in a broad range of advanced level enrichment for all students. Enrichment model components include non-graded groups of students attending cross-content instruction in designated blocks of time during the school day, in 8-10 weeks clusters. Pages 61-67

The program details opportunities for staff, in each of the magnet school, to work with the New York City Department of Education personnel in on-going professional development to advance instructional repertoires in: special education, English language development and cultural diversity. Pages 62, 63 and 65-70

The applicant delineates utilizing a rubric assessment format to judge student attainment of core standards. Pages 71-72

The applicant copiously details each magnet school theme, its motivational approach to learning and strategies infusing STEM across core standards. One magnet school focuses on creativity and an art instructional framework aligned across all disciplines to increase student engagement. This framework encourages thinking processes used by engineers, which involve: asking, imagining, planning, creating, questioning and critique one's own learning. Pages 71-74

Specialists are contracted to present The Blueprint for Teaching and Learning in the Art, aligned to the objectives of discipline- based art education. The STEM Resource Specialists is identified to work in advancing art professional development focused on its incorporation into Common Core Standards in math, and science and infusing engineering and technology in instructional activities. They also specify the school's contracting a consultant from Creative School Services to assist in customizing yearlong comprehensive school based professional development focused on curriculum development, mapping and aligning thematic units of the core stands and with differentiated learning strategies. Pages 73-74

A comprehensive theme based approach for each of the proposed magnet schools focused on core curriculum and infusing STEM concepts. They detail each of the magnet school plans describing the theme- based approach to students learning of core curriculum and STEM and coordinates program partners to engage in the delivery of instruction. Page 83

The applicant identifies the School Leadership Teams in each school to serve as a structure that supports parent engagement and as the primary vehicle for parents to work with teachers and the principal in: establishing school priorities, deciding how the budget is spent, and engaging in evaluating school progress. A Parent Teacher Association is also in operation in each school to support parent involvement. Page 83

An adequate plan for training of parents in the magnet schools includes workshops facilitated by each school's Parent Coordinator. Training is offered related to regular education and special education and to help parents understand the Core Curriculum Standards and district's testing program. Parent education activities are listed including Family Math Nights and Technology Nights. Examples of programs in each of the magnet schools are effectively detailed. Pages 83-85

Weaknesses:

None noted.

Sub Question

Reader's Score: 10

3. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(iii) (10 points) Encourage greater parental decision-making and involvement.

Strengths:

The applicant develops an adequate plan that identifies programs and venues to encourage parental decision-making and involvement in the educational process. This is advanced in hiring and positioning of a Parent Coordinator in each school who is responsible to create a welcoming environment. The Parent Coordinators are supported by the district's Parent Advocate, who is responsible to provide direct parent education and services to address the needs of families and parents. The Parent Advocate job description includes working with school leaders and groups in the district to: provide families with necessary information in order to understand to navigate the school enrollment processes, develop a District Family Involvement Program, and facilitates joint workshops for the Parent Coordinators, parent leaders and city wide leadership organizations. Pages 83-86

Weaknesses:

None noted

Reader's Score: 10

Selection Criteria - Budget and Resources

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (1) (1 point) The adequacy of the facilities that the applicant plans to use;**
- (2) (2 points) The adequacy of the equipment and supplies that the applicant plans to use; and**
- (3) (2 points) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.**

Reader's Score: 4

Sub Question

1. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

(1) (1 point) The adequacy of the facilities that the applicant plans to use;

Strengths:

The applicant details the adequacy of well- suited facilities to be used in the implementation of the proposed initiative for four new magnet schools programs. They identify the capacity of the buildings as sufficient to accept substantial numbers of students' enrollment, while accommodating the present student body to enable meeting desegregation goals. They clearly detail the present utilization of schools at: 66%; 83%; 58% and 53%. Page 86

They provide a clear description of existing facilities in each of the program magnet schools which include: science and other specialized labs, computer and art rooms, libraries, auditoriums and gymnasiums. They clearly identify the availability of sufficient space in each school to establish additional labs to support each school's program and

Sub Question

services. All buildings are accessible for disabled students and visitors.

Weaknesses:

None noted.

Reader's Score: 1

2. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

(2) (2 points) The adequacy of the equipment and supplies that the applicant plans to use; and

Strengths:

The applicant effectively details the existence of adequate equipment and supplies for use in the implementation of the magnet schools. For example, they assert the administration of the partnering Districts 13 and 15 are committed to allocating the necessary equipment and supplies to meet program goals, and that the equipment and supplies requested from the MSAP grant are over and above those provided from the tax levy, and are necessary to successfully implement that magnet school programs. They identify the existence of technology equipment to use in the program including the technology lab, interactive whiteboards and smart boards. Page 86-87

They specify school based themed instructional resources and supplies are requested from grant funds art supplies (I.e.: clay, drying racks, and cabinets) and environmental science equipment and supplies (I.e. thermometers, digital microscopes, document camera etc. Page 87

Weaknesses:

None are noted.

Reader's Score: 2

3. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

(3) (2 points) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

Strengths:

The applicant effectively details information to support the adequacy and reasonableness of the proposed budget for meeting program objectives. Budget information is detailed for each category encompassing: personnel, fringe benefits, travel, supplies, contractual agreements, student activities, professional development and advertising. They specify for serving approximately 3,770 students, staff, supervisors and teachers, the cost per participant is \$836.per year. Pages 88-89

The applicant states that MSAP funding is needed for any construction project. Construction is slated to be accomplished through district funds. Page 89

Sub Question

Weaknesses:

Specific areas in the budget lack alignment with project activities. Information on professional development providers is not aligned to the budget. In the narrative the applicant specifies a wide array of professional development organization will collaborate with staff, listing the York Hall of Science and the OmniLearn program. Services from these providers are not included in the budget in the narrative.

Reader's Score: 1

Selection Criteria - Evaluation Plan

The Secretary determines the extent to which the evaluation plan for the project--

- (1) (2 points) Includes methods that are appropriate to the project;**
- (2) (6 points) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and**
- (3) (2 points) Includes methods that are objective and that will produce data that are quantifiable.**

Reader's Score: 8

Sub Question

1. The Secretary determines the extent to which the evaluation plan for the project--

(1) (2 points) Includes methods that are appropriate to the project;

Strengths:

The applicant presents a well-developed evaluation plan with appropriate methods structured to provide adequate feedback from various sources. The evaluation aptly details a 3- year plan focusing on assisting staff in improving and modifying project performance. Components of the plan identify data collection on student enrollment and achievement and demographics data. Data will be collected from a wide range of audiences. Quantitative data includes student enrollment and standardized testing data. Qualitative data will be gathered from professional development reports, curriculum materials feedback, student/staff observations and interviews. Page 91

Contractors will be hired to collect standardized test data related to analyzing performance measures related to student achievement. Contractors are responsible for formative evaluations to aid in continual improvement. Five formative evaluations include the study of the program's fidelity to its design, and to attaining program goals. Page 91- 92

Summative evaluation processes and the reporting procedures are clearly delineated. Performance measure is coordinated to student achievement and desegregation.

Sub Question

Weaknesses:

None noted

Reader's Score: 2

2. The Secretary determines the extent to which the evaluation plan for the project--

(2) (6 points) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and

Strengths:

The application details an adequate evaluation plan specifying strategies and tools to be used to gather data to determine the success of the project in meeting its intended outcomes. Two basic program outcomes focus on desegregation and increasing student achievement.

A program evaluation plan spans the three years of the project and involves data collection from a wide variety of sources and audience. An independent contractor will be hired to gather and analyze data to determine the quality and extent of MSAP services and programs. The summative evaluation report will specify the extent to which annual objectives and performance measures have been attained. Assessment strategies for each of the four magnet schools are detailed to measure attainment of goals. A major focus of the evaluation plans assesses magnet schools instruction coordinated with systemic reforms. Pages 91-92

The assessment plan identifies strategies to be used to gather and analyze data to determine student success in academic achievement, school engagement, motivation, academic commitment, expectations, student and teacher engagement and school climate. Page 92-94

The applicant identifies program goals, objectives and activities which focus on the reduction of minority group's isolation in each magnet school and identifies each school to receive at least 50 applications to promote desegregation. In addition, proficiency levels are designated for major racial and ethnic sub-groups focused on increasing annual academic proficiencies... Page 94

A well-developed plan details strategies to gather and analyze data to determine the success of the project. Specific evaluation strategies are delineated for data collection and analysis. In the first week of the program, initial meetings will be conducted with project and district staff will be conducted to review data. Data collection instruments will be refined. Pages 94, 95

Weaknesses:

Information is lacking detailing the specify responsibilities of staff who are designated to determine the success of the project in meeting intended outcomes, including goals for desegregation and increasing student achievement.

