

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

Status: Submitted

Last Updated: 09/08/2015 02:01 PM

Technical Review Coversheet

Applicant: KIPP, Inc. (U215H150072)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	20	17
Sub Total	20	17
Total	20	17

Technical Review Form

Panel #2 - Skills for Success Evaluation Panel - 2: 84.215H

Reader #1: *****

Applicant: KIPP, Inc. (U215H150072)

Questions

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers the following factors:

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

(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

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

(4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

Strengths:

1. The applicant on pages 21-23 included an extensive review of the methods it would utilize to evaluate the effectiveness of its program. The applicant would utilize a quasi-experimental design consisting of 3 middle schools with a total of 1800 students in the treatment group and 8 middle schools with a total of 14,400 students in the control group.
2. The applicant on page 22 indicated that the two groups would be matched to ensure the two groups are aligned along covariates. This would meet WWC standards for similarity between groups.
3. The applicant on pages 22 and 23 listed 3 inventories to measure a comprehensive range of non-cognitive functions. The Grit, Self-control, and Student Aspirations all were indicated to have face validity and internal reliability coefficients. These instruments should provide fidelity of implementation in obtaining valid and reliable data. A key evaluation procedure would have the treatment and control students pre and post tested to determine levels of improvement within the treatment groups and comparisons with the control group.
4. The applicant on page 24 indicated it would include a parent survey regarding non-cognitive skills. This should provide valuable insight into the critical parent involvement component of this study.
5. The applicant on page 24 would provide a comprehensive teacher training program and would conduct fidelity of implementation of the training through teacher focus groups and classroom instruction through classroom observations by the evaluator.
6. The applicant on page 23 would analyze academic success in English and mathematics on a yearly basis measured through uniformed school sites tests for all students. This would provide the applicant with excellent formative data.
7. The applicant on page 24 noted that it has already implemented a modified non-cognitive Seven Character Strengths skills training program and would utilize the Skills for Success Houston to expand the non-cognitive skills training and to incorporate a parent component. The applicant on page 9 listed the modules of instruction which would be implemented on a weekly basis. This comprehensive level of instruction, training, validated inventories, parent component and that the applicant will have findings from 3 years of implementation make this a highly effective program suitable for testing in other settings.
8. The applicant on pages 23 and 24 presented a timeline which identified the sequencing of data collection activities. The applicant's evaluator would be able to provide periodic performance feedback and annual assessments of the program as the applicant transitioned to new students each year.
9. The applicant's methods of evaluation and the utilization of validated surveys and fidelity of implementation in the

classroom should result in the applicant's study meeting the WWC evidence standards with reservations.

Weaknesses:

1. The applicant on page 24 indicated that it would evaluate its parent involvement component through an annual survey. It would have significantly improved the feedback if the survey was reviewed by the evaluator to determine face validity and some form of internal reliability was attempted given the survey would be given three times over the course of the study.
2. The applicant on page 24 indicated a yearly final project assessment survey to provide module feedback. It was unclear how the data from the survey would be validated and tested for internal reliability and how it would be incorporated into the evaluation process.
3. The applicant on page 24 indicated it would conduct yearly teacher focus groups to modify modules if necessary. It was unclear how the focus group data would be collected and categorized to document trends in changes to the modules over the three years of the study.

Reader's Score: 17

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Technical Review Coversheet

Applicant: KIPP, Inc. (U215H150072)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of the Project Evaluation		
1. Project Evaluation	20	15
Sub Total	20	15
Total	20	15

Technical Review Form

Panel #2 - Skills for Success Evaluation Panel - 2: 84.215H

Reader #2: *****

Applicant: KIPP, Inc. (U215H150072)

Questions

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the evaluation, the Secretary considers the following factors:

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

(2) The extent to which the evaluation will provide guidance about effective strategies suitable for replication or testing in other settings.

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

(4) The extent to which the methods of evaluation will, if well-implemented, produce evidence about the project's effectiveness that would meet the What Works Clearinghouse Evidence Standards with reservations.

Strengths:

The evaluation team will use a developmental approach to guide their evaluation which will provide important and timely formative data to the project staff to ensure continuous and informed refinements to the implementation (p. 14-15).

The evaluation plan provides detailed information on the sample size by year and specifics about how a matched sample will be generated. This key information ensures the implementation of a rigorous quasi-experimental design (p. 22).

The data collection instruments that will be used for measuring key outcomes have been developed and tested. These instruments are well described and the evaluation plan includes specifics regarding technical quality (p. 22-23). As such, the evaluation will collect high quality data that will be informative to the project staff.

The evaluation plan includes a variety of data collection (e.g., observations, surveys, focus groups) which will allow for a thorough understanding of the implementation to inform replicability (p. 23-24). This data collection will also help the project staff identify any barriers to implementation which will allow for purposeful project modifications.

The evaluation team has specified that they will work closely with the project team and provide monthly feedback. This coordination will ensure that formative information is received promptly (p. 14).

Weaknesses:

The evaluation plan would be stronger if details were provided about the analytic methods for both formative and summative data (described in the table on page 23-24). It is crucial to identify and specify these methods to ensure the outcomes are evaluated in a meaningful manner.

Furthermore, the plan should include an assessment of the adequacy of the sample size in relation to the selected analytic methods (i.e., power analysis). This information would ensure the adequacy of the sample size for detecting changes in student outcomes.

The evaluation plan could be strengthened by discussing the data collection instruments that will be used for the observations, focus groups, and parent surveys (page 23-24). This description could include content of the instruments,

and how they would be evaluated for technical adequacy (e.g., reliability).

Reader's Score: 15

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