

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

Status: Submitted

Last Updated: 11/19/2014 02:48 PM

Technical Review Coversheet

Applicant: Massachusetts Charter Public School Association (U282N150011)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	33
Quality of Project Design		
1. Project Design	30	25
Quality of Project Personnel		
1. Project Personnel	10	7
Quality of the Management Plan		
1. Management Plan	15	12
Quality of the Project Evaluation		
1. Project Evaluation	10	8
Sub Total	100	85
Priority Questions		
Competitive Preference Priority 1		
Students with Disabilities		
1. CPP 1	5	5
Sub Total	5	5
Competitive Preference Priority 2		
English Learners		
1. CPP 2	5	5
Sub Total	5	5
Total	110	95

Technical Review Form

Panel #1 - Charter Schools National Leadership - 1: 84.282N

Reader #1: *****

Applicant: Massachusetts Charter Public School Association (U282N150011)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The national significance of the proposed project.

(ii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

(iii) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

Strengths:

This proposal has the potential of convening a wide range of stakeholders that have experience developing tools/strategies with a focus on the ELLs and SWD. Additionally, information collected from other organizations helped design a strategy that is coherent and robust. Mass CS-CAN is positioned to make significant impact nationally through its statewide collaboration and nationwide network (8-9). Through its well-designed multi-prong approach, schools receive support that includes on-site coaching and through partnerships (16-18).

Weaknesses:

The application mentions that the state is one of the most successful charter schools initiatives due to three factors such as its assessment system and high-performing charter schools but provides no references/data to support these claims and how these factors will support the projects objectives/outcomes (pg. 4)

Reader's Score: 33

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(ii) The extent to which the proposed project is supported by strong theory (as defined in 34 CFR 77.1 (c)).

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Note: The Secretary encourages the applicant to discuss how its proposed project addresses the absolute priority to which the applicant has responded.

(iv) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The objectives outlined in the application's Appendix A, Table 5: Logic Model are specified, measurable and will produce qualitative data to support its goals. Each activities is well-designed and is connected to outputs that will support the project's goals. Its overarching goal was developed from a theory that was supported through research conducted nationally and designed with input from national partners.

Weaknesses:

This section lack specific information about how this project will lead to improvements in academic achievement or the indirect impact. Factor (iv) was not addressed.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

In addition, the Secretary considers:

(i) The qualifications, including relevant training and experience, of the project director or principal investigator.

(ii) The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant team is comprised on an experienced team of professionals that have significant experience in executing similar capacity building projects for charter schools. The project director possess the qualifications that will make this project successful. The proposed partnerships with external partners provides additional knowledge support and capacity in the area of SWD and ELLs.

Weaknesses:

The application does not state how it will encourage applications for employment from persons from underrepresented groups. Additional, three key high-level roles will be created for this project and the application should include a plan for identifying and hiring the appropriate staff. Moreover, the proposed project director and staff have full-time positions with MCPSA and will need to include information about how much time will be devoted to this project.

Reader's Score: 7

Selection Criteria - Quality of the Management Plan

- 1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:**

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The management plan is well-designed and comprehensive. The detailed plan provides activities that are aligned to goals and objectives to the project. The timeline is realistic. The process for collecting and analyzing feedback for continuous improvement is adequate.

Weaknesses:

The proposal states that the project will need three additional FTEs to support this project with the expectation of a January 2015 start date (43). The applicant should provide a contingency plan for staffing if qualified candidates cannot be identified and hired by January 2015.

Reader's Score: 12

Selection Criteria - Quality of the Project Evaluation

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

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the methods of evaluation will, if well- implemented, produce evidence of promise (as defined in 34 CFR 77.1(c)).

(iii) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Note: The Secretary encourages the applicant to describe how evaluation activities will contribute to research and the knowledge base in the field regarding the project s focus area.

Strengths:

The evaluation plan proposes measures that will identify if the goals have been met. It utilized research-based guiding principles to develop critical questions.

Weaknesses:

As written, this plan will not produce sufficient quantitative data which is the first factor that has to be met in evaluating this section.

Reader's Score: 8

Priority Questions

Competitive Preference Priority 1 - Students with Disabilities

1. This priority is for projects of national significance and scope that are designed to increase equitable access to charter schools for students with disabilities and increase charter schools' enrollment of students with disabilities, as well as improve achievement (including student achievement and student growth) and attainment (including high school graduation rates and college enrollment rates) for students with disabilities in charter schools, through one or more of the following activities:

1. Developing strategies and tools to increase equitable access to charter schools for students with disabilities and increase charter schools' capacity to recruit, enroll, and serve students with disabilities, and improve student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

2. Disseminating promising practices for increasing equitable access to charter schools for students with disabilities; increasing charter schools' capacity to recruit, enroll, and serve students with disabilities; and improving student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

3. Promoting collaborative activities between charter schools, non-chartered public schools, and key special education stakeholders designed to improve student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

Strengths:

This proposed program's goals directly focuses on address the needs of SWDs and will focus on all three activities. The program outcomes are well designed and include quantifiable measurements (i.e. math/reading increases) that will ensure that success is achieved.

Weaknesses:

This section has no weaknesses.

Reader's Score: 5

Competitive Preference Priority 2 - English Learners

1. This priority is for projects of national significance and scope that are designed to increase equitable access to charter schools for English learners and increase charter schools' enrollment of English learners, as well as improve academic achievement (including student achievement and student growth) and attainment (including English proficiency, high school graduation rates, and college enrollment rates) for English learners, through one or more of the following activities:

1. Developing strategies and tools to increase equitable access to charter schools for English learners; increase charter schools' capacity to recruit, enroll, and serve English learners; and improve student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

2. Disseminating promising practices for increasing equitable