Information is lacking to detail specific strategies to garner assessment data related to progress among students with disabilities and students who student who are English language limited.

Reader's Score: 4

Sub Question

3. The Secretary determines the extent to which the evaluation plan for the project--

(3) (2 points) Includes methods that are objective and that will produce data that are quantifiable.

Strengths:

The applicant develops a plan which includes evaluation methods that are objective and will produce data that is quantifiable. For example, data collection related to school enrollment and standardized testing is specified. In addition, they specify data will be obtained from questionnaires, interviews and observation data. They specify the independent contractor will collect standardized tests scores by school and grade level in reading, math and science.

They reference using rigorous evaluation strategies developed by Dr. Silver, at the American Solutions, They identify these to include survey items directly related to the focus of the MSAP program objectives and performance measures. Page 91

Weaknesses:

None noted

Reader's Score: 2

Selection Criteria - Commitment and Capacity

- 1. (1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under this program is no longer available.**
- (2) The Secretary determines the extent to which the applicant--**
 - (i) (5 points) Is committed to the magnet schools project; and**
 - (ii) (5 points) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.**

Reader's Score: 10

Sub Question

1. (2) The Secretary determines the extent to which the applicant--

(i) (5 points) Is committed to the magnet schools project; and

Strengths:

The applicant demonstrates a clear committed to the magnet schools project, referencing their past history of

Sub Question

commitment to programs beyond their funding years through diverse funding sources . In addition, they note that the District 13 and 15 have budgeted resources and will use a combination of the tax levy, state and federal funds to continue the 4 magnet schools beyond the MSAP funding cycle. They reference the fact that the districts presently continue to operate magnet school with diverse funding sources, beyond their federal time of funding.

They quite copiously detail the grants they have successful received over the past 15 years to develop and implement programs which have continued. The list presented is quite diverse and impressive and include funding sources as: Fund For New York City Public Education, the Columba Professional Development and Institute for Student Achievement, New York State Learn and Serve America grant, the US Department of Education 21st CCLC and the Education Fund for the Improvement of Education among other grants. Page 96-97

Weaknesses:

None noted.

Reader's Score: 5

2. (2) The Secretary determines the extent to which the applicant--

(ii) (5 points) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

Strengths:

The applicant details a comprehensive approach in identifying other resources to continue to support the magnet school activities when assistance under this program is no longer available. Capacity building will take place through curriculum development, professional development and the development and use of authentic assessment tools. By the end of the three- year period the specialized project theme curriculum will be fully developed at each school. Resources, supplies and staff training secured in the three year project will enable continuation beyond the funding period. Page 97.

Weaknesses:

None noted

Reader's Score: 5

Priority Questions

Competitive Preference Priority - Need for Assistance

1. The Secretary evaluates the applicant's need for assistance under this part, by considering--

(a) The cost of fully implementing the magnet schools project as proposed;

(b) The resources available to the applicant to carry out the project if funds under the program were not provided;

(c) The extent to which the costs of the project exceed the applicant's resources; and

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project -- e.g., the type of program proposed, the location of the magnet school within the LEA -- impacts on the applicant's ability to successfully carry out the approved plan.

Strengths:

The applicant outlines a comprehensive overview of the cost involved to fully implement the proposed magnet school projects. They clearly specify the Community School Districts 13 and 15 in New York City forming a consortium to cost effectively address the needs of students. Data details addressing desegregation issues as one reason for the formation Interdistrict Consortium partnership. The Interdistrict approach facilitates the sharing of resources to enable providing ample opportunities for all students to expand their choice options, by crossing district lines to enroll in magnet schools with special curriculum that would not otherwise be available. They specify pioneering a joint venture characterized by fair allocation of resources in to provide rigorous academic instruction and equity of access to STEM courses. Pages, 1, 2, 3, 11, 12, 13, 14.

The applicant appropriately details the student population of both districts and integral factors in each of the eight feeder schools. They clearly identify the goal of the magnet school initiative reduces minority groups isolation and breaks down the barriers of disparities in learning opportunities. This is evidenced in listing the percent of students in each school who score at or above proficiency levels on the New York State ELA exam. Pages 3, 4, 5

The applicant details a well-developed Magnet School Initiative. This is evidenced in data exhibiting the needs of students and the costs involved to effectively and efficiently deliver services. They succinctly delineate the costs of implementing the proposed magnet school as mounting an assault on desegregating schools and improving academic achievement. Pages 6, 7

The applicant delineates the economic needs of the New York City Schools, noting schools as operating under severe economic conditions. Financing educational programs is exacerbated by the tremendous inequities in state aid in Districts 13 and 15. Pages 7-9

The applicant presents a precise overview of grant funds requested as essential for the districts to effectively meet the desegregation goals in the four target schools in districts 13 and 15. They specify that grant funds of \$3,150,000 will be merged with costs incurred by both districts. They clearly identify the districts in-kind contributions as \$15,907,577 for the costs of the services of staff (school superintendent, teachers, psychologist, social workers, curriculum coaches and support staff); \$15,823,054 allocated for the use of classrooms, furniture, support services and supplies; \$41,436 for maintenance of hardware and equipment purchased with magnet school grant funds and \$23,400 for student transportation of field trips and of-site activities. Pages 7, 8, 9, 10

Weaknesses:

The applicant lacks comparative data to substantiate their assertion that state aid to New York City schools is disproportionately lower than aid provided to other schools in the state. Page 10

Reader's Score: 9

Competitive Preference Priority - New or Revised Magnet School

1. The Secretary determines the extent to which the applicant proposes to carry out new magnet school projects or significantly revise existing magnet schools projects.

Strengths:

The applicant identifies the Interdistrict Consortium of Community School Districts 13 and 15 in New York City as a new initiative formed to effectively and efficiently enable student achievement and desegregation. The application states that the four schools in focus never received magnet school funding in the past. Enrollment data identifies underserved sub groups. Consortium strategies serve to eradicate sub-group isolation and offer rigorous curriculum and challenging learning opportunities. Page 1 and pages e 126- 140

The proposed initiative details the development of a new Magnet School Program which infuses STEM concepts and skills across the curriculum. Program services provide equal access for all students to rigorous instruction, demanding curriculum and fair allocation of resources. The well-designed program aligns peer interactions and heterogeneous grouping to effectively reduce minority group isolation and disparity of services offered to students in the New York City Schools. Page 1, 2, 3-7, 14

Weaknesses:

None noted

Reader's Score: 10

Competitive Preference Priority - Selection of Students

1. The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

Strengths:

On Table 5, the applicant details an adequate plan for the selection of students to attend the magnet schools. Selection priorities include: students residing in the local attendance areas, and sibling preferences. If more students enroll than are seats, a random selection lottery system will be used. The lottery system operates in accordance with the timelines and policies established by the New York Board of Education. Page e 140

The application asserts that performance testing or race or ethnicity will not be considered for student selection for the magnet schools. Page e140.

Weaknesses:

None noted.

Reader's Score: 10

Competitive Preference Priority - Promoting STEM Education

Projects that are designed to address one or more of the following priority areas:

(a) Providing students with increased access to rigorous and engaging coursework in STEM.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Strengths:

The application details a well-developed plan, collaborating expertise and resources to advance students access to motivational themes of study encompassing rigorous and engaging innovative coursework in STEM. They distinctly identify the foundation for student learning and activities in STEM are framed in the Next Generation Science Standards. The applicant identifies their state (New York) is one of the 26 leading state partners of the vetting the draft of Next Generation Science Standards. Pages 13, 14

The applicant clearly identifies all schools in the program engaging in whole school magnet programs, with varying themes integrating science technology, mathematics and engineering. The themes in each new school appear to be motivational and innovative encompassing art and community wellness into the basic focus of STEM concepts and skills. Pages 13-18.

