

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

Status: Submitted

Last Updated: 09/05/2018 02:02 PM

Technical Review Coversheet

Applicant: Independent School District 625 (U411C180164)

Reader #1: *****

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

Technical Review Form

Panel #2 - Early Phase Tier 2 - 2: 84.411C

Reader #1: *****

Applicant: Independent School District 625 (U411C180164)

Questions

Selection Criteria - Quality of the Project Evaluation

1. In determining the quality of the project evaluation to be conducted, the Secretary considers the following factors:

- (1) 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 standards with or without reservations as described in the What Works Clearinghouse Handbook (as defined in the NIA).
- (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 valid and reliable performance data on relevant outcomes.
- (4) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation.

Strengths:

The applicant presents an excellent evaluation plan incorporating a mixed-methods research design and a hierarchical linear modeling approach. The quasi-experimental study should meet What Works Clearinghouse standards with reservations, if well implemented. The sample size and power analysis are sufficient for analysis (pgs. 20; 25). Propensity-score matching will be used to form the treatment and comparison groups. The applicant intends to collaborate and provide technical assistance to local educational agencies (pg. 18). A communications and dissemination plan will be developed during the first year of the project, which includes sharing practice reports on lessons learned and project impact (pgs. 18-19). Additionally, the applicant intends to work with local agencies and groups with which they have already developed relationships.

Both qualitative and quantitative data will be collected to examine program implementation and impact. Schools leaders will participate in interviews each year, students will take surveys on school climate, and program staff will observe in classrooms (pgs. 20; 22). Administrative data from suspensions, referrals, and attendance will also be collected. The short- and medium-term outcomes are clearly relevant to the project mission, such as, students who experience a sense of belonging and nurturing relationships with teachers will, in turn, be more engaged in school (Logic Model). Reasonable thresholds for acceptable implementation have been determined. For example, number of hours of content circle training and frequency of content circle implementation will be reviewed when considering successful implementation of content circles (pg. 21).

Weaknesses:

None noted.

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Reader #2: *****

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

Technical Review Form

Panel #2 - Early Phase Tier 2 - 2: 84.411C

Reader #2: *****

Applicant: Independent School District 625 (U411C180164)

Questions

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- (3) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.
- (4) The extent to which the evaluation plan clearly articulates the key project components, mediators, and outcomes, as well as a measurable threshold for acceptable implementation.

Strengths:

The evaluation plan includes measurable thresholds for acceptable implementation (p. 21 & 24) such as the targets listed in Table 4. The application proposes a quasi-experimental design with propensity score matching which could meet the What Works Clearinghouse standards (p. 24). The application includes a discussion of the plans for data collection using a variety of measures and methods that should produce useful data for project staff as well as for replication at a future date (p. 21 & 22). For example, the Minnesota Student Survey in appendix H.5 is particularly useful. The qualitative methods that is planned in the evaluation should provide useful context for the implementation of the project (p. 23). The dissemination plan will provide useful information for replication (p. 18). The application articulates the major components of the goals and objectives outlined in the project and addresses the potential mediators for project outcomes (p. 22).

Weaknesses:

None noted

Reader's Score: 20

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