The application demonstrates a sequenced approach to developing higher level thinking skills through questioning, reasoning, investigating in experimental approaches to learning. Differentiated instruction is in place to ensure that all students have access to STEM instruction in project-based learning units. Page 14 -15 -18

The application details relevant instructional strategies that enable students to expand learning, including outreach to the business community. The applicant identifies magnet school staff as responsible to form partnerships with new companies in the community in order to provide opportunities for educators to learn authentic applications of STEM in the workplace, and identify current and future trends in STEM fields. In addition, partnerships with local business are identified to provide expertise and resources and garner volunteer services in mentorship programs. Page 19

The applicant details a professional development plan offering staff numerous opportunities for high quality learning in the STEM subject areas. The program designates the Project STEM Curriculum Planner and the Magnet Resource Specialist to collaborate with project staff and with the Network City STEM Network specialists to provide intense, on-going and sustained professional development. Specific professional development opportunities will address the needs of bi-lingual, ESL, special education and general education teachers. Page 20

The application provides a professional development calendar for each school focused on specific grade level and theme related STEM learning concepts and skills. The calendar lists opportunities for staff to study with specialists from the New York Hall of Science, OmniLearn, and the Salvadori Center. The New York Hall of Science will offer workshops for staff and for co-teaching, once a week throughout the school year. Co-teaching experiences provide opportunities for modeling instructional strategies which engage students in active learning and critical thinking skills. Page 20

The applicant develops a comprehensive approach to professional development for all staff, in establishing Professional Learning Communities in each school. They identify PLC activities to include: teachers teaching one another; staff collaborating in developing instructional units and the Magnet Resource Specialist providing demonstration lessons, coaching and coordinating professional development opportunities though the New York City STEM network specialists. Page 21

Weaknesses:

The application lacks details related to the specific staff that is designated to outreach to area businesses to form partnerships for learning. Page 19

Reader's Score: 9

Status: Submitted

Last Updated: 05/30/2013 11:41 AM

Status: Submitted

Last Updated: 05/31/2013 03:57 AM

Technical Review Coversheet

Applicant: NYC Department of Education - Community School District 13 (U165A130013)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Sub Total	0	
Selection Criteria		
Plan of Operation		
1. Plan of Operation	30	29
Quality of Personnel		
1. Quality of Personnel	15	15
Quality of Project Design		
1. Quality of Project Design	30	30
Budget and Resources		
1. Budget and Resources	5	5
Evaluation Plan		
1. Evaluation Plan	10	8
Commitment and Capacity		
1. Commitment and Capacity	10	10
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Need for Assistance		
1. 1: Need for Assistance	10	8
New or Revised Magnet School		
1. 2: New or Revised Magnet	10	10
Selection of Students		
1. 3: Selection of Students	10	10
Promoting STEM Education		
1. 4: Promoting STEM	10	10
Sub Total	40	38
Total	140	135

Technical Review Form

Panel #9 - Magnet Schools Assistance Program - 9: 84.165A

Reader #3: *****

Applicant: NYC Department of Education - Community School District 13 (U165A130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Plan of Operation

- (1) The Secretary reviews each application to determine the quality of the plan of operation for the project.
- (2) The Secretary determines the extent to which the applicant demonstrates--
 - (i) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project;
 - (ii) (5 points) The effectiveness of its plan to attain specific outcomes that--
 - (A) Will accomplish the purposes of the program;
 - (B) Are attainable within the project period;
 - (C) Are measurable and quantifiable; and
 - (D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;
 - (iii) (2 points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;
 - (iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students; and
 - (v) (15 points) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Reader's Score: 29

Sub Question

1. (2) The Secretary determines the extent to which the applicant demonstrates--

Sub Question

(i) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project;

Strengths:

(i) Strengths: The management plan concisely describes in detail how program will be administered on varying levels. Each school Principal will be responsible for site-based accountability and student scholastic performance. (page e-41) Each Principal will work cohesively with teachers, staff, administrative personnel, and the School Leadership Team (SLT). Additionally, the Superintendents, Children's First Network (CFN), and technology tools will supplant operations by delivering data-decision making opportunities. (page e-42)

Weaknesses: None noted

Weaknesses:

Weaknesses: None noted

Reader's Score: 5

2. (2) The Secretary determines the extent to which the applicant demonstrates--

(ii) (5 points) The effectiveness of its plan to attain specific outcomes that--

(A) Will accomplish the purposes of the program;

(B) Are attainable within the project period;

(C) Are measurable and quantifiable; and

(D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;

Strengths:

(A) The application presented a clear plan to attain specific program outcomes that are aligned with primary purposes of MSAP. (page e-43) Each individual category of MSAP was clearly aligned with applicant's operations. (page e-43)

(C) Applicant designed an efficient plan to implement scheduled activities throughout duration of MSAP grant. Thereby, ensuring realistic goals will be attained and are measurable. (pages e-43 thru e-48)

(D) The plan of operation was very thorough. (page e-35) Succinct strategies were mentioned to reduce minority isolation, increase under- utilized schools while offering high quality educational choices. (page e-36) Such vital details convey applicant's in-depth understanding of the student's academic and social needs. The goals of the proposed MSAP schools are directly aligned with MSAP objectives.(page e-36)

Weaknesses:

(B)Although application discusses academic performance measures and timeline for attaining associated goals; specific information concerning amount of percentage increase of students who are proficient in ELA, mathematics, and science was not mentioned.

Sub Question

Reader's Score: 4

3. (2) The Secretary determines the extent to which the applicant demonstrates--

(iii) (2 points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;

Strengths:

(iii) The staff presented has appropriate lines of accountability and responsibility. (page e-37) The application listed specific action steps and strategies to facilitate accomplishment of goals. (pages e-48-51) Such transparent communication conveys applicant understands expectations and will have consistent method to achieve measurable results. Specific student achievement and desegregation data will be utilized during the entire program to assess progress daily, monthly, and quarterly (page e-48). The frequency and content of information gathered demonstrate applicants understanding of MSAP objectives.

Weaknesses:

None noted.

Reader's Score: 2

4. (2) The Secretary determines the extent to which the applicant demonstrates--

(iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students; and

Strengths:

(iv) Comprehensive marketing efforts are employed to attract underrepresented groups, girls, and students with disabilities into the proposed STEM Programs. (pages e-50 and e-51) Gender equity concerns are factored into the overall outreach plan;. (page e-51) thereby increasing the likelihood girls will be more inclined to engage themselves in the program.

Weaknesses:

None noted.

Reader's Score: 3

5. (2) The Secretary determines the extent to which the applicant demonstrates--

(v) (15 points) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Strengths:

(v) Application indicates use of random lottery selection system for enrollment. A comprehensive and unbiased recruitment strategy was described. By engaging parents, magnet director, and recruiter extensive efforts will be exercised to ensure outreach to potential students is disseminated throughout the district. (page e-54) The website, logo, brochures and guidebooks will also be used to promote enrollment and registration process. (page e-54) Academic testing or preference categories are not required for enrollment. Annually, specific recruitment plans

Sub Question

which articulate clear resources, timelines, and specific neighborhood as well as explanation of proposed activity will be provided. (page e-55) Such objective measures ensure equitable access for all potential students.

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Personnel

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

(2) The Secretary determines the extent to which--

(i) (5 points) The project director (if one is used) is qualified to manage the project;

(ii) (4 points) Other key personnel are qualified to manage the project;

(iii) (5 points) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools; and

(iv) (1 point) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

(3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

Reader's Score: 15

Sub Question

1. (2) The Secretary determines the extent to which--

(i) (5 points) The project director (if one is used) is qualified to manage the project;

Strengths:

i)Position descriptions of the proposed Project Director and Magnet Program Director sufficiently describe the necessary educational requirements, certifications, licensure and work experience to comply with MSAP and daily operational needs of the program. The applicants proposed qualifications directly address needed skills associated with the program objectives. (page e-63)

Weaknesses:

None noted.

Reader's Score: 5

Sub Question

2. (2) The Secretary determines the extent to which--

(ii) (4 points) Other key personnel are qualified to manage the project;

Strengths:

(ii) Support personnel position descriptions have cultural diversity needed to address needs of limited English speaking population. Educational qualifications and accomplishments exuded reflect over 100 years of combined expertise and noteworthy industry accolades. The personnel selected to administer the project are extremely capable and qualified to administer daily operations. The qualifications presented cover needed areas of specialization to ensure seamless delivery of services(pages e-62 and e-63)

Weaknesses:

None noted.

Reader's Score: 4

3. (2) The Secretary determines the extent to which--

(iii) (5 points) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools; and

Strengths:

Strengths: Proposed teachers have Bachelors Degree and comply with mandatory state requirements coupled with extensive previous associated core subject matter experts. Applicant presents extensive listing of no-cost resources that enable services to be delivered below average statewide unit cost.

Weaknesses:

None noted.

Reader's Score: 5

4. (2) The Secretary determines the extent to which--

(iv) (1 point) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Strengths:

Applicants expressed affirmative action policy and longstanding history of fair and equitable hiring practices without regard to staffs religion, origin, sex, age, disability, prior arrest record speak to their desire to continue to promote non-discriminatory practices.

Sub Question

Weaknesses:

None noted.

Reader's Score: 1

Selection Criteria - Quality of Project Design

1. (1) The Secretary reviews each application to determine the quality of the project desing based on sections 5305(b)(1)(A), 5305(b)(1)(B), 5305(b)(1)(D)(i), 5305(b)(2)(D) of the ESEA.
 - (2) The Secretary determines the extent to which each magnet school for which funding is sought will--
 - (i) (10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;
 - (ii) (10 points) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school; and
 - (iii) (10 points) Encourage greater parental decision-making and involvement.

Reader's Score: 30

Sub Question

1. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--
 - (i) (10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

Strengths:

(i) Strengths: The applicant provides a concise and multi-layered approach to emphasizing ongoing desegregation efforts. The use of heterogeneous grouping, cooperative learning, and multicultural education delivers a well organized evidence- based approach to fusing distinctive cultures while factoring in the learning styles of different students. (pages e-78 and e-79)

Weaknesses:

None noted.

Reader's Score: 10

2. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

Sub Question

(ii) (10 points) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school; and

Strengths:

(ii) Strengths: There was extensive information given to depict applicant's precise plan adhering to the core common standards, augmenting remedial instruction when needed, and continuous integration of STEM throughout the consortium. A comprehensive action plan designed to improve student achievement was clearly expressed. (pages e-96 thru e-101) Each respective schools STEM supplies included: digital microscopes, iPads, Exemplars Math, SMART tables and SUCCESS MAKER. Applicant's exhaustive listing ensures sufficient tools are engaged to enhance student progress.

Weaknesses:

None noted.

Reader's Score: 10

3. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(iii) (10 points) Encourage greater parental decision-making and involvement.

Strengths:

(iii) Strengths: The applicant presented a healthy assortment of activities designed to stimulate parent participation. (pages e-103 and e-104) Usage of parent coordinator, parent advocate, and family involvement program help empower parents to become actively engaged in the educational experience of their children.(page e-102) The inclusion of the School Leadership Team (SLT), Parent Association (PA) as well as events that extend the classroom after school hours is an excellent way to enhance the overall learning environment for children and their parents. Applicant's use of Family Engineering and Math Nights, Family Science Night, and homework assistance are great tools to make learning fun and more enjoyable.(page e-103)

Weaknesses:

None noted.

Reader's Score: 10

Selection Criteria - Budget and Resources

The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (1) (1 point) The adequacy of the facilities that the applicant plans to use;
- (2) (2 points) The adequacy of the equipment and supplies that the applicant plans to use; and
- (3) (2 points) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

Reader's Score: 5

Sub Question

- 1. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (1) (1 point) The adequacy of the facilities that the applicant plans to use;

Strengths:

1)The facilities applicant proposes to use are sufficient to fulfill program needs and operational necessities. (page e-105) Building usage, equipment, science labs, auditoriums, computer and art rooms appear to be readily available and accessible. New York demonstrates concrete commitment and resources to the creation of 4 new magnet programs, which extends the reach of MSAP. (page e-105)

Weaknesses:

None noted.

Reader's Score: 1

- 2. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (2) (2 points) The adequacy of the equipment and supplies that the applicant plans to use; and

Strengths:

(2) Applicants request for funding to purchase smart boards and technology equipment accompany the STEM theme; therefore the request seems reasonable. (page e-106) The applicant discusses in extensive detail equipment and supplies to be purchased with MSAP funds. The suggested listing is directly related to performance objectives and MSAP program goals. (pages e-170 thru e-212)

Weaknesses:

None noted.

Reader's Score: 2

- 3. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (3) (2 points) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

Sub Question

Strengths:

Budget request is aligned with programmatic objectives. Applicant provided line by line explanation justifying cost and need for supplies, staff, and consultants. Serving 3,770 students at a unit cost of \$836 per participant per year is nominal (pages e-170 thru e-212)

Weaknesses:

None noted.

Reader's Score: 2

Selection Criteria - Evaluation Plan

1. The Secretary determines the extent to which the evaluation plan for the project--

(1) (2 points) Includes methods that are appropriate to the project;

(2) (6 points) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and

(3) (2 points) Includes methods that are objective and that will produce data that are quantifiable.

Reader's Score: 8

Sub Question

1. The Secretary determines the extent to which the evaluation plan for the project--

(1) (2 points) Includes methods that are appropriate to the project;

Strengths:

1) Strengths: Utilizing data collection methods including surveys, aptitude tests, interviews and observations seem suitable to measure accurate goal attainment. Applicant's choices to engage an outside contractor, American Education Solutions to objectively administer ongoing evaluations for the entire three year grant are commendable. (page e109)

Weaknesses:

None noted.

Reader's Score: 2

2. The Secretary determines the extent to which the evaluation plan for the project--

(2) (6 points) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and

Strengths:

2) Strengths: The narrative presents consistent ongoing mechanisms to track progress, desegregation results, academic performance and associated related performance objectives. Assessing school enrollment data including

Sub Question

ethnicity of applicants and students proficient mastery of MSAP performance metrics seem to be viable methods to gauge progress and areas needing improvements. (page e-110)

Weaknesses:

(2) Applicant does not provide detailed relevant work experience of anticipated senior researchers. Although, applicant mentioned that the researchers are employed with U.C.L.A. and have helped develop survey tools related to MSAP goals; their exact role and years of expertise are not mentioned. (page e110) Applicant indicates that 50 applications will be received in order to reduce minority group isolation. (page e 113) There is not an adequate description describing the applicants mechanism for determining if the pool of 50 applicants will garner enough acceptable applications to reduce minority isolation

Reader's Score: 4

3. The Secretary determines the extent to which the evaluation plan for the project--

(3) (2 points) Includes methods that are objective and that will produce data that are quantifiable.

Strengths:

Applicants proposed site visits, annual reports, and formal evaluation plan will provide sufficient qualitative and quantitative data needed to assess accomplishments. By collecting and analyzing data continuously, programmatic goals will be effectively monitored. Applicant affirms that corrective action will be taken to keep progress flowing towards achieving objectives. (pages e-109 thru e-111)

Weaknesses:

None noted.

Reader's Score: 2

Selection Criteria - Commitment and Capacity

1. (1) **The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under this program is no longer available.**
- (2) **The Secretary determines the extent to which the applicant--**
 - (i) **(5 points) Is committed to the magnet schools project; and**
 - (ii) **(5 points) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.**

Reader's Score: 10

Sub Question

1. (2) The Secretary determines the extent to which the applicant--

(i) (5 points) Is committed to the magnet schools project; and

Strengths:

(i) The New York Department of Education application demonstrates meaningful commitments for the creation of four new magnet schools. By leveraging existing relationships with entities such as Fund for Public Schools, New Vision Public Schools, New York School Magnet Program, and Aaron Diamond Foundation Grant coupled with intense capacity building strategies; their resources and intentions are substantial. (page e116) The emphasis on parental involvement in decision making and various capacity building activities further substantiate the concrete intentions of the applicant.

Weaknesses:

None noted

Reader's Score: 5

2. (2) The Secretary determines the extent to which the applicant--

(ii) (5 points) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

Strengths:

ii) Strengths: Applicant provided insightful information on the proposed diverse streams of funding sources that will support the 4 new magnet schools beyond the life of the MSAP grant. Sustainability will be attained through team based capacity building efforts, extensive planning, tax levies, development, and grant seeking activities (pages e115 thru e119). Such a blended revenue model insinuates the project will continue fully operational once the grant expires. Federal, state and local funding such as Title IID, ETTP, Even Start Family Literacy Program and 21st Century Community Learning Centers were given as previous funders. (page e116) This validates applicant's positive track record of securing comparable financial resources. Additionally, applicant indicates previous magnet schools continued without federal MSAP funding (page e115). Clearly, this exudes evidence that the applicant has the capacity to attract sufficient resources to deliver services indefinitely.

Weaknesses:

None noted

Reader's Score: 5

Priority Questions

Competitive Preference Priority - Need for Assistance

1. The Secretary evaluates the applicant's need for assistance under this part, by considering--

(a) The cost of fully implementing the magnet schools project as proposed;

(b) The resources available to the applicant to carry out the project if funds under the program were not provided;

(c) The extent to which the costs of the project exceed the applicant's resources; and

(d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project -- e.g., the type of program proposed, the location of the magnet school within the LEA -- impacts on the applicant's ability to successfully carry out the approved plan.

Strengths:

a)The proposed annual budget request of \$3,100,000 to fully implement 4 new magnet schools seems reasonable. (page e-28) The cost includes hiring of staff and purchasing supplies to cover enrollment of 3,777 students. The applicant makes the need for the schools transparent by addressing several succinct social and economic indicators. Which include disparity of predominantly black students being saturated in a few neighborhood schools. (page e-20) As a result, white students attend private schools outside of the district. Academic achievement is higher within those districts. (page e-21) The applicants' rationale to open new magnet schools equipped with the appropriate certified staff and STEM focus will provide underserved community schools with educational options comparable to the schools where white students are attending. The flight of white students has also caused minority group isolation 94.7% minority with 59.1% being black. The applicant's choice to unite two districts to form a consortium helps address the racial imbalance and academic disparities.

(b)The narrative specifically states that without the federal Department of Education funding, New York Department of Education would not be able to create magnet programs. (page e-26) Application demonstrates concise understanding of districts compelling need for funding.

(c)Applicant's inclusion of eight feeder schools which are predominantly white 62.7% displays excellent resource collaboration. This will provides a pool of potential applicants that are non-black which can help ensure the new magnet schools are racially diverse. The applicant indicates the schools are over 90% black. Applicants proposed unit cost of \$ 20,276 per student is approximately \$10,000 less than surrounding districts in Nassau and West Chester. (page e-30) The applicant contributes over \$15,000,000 from no cost services and in-kind contributions, which is substantial and far exceeds the annual MSAP request of \$3,100,000.(page e-29)

Weaknesses:

d)Although the narrative articulated the ongoing concern over the academic achievement disparities in the proposed feeder schools; the solution did not include enrichment activities designed to bridge the differences in academic performance.

Reader's Score: 8

Competitive Preference Priority - New or Revised Magnet School

1. The Secretary determines the extent to which the applicant proposes to carry out new magnet school projects or significantly revise existing magnet schools projects.

Strengths:

Applicant indicates the grant funds will be used to form 4 new magnet schools that will serve 3,770 students. Table 6 confirms that this is a new project. The specific nature of applicants proposed change is to implement 4 new magnet schools focused on STEM concepts. (page e-28). Creation of the magnet programs will provide higher quality of educational services which can help better prepare students while offering comparable curriculum options usually found outside of the district. STEM will draw non-minority students.

Weaknesses:

None noted.

Reader's Score: 10

Competitive Preference Priority - Selection of Students

- 1. The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.**

Strengths:

Applicant provides a detailed unbiased plan for admission. Race, ethnicity, and academic exams will not be factors considered for students being selected for enrollment into any of the four proposed new magnet programs (Table 5 page e140). Applicant's choice to utilize the lottery which will parallel NYC standard admission policies ensure schools will be made available in a fair manner (page e140).

Weaknesses:

None noted.

Reader's Score: 10

Competitive Preference Priority - Promoting STEM Education

- 1. Projects that are designed to address one or more of the following priority areas:**

(a) Providing students with increased access to rigorous and engaging coursework in STEM.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Strengths:

(a) The proposal gives an in-depth illustration of how rigorous and challenging STEM components will be implemented throughout the four new schools. (pages e-33 thru e-36) Applicant gives brief description of how these techniques will help students solve everyday problems and utilize critical thinking skills. Particularly impressive was how the applicant addressed each component of STEM and it will be easily accessible to all participating schools throughout the districts. (pages e36 and e-37) The applicant mentions that instruction will include asking probing questions (science), defining problems (engineering), and planning in addition to carrying out investigations help educate students of the characteristics needed to become a STEM professional. This adds a tremendous amount of value and credibility to the program. The students exposure to Dumbo which is comparable to Silicon Valley coupled with coaching and mentoring convey a phenomenal commitment to STEM. (pages e-38 thru e-40)

(b) Applicant presents extensive resources including Omni Learn and New York Hall of Science to display expansive professional development programs. (page e-39) Through workshops, online tools, coaching, labs, and lesson plans respective learning styles of each teacher will be addressed. (page e-39)

Weaknesses:

None noted.

Reader's Score: 10

Status: Submitted

Last Updated: 05/31/2013 03:57 AM

Status: Submitted

Last Updated: 05/30/2013 11:29 AM

Technical Review Coversheet

Applicant: NYC Department of Education - Community School District 13 (U165A130013)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Statement		
Summary Statement		
1. Summary Statement	0	
Sub Total	0	
Selection Criteria		
Plan of Operation		
1. Plan of Operation	30	28
Quality of Personnel		
1. Quality of Personnel	15	13
Quality of Project Design		
1. Quality of Project Design	30	30
Budget and Resources		
1. Budget and Resources	5	5
Evaluation Plan		
1. Evaluation Plan	10	10
Commitment and Capacity		
1. Commitment and Capacity	10	9
Sub Total	100	95
Priority Questions		
Competitive Preference Priority		
Need for Assistance		
1. 1: Need for Assistance	10	10
New or Revised Magnet School		
1. 2: New or Revised Magnet	10	10
Selection of Students		
1. 3: Selection of Students	10	10
Promoting STEM Education		
1. 4: Promoting STEM	10	10
Sub Total	40	40
Total	140	135

Technical Review Form

Panel #9 - Magnet Schools Assistance Program - 9: 84.165A

Reader #2: *****

Applicant: NYC Department of Education - Community School District 13 (U165A130013)

Questions

Summary Statement - Summary Statement

1. Summary Statement (Optional)

General:

Reader's Score:

Selection Criteria - Plan of Operation

- (1) The Secretary reviews each application to determine the quality of the plan of operation for the project.
- (2) The Secretary determines the extent to which the applicant demonstrates--
 - (i) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project;
 - (ii) (5 points) The effectiveness of its plan to attain specific outcomes that--
 - (A) Will accomplish the purposes of the program;
 - (B) Are attainable within the project period;
 - (C) Are measurable and quantifiable; and
 - (D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;
 - (iii) (2 points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;
 - (iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students; and
 - (v) (15 points) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Reader's Score: 28

Sub Question

1. (2) The Secretary determines the extent to which the applicant demonstrates--

Sub Question

(i) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project;

Strengths:

The applicant provides evidence that the management structure of the proposed project will lead to the effective and efficient administration of the magnet program. The NYC DOE/District management structure focuses decision-making at the school level with the principal, and holds the principal accountable for student learning (P.22). This management structure provides school principals with the administrative and resource support that will impact their school and their new magnet programs. "Each principal supervises teachers and other school staff and works collaboratively with the School Leadership Team (SLT). The principals will be supported by the Districts 13 and 15 Superintendents, who will insure that the MSAP goals, objectives and plans are implemented. The schools will also be supported by Children First Networks (CFN). The CFN consist of cross-functional teams directly accountable to principals that deliver personalized service to schools. Further, the schools will have the full array of NYC Department of Education staff and accountability structures" to advance the goals of the project and insure efficient project administration (P.22).

Weaknesses:

None noted.

Reader's Score: 5

2. (2) The Secretary determines the extent to which the applicant demonstrates--

(ii) (5 points) The effectiveness of its plan to attain specific outcomes that--

(A) Will accomplish the purposes of the program;

(B) Are attainable within the project period;

(C) Are measurable and quantifiable; and

(D) For multi-year projects, can be used to determine the project's progress in meeting its intended outcomes;

Strengths:

The applicant has included evidence that the proposed magnet plan will attain its outcomes within the grant cycle. The applicant list several specific objectives and measurable outcomes which are all aligned with the program purposes (P. 26-29). The applicant list six purposes, which have several solid objectives and each is matched to performance measures. These performance measures are quantifiable and would allow for a clear assessment of the overall success of the proposed project. The applicant has effectively outlined the objectives and performance measures that should lead to them accomplishing the purposes of the program. For example; the applicant seeks to improve racial isolation incrementally over the project period and the performance measures listed (2% -6%) are reasonable and attainable. The applicant seeks to decrease Hispanic racial isolation and insure that all students will receive instruction that includes their school's systemic reforms. Students also will receive magnet theme instruction, and magnet themes in units and courses aligned with State standards (P.24). These are measurable and quantifiable and meet the standard for accountability and effective management.

Weaknesses:

The targeted goal of the amount of magnet theme instruction per year is low (for at least 3 (year 1), 6 (year 2) and 10 (year 3) hours per week) considering the students will be attending schools that have as their focus – STEM instruction. "Objective 6a: All students enrolled in the magnet schools will have equitable access to high quality education" – is ambiguous and is an objective that is district-wide regardless of participation in the magnet school program. Also Objective 4, which includes sections; 4.3, 4.4 & 4.6 is ambiguous and lacks numerical goals for each section (P.28)

There is a need for a specific numerical or percentage outcome to be set as a target outcome because as stated

Sub Question

the increase may be positive, but so small that it may not be significant. This is also true in Objective 6b in which it states "There will be an increase in parent participation at each magnet school. 6.2 By the end of each project year, for each school, there will be an increase (compared with the previous year) in the numbers of parents who participate in school activities".(P.29)

1 Point not awarded.

Reader's Score: 4

3. (2) The Secretary determines the extent to which the applicant demonstrates--

(iii) (2 points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project;

Strengths:

The applicant has developed an efficient plan to utilize its available resources and personnel to achieve some of the objectives of the project and many of these resources will come at no cost to the project. These resources at the school and district levels include principals, classroom teachers, support staff, school leadership teams, parent coordinators, district superintendents, and district parent advocates (P.30). At the NYC DOE level, they will utilize networks of curriculum and operation specialists, staff from various NYC DOE offices, such as the Office of School Enrollment and the Division of Academics, Performance, and Support. The district will also have "a myriad of New York State Education Department personnel (e.g., the Elementary, Middle, Secondary and Continuing Education Offices, the Office of Curriculum and Instructional Support)" as resources to the project. All of these resources "will support the efforts of the MSAP-funded staff and will be involved in helping to complete the tasks and objectives of the magnet school program at each school at no cost to the project" (P.31).

Weaknesses:

There is a lack of specific roles and responsibilities for each of these key personnel and how they will be utilized to implement the project. There are a number of significant resources but there is a lack of specific information on which function of the project the key personnel will be utilized in other than stating their participation (P.30).

1 Point not awarded

Reader's Score: 1

4. (2) The Secretary determines the extent to which the applicant demonstrates--

(iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, e.g. women and girls in mathematics, science, or technology courses, and disabled students; and

Strengths:

The applicant has developed a number of effective strategies to ensure equal access by females, students with disabilities and minority students. To promote and ensure equal access for girls in all magnet activities, the project will "incorporate gender equity issues into professional development activities that focus on content, curriculum development and pedagogy across the curriculum, including science, technology, engineering, and math subject areas in which girls have been traditionally underrepresented" (P.31). Two of the proposed magnet schools, PS 54 and PS 307, "have secured funding from Girl Smart (Girls, Inc). Girl Smart will run an after school program at the schools for girls that focus on building strong, smart girls in the areas of literacy and mathematics" (P.32). In the

Sub Question

2012-2013 school year; the New York City Department of Education will implement “Special Education Reform; a set of policy changes to ensure equal access for students with physical and learning disabilities that will be included in all magnet activities” (P.32). Portion of the professional development offered will focus on equity issues that will help teachers in the classroom and in other settings to recognize and value the cultural and racial heritage of their minority students (P.33). “Magnet teachers will use culturally-relevant instructional strategies, as well as other effective classroom strategies with students from non-dominant racial and ethnic social groups as multimodal experiences, activities that are community-related, and role models and mentors of the same racial or ethnic background” (P.33).

Weaknesses:

None noted.

Reader's Score: 3

5. (2) The Secretary determines the extent to which the applicant demonstrates--

(v) (15 points) The effectiveness of its plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools.

Strengths:

The applicant has developed an effective plan for recruiting students from different social, ethnic and racial background into the magnet schools. The applicant further states that “Districts 13/15 recruitment team will have overall responsibility for planning, directing, and coordinating recruitment activities at the district and school levels. The Consortium team will consist of the magnet director, the magnet recruiter and, at no cost to the project, the districts’ parent advocates” (P.34). The recruitment activities will include “brochures, guidebooks and working with each school to develop a brand and design a logo” (P.35). The efforts of the recruitment team will be effective because it seeks to increase both access and participation of all parents by meeting the needs of all racial and ethnic groups within the target population. Strategies like offering materials in all native languages, building an interactive website and staffing a drop-in recruitment center will all be effective and show the communities the level of cultural sensitivity the district has. “Each plan will include clear timelines, staffing responsibilities, description of the type of activity/strategy, and target neighborhood, feeder schools, or parent sub-groups” (P.36). These and other measures such as “magnet school fairs, open houses, informational flyers, multimedia advertisements, community-based organization partnerships & electronic communication” is clear proof that the applicant has developed a comprehensive and effective set of strategies to include all stakeholders from all target population groups (p.36).

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Personnel

(1) The Secretary reviews each application to determine the qualifications of the personnel the applicant plans to use on the project.

(2) The Secretary determines the extent to which--

(i) (5 points) The project director (if one is used) is qualified to manage the project;

(ii) (4 points) Other key personnel are qualified to manage the project;

(iii) (5 points) Teachers who will provide instruction in participating magnet schools are qualified to

implement the special curriculum of the magnet schools; and

(iv) (1 point) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

(3) To determine personnel qualifications, the Secretary considers experience and training in fields related to the objectives of the project, including the key personnel's knowledge of and experience in curriculum development and desegregation strategies.

Reader's Score: 13

Sub Question

1. (2) The Secretary determines the extent to which--

(i) (5 points) The project director (if one is used) is qualified to manage the project;

Strengths:

The proposed project has not selected a project director but has listed the qualifications for that position (P.44). They include: "an advanced degree in education, state certification as School Administrator, at least 3 years of experience as a district level or school level supervisor or administrator, at least 5 years experience in curriculum development and at least 5 years experience as a staff developer/teacher trainer"(P.44).The use of these qualifications would lead to the selection of a highly qualified individual who should be able to effectively lead the proposed project.

Weaknesses:

None noted.

Reader's Score: 5

2. (2) The Secretary determines the extent to which--

(ii) (4 points) Other key personnel are qualified to manage the project;

Strengths:

The applicant has stated that the project will hire and utilize a STEM/Curriculum Planner and they have identified the person who will fill this position. The applicant will also select and hire a Magnet Recruiter and evaluation team with project funds in addition to teachers and other support personnel. The applicant lists the qualifications for the position of Magnet Recruiter and states they will contract with a wide array of consultants in order to provide support for improved instruction and learning. The districts will contract with a consultant to assist the district in conducting its lottery (P.44).

Weaknesses:

While the person listed for the STEM/Curriculum Planner appears to be qualified to work directly with the project in proposed capacity, the applicant failed to include the specific qualifications for the position. The applicant includes the duties and responsibilities of the position but the failure to include the qualifications would hinder the replacement of the current individual should they resign or be reassigned within the organization.

1 Point not awarded.

Sub Question

Reader's Score: 3

3. (2) The Secretary determines the extent to which--

(iii) (5 points) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum of the magnet schools; and

Strengths:

The applicant states that "all magnet classroom teachers and magnet resource specialists/teachers will be required to be highly qualified and effective. The magnet program will be facilitated in each school by highly qualified and effective teacher specialists, to be known as magnet resource specialists". There is a detailed list of qualifications and responsibilities for this position.(P.54)

Weaknesses:

The applicant fails to include specific information on how they will select the teachers who will implement the special curriculum and they do not identify what qualifies these teachers to participate in the special curriculum of the magnet schools.

1 Point not awarded.

Reader's Score: 4

4. (2) The Secretary determines the extent to which--

(iv) (1 point) The applicant, as part of its nondiscriminatory employment practices will ensure that its personnel are selected for employment without regard to race, religion, color, national origin, sex, age, or disability.

Strengths:

The applicant has some effective safeguards that should insure that personnel are selected in a non-discriminatory manner. One of those safe guards is that fact that the policy of the NYC DOE requires that all personnel be recruited in accordance with its employment procedures and agreed upon with the United Federation of Teachers (P.55). As part of its non-discriminatory education practices, the "NYC DOE encourages applications for employment from persons who are members of groups that have been traditionally underrepresented, such as members of ethnic minorities, women, and disabled persons"(P.56). "Members of minority groups are encouraged to apply for supervisory positions. Canvassing is done by the NYC DOE's Division of Human Resources, using an extensive mailing list of minority organizations" (P.56).

Weaknesses:

None noted.

Reader's Score: 1

Selection Criteria - Quality of Project Design

(1) The Secretary reviews each application to determine the quality of the project design based on sections 5305(b)(1)(A), 5305(b)(1)(B), 5305(b)(1)(D)(i), 5305(b)(2)(D) of the ESEA.

(2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(i) (10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

(ii) (10 points) Improve student academic achievement for all students attending each magnet school

program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school; and

(iii) (10 points) Encourage greater parental decision-making and involvement.

Reader's Score: 30

Sub Question

1. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(i) (10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds;

Strengths:

The applicant has developed an effective plan to promote desegregation of adjoining districts. They developed an Inter-district desegregation plan that will "open the district boundaries so that the highly minority group isolated magnet schools can have a chance to attract a larger pool of nonminority children from schools in District 15" (P. 58). This proposed desegregation plan is based upon drawing students from two districts that adjoin each other and have very different communities. "The schools in District 15 that are geographically closest to PS 46, PS 54 and PS 307 in District 13 have enrollments that are predominantly nonminority and are overcrowded. Both districts are characterized by distinct and, for the most part, racially identifiable neighborhoods in which the attendance zone schools are located" (P.59). This plan is pragmatic because it would promote integration while preserving the unique nature of the communities that the students reside in. Another concern that was addressed also was the new plan does not seem to necessitate extensive travel by the students because of the close proximity of the districts and the schools (P.60). Because the plan addresses the need for neighborhood proximity, lack of excessive travel, and still deals with the issue of desegregation; its implementation should be less disruptive and divisive.

Weaknesses:

None noted.

Reader's Score: 10

2. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(ii) (10 points) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school; and

Strengths:

The applicant has developed an effective project design and will offer intensive professional development for teachers, administrators and other school staff that will "ensure that every student in every magnet school classroom is involved in rich, learning experiences aimed at helping them to achieve to the highest standards. The plan guarantees that the needs of all the students in the magnet schools will be addressed and that increased academic performance will be the result by systematically applying the School-wide Enrichment Model linked to the Common Core and New York State standards"(P.62). "Professional learning communities will bring together entire school communities to plan, develop and implement mutually agreed upon reforms in their schools. The schools will use professional development linked by unifying STEM infused themes to provide all children in each magnet school with a rich educational environment". These strategies will lead to increased student achievement while effectively promoting desegregation (P.62).

Sub Question

Weaknesses:

None noted.

Reader's Score: 10

3. (2) The Secretary determines the extent to which each magnet school for which funding is sought will--

(iii) (10 points) Encourage greater parental decision-making and involvement.

Strengths:

The applicant has developed an effective plan to increase parental decision making and involvement. To help the schools create and support an environment that is both supporting and welcoming, the district has developed the position; Parent Coordinator. The district's Parent Advocate will direct and support these on-site personnel and work collaboratively with the school faculty and leadership (P.83). The Parent Advocates provide direct services to address the needs of families and parent leaders. The major stakeholders in each district will have input in the development of the "District Family Involvement Program" (P.83). The primary focus of this program is to insure that parents are actively involved in their student's academics but also to insure that there are ample opportunities for parents to take on leadership roles within the city (P.83) The magnet program will collaborate with other school and district resources to build parent/family capacity. This will be accomplished by "providing information and resources in parenting skills, educational achievement in students, and the opportunity to enhance their own academic/personal development by offering adult continuing education courses, workshops facilitated by community-based organizations and local agencies, in their native language whenever possible" (P.84). These and other services offered by the district and the magnet program is clear evidence that the proposed project will both encourage and support increased parental involvement and decision-making.

Weaknesses:

None noted.

Reader's Score: 10

Selection Criteria - Budget and Resources

1. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (1) (1 point) The adequacy of the facilities that the applicant plans to use;**
- (2) (2 points) The adequacy of the equipment and supplies that the applicant plans to use; and**
- (3) (2 points) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.**

Reader's Score: 5

Sub Question

1. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

- (1) (1 point) The adequacy of the facilities that the applicant plans to use;**

Sub Question

Strengths:

The applicant clearly outlines the capacity of each school to accommodate the proposed project by showing that the facilities within the district are more than adequate to support the implementation of the project. The applicant illustrated the current usage of the district facilities by including the current building utilization percentages. They also state "that there is space in the schools to establish additional labs to support the schools' themes, such as the STEM lab at PS 307 and that all the buildings are accessible to disabled students"(P.86)

Weaknesses:

None noted.

Reader's Score: 1

2. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

(2) (2 points) The adequacy of the equipment and supplies that the applicant plans to use; and

Strengths:

The applicant has comprehensive plans to support the proposed project as outlined in several parts of the application. An itemized list of requested equipment and supplies categories is attached to the line item budget, which clearly illustrates the quality and quantity of equipment and supplies to be furnished (P.87).

Weaknesses:

None noted.

Reader's Score: 2

3. The Secretary reviews each application to determine the adequacy of the resources and the cost-effectiveness of the budget for the project, including--

(3) (2 points) The adequacy and reasonableness of the budget for the project in relation to the objectives of the project.

Strengths:

The budget for the proposed magnet schools is adequate and reasonable in relation to the objectives of the project. The line items and their corresponding costs presented in the budget are appropriate for the goals and objectives of the proposed project.

Weaknesses:

None noted.

Reader's Score: 2

Selection Criteria - Evaluation Plan

The Secretary determines the extent to which the evaluation plan for the project--

(1) (2 points) Includes methods that are appropriate to the project;

(2) (6 points) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and

(3) (2 points) Includes methods that are objective and that will produce data that are quantifiable.

Reader's Score: 10

Sub Question

1. The Secretary determines the extent to which the evaluation plan for the project--

(1) (2 points) Includes methods that are appropriate to the project;

Strengths:

The applicant has developed an effective evaluation format that will utilize methods that are appropriate of the proposed project. They have included the methodologies they will use to collect data, insure that the data collected is both quantitative and qualitative, and have processes by which they will analyze the data. The initial step will center on the collection of data from program participants, personnel and other sources throughout the grant cycle. It will draw on a wide variety of data to provide substance and context for both formative and summative reports. "Quantitative, data will be used in conjunction with questionnaire, interview and observation data, as well with qualitative data (e.g. comprehensive education plans, curriculum materials, professional development records) to ensure a thorough and balanced evaluation" (P.90) Data will be collected and analyzed and from that compilation "recommendations will be discussed with the project director and school staff throughout the year"(P.90). "Five formative evaluation reports will be written by evaluators each school year" (P.91).

Weaknesses:

None noted.

Reader's Score: 2

2. The Secretary determines the extent to which the evaluation plan for the project--

(2) (6 points) Will determine how successful the project is in meeting its intended outcomes, including its goals for desegregating its students and increasing student achievement; and

Strengths:

The applicant has developed a plan that will effectively determine if their intended outcomes have been met. The intended goals will also focus specifically on desegregation and academic achievement of project participants. The applicant will utilize the site visits and the corresponding documentation reviews as the dominant tools to measure how much progress has been made in reaching or achieving project goals and objectives (P.92). The frequency of the site visits and documentation reviews will offer assessments at regular intervals during project implementation and can be used to make the appropriate modifications. These reports "will address the issue of racial isolation and desegregation by focusing on Performance Measure 1.1-14: Reduction of minority group isolation (MGI) at each magnet school to insure that each school meets its annual targets" (P.93). This section of the report "will include school enrollment data, disaggregated by race/ethnicity that will be used to determine the degree of attainment of the performance measures dealing with racial isolation. Additional assessments will be used to insure that not only is racial isolation being decreased but also that those students enrolled have improved achievement"(P.94). The applicant states "that demographic and enrollment data will be compared with applicant pool, student selection and other data from the previous school year and with performance measures" (P.95).

Weaknesses:

None noted.

Sub Question

Reader's Score: 6

3. The Secretary determines the extent to which the evaluation plan for the project--

(3) (2 points) Includes methods that are objective and that will produce data that are quantifiable.

Strengths:

The applicant will "utilize the services of an evaluation contractor and will use the data collected and analyzed to determine the extent to which annual objectives and performance measures are attained" (P.94). Using an external evaluator increases the probability that the measurement of the data and corresponding analysis will be more objective and offer recommendations for modification that the project staff may not have thought of. The external and internal evaluators will insure that data comes from multiple sources and are both qualitative and quantitative. It is equally important that the collection and analysis of data be both ongoing (formative) and that the entire spectrum of the data is captured for an annual report (summative). To meet this criteria, " the evaluation contractor will collect and analyze the data, prepare two annual performance reports and one final report summarizing findings, and discuss the results with district and magnet school staffs" (P.94).

Weaknesses:

None noted.

Reader's Score: 2

Selection Criteria - Commitment and Capacity

1. (1) The Secretary reviews each application to determine whether the applicant is likely to continue the magnet school activities after assistance under this program is no longer available.

(2) The Secretary determines the extent to which the applicant--

(i) (5 points) Is committed to the magnet schools project; and

(ii) (5 points) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

Reader's Score: 9

Sub Question

1. (2) The Secretary determines the extent to which the applicant--

(i) (5 points) Is committed to the magnet schools project; and

Strengths:

Commitment of the school districts is evident in their strategies to build capacity and institutionalize the practices that are developed during the implementation of the proposed project. The district has a successful record of implementing and then continuing projects which have been successful at meeting student needs. Carefully designed capacity-building activities conducted by the project will enable the districts to continue the project when federal funds are no longer available. Capacity building will take place through curriculum development, professional development, the development and use of authentic assessment to measure student outcomes in a more meaningful fashion, and enhanced parent involvement and decision-making. By the conclusion of the three-year project specialized theme-related curricula will have been developed at each project site by teachers, magnet

Sub Question

staff and instructional specialists and curriculum consultants; and all the specialized equipment and supplies necessary to continue the magnet school curriculum at each school will be in place.

Weaknesses:

Additional assessments will be required other than those included to insure that not only is racial isolation being decreased but also that those students enrolled have improved achievement.

1point not awarded.

Reader's Score: 4

2. (2) The Secretary determines the extent to which the applicant--

(ii) (5 points) Has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

Strengths:

The applicant has offered substantial proof that they fully expect to continue the proposed Magnet Schools Assistance Program after federal assistance is no longer available. Evidence of this commitment is that Districts 13 and 15 have budgeted resources, using a combination of tax levy, state, other local funding, and federal funding streams to continue the four magnet schools without Magnet Schools Assistance Program funding. In Districts 13 and 15, which had Magnet Schools Assistance Program funding during the prior cycles, magnet schools have been continued without federal MSAP funding (P.96). To ensure sustainability, the districts will develop and implement a sustainability plan, beginning the first year of MSAP funding and continuing throughout the project period (P.97).

Weaknesses:

None noted.

Reader's Score: 5

Priority Questions

Competitive Preference Priority - Need for Assistance

1. The Secretary evaluates the applicant's need for assistance under this part, by considering--

- (a) The cost of fully implementing the magnet schools project as proposed;
- (b) The resources available to the applicant to carry out the project if funds under the program were not provided;
- (c) The extent to which the costs of the project exceed the applicant's resources; and
- (d) The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet school project -- e.g., the type of program proposed, the location of the magnet school within the LEA -- impacts on the applicant's ability to successfully carry out the approved plan.

Strengths:

a) The applicant has comprehensively stated the full cost of implanting the proposed project and is requesting \$3,150,000 per year from the Magnet Schools Assistance Program (MSAP)(P.9). The total cost of the project is \$19,057,577. The

applicant list the major areas of funding, which is sought to hire a number of personnel” (P.9). The applicant also requests funding to purchase equipment and supplies directly related to the successful implementation of each school's magnet theme.

b) The applicant provides information on the amount of funds available to implement the project. In addition, they highlight the fact that while annual in-kind contributions will be provided in the amount of “\$15,907,577; these resources are not adequate to fully implement the program and effectively provide service for the project” (P.13). This is a cost-saving mechanism because there will be no duplication of services that would increase the cost of implementation. They will also allocate resources already in place that are provided by Title I and other district and state funding sources. The applicant has provided clear and convincing evidence that they plan to provide a significant amount of their own resources but also are equally clear that without federal funding the project cannot be fully implemented.

c) The applicant states that the district would have a significant number of challenges implementing the project and describe a bleak economic picture for the school districts and the state. This bleak economic picture is central to their argument that without federal assistance in the form of Magnet Grant funds; they would not be able to successfully or fully implement the proposed project (P.11). The applicant provides convincing evidence that the annual costs of the project will far exceed the amount requested from the Magnet Program and that they are willing to make up the difference with in-kind services and contributions.

d) The applicant has identified the financial difficulties that they will encounter in their efforts to implement this proposed project. Those identified do pose a significant challenge to the school district and the population that it serves. The disproportionate number of special education students who require additional service with the associated cost will also be a challenge to the implementation of the project as state resources have been reduced significantly over time (P.10). The special curricula/themes of the magnet schools “will require extensive school-based collaboration around professional development, curriculum development, curriculum alignment and magnet theme curricula implementation”(P.11). “It will also require collaboration with local community organizations in order to provide the hands-on, real world learning experiences and service learning activities that are integral to the instructional program”. Their argument centers on their assertion that “it is expensive to fully “drill down to improve instruction at the classroom level” (P.13).

Weaknesses:

None noted.

Reader's Score: 10

Competitive Preference Priority - New or Revised Magnet School

1. The Secretary determines the extent to which the applicant proposes to carry out new magnet school projects or significantly revise existing magnet schools projects.

Strengths:

Based upon the information included in the grant, it is clear that this is a new magnet school project. (P.1) “Community School Districts 13 and 15 in New York City have formed a consortium to apply for the Magnet Schools Assistance Program (MSAP). Both Community School Districts 13 and 15 have not received funds under this program in the last fiscal year of the previous funding cycle. The Districts 13/15 Consortium is applying for MSAP funding to establish new magnet programs at four schools – PS 15, PS 46, PS 54, and PS 307. These schools have never received MSAP funding.” (P.1)

Weaknesses:

None noted.

Reader's Score: 10

Competitive Preference Priority - Selection of Students

1. The Secretary determines the extent to which the applicant proposes to select students to attend magnet schools by methods such as lottery, rather than through academic examination.

Strengths:

The applicant provided convincing evidence that their methods used to select students will be random and “not based upon academic examination or some other process that disqualifies students based upon their academic performance” (P. 9). The applicant states: “the districts will contract with a consultant to assist the district in conducting its lottery for student selection to the magnet programs”(P.9).

Weaknesses:

None noted.

Reader's Score: 10

Competitive Preference Priority - Promoting STEM Education

1. Projects that are designed to address one or more of the following priority areas:

(a) Providing students with increased access to rigorous and engaging coursework in STEM.

(b) Increasing the opportunities for high-quality preparation of, or professional development for, teachers or other educators of STEM subjects.

Strengths:

a) The applicant outlines the effective strategies that will increase access to rigorous and engaging coursework in STEM . The applicant insures that the infusion of STEM across the curriculum will lead to all students having access to STEM instruction in the schools (P.14). The strategy selected is based in sound educational research and represents a significant shift from the traditional classroom instructional model. The project is designed so that all schools will implement a school-wide magnet program that will integrate science, technology, mathematics, and engineering through the curriculum. The applicant addresses all four components of a STEM curriculum: science, technology, engineering, and math .They will use these theme-specific magnet schools to offer a wide variety of STEM-based curriculum which will offer student and their families a choice of experiences based upon their individual educational preferences. This is evident in the major themes of the proposed school MSAP projects and the curriculum that they will utilize for student instruction, including PBL (problem-based learning) (P.15). There is extensive proof that the students will have exposure to a number of STEM-based learning activities and that these activities will improve their understanding of the magnet themes (P.17).

b) The applicant will provide extensive professional development for magnet school teachers related to systemic reforms and magnet theme development and implementation. Included in the plan Performance Measures 5, the applicant’s objective is that “by the end of each project year, magnet school teachers will receive at least 30 hours of professional development (e.g., workshops, courses, coaching) in the development and implementation of the systemic reforms listed in the comprehensive school plan and directly related to the implementation of the magnet themes” (P.28).

Weaknesses:

None noted.

Reader's Score: 10

Status: Submitted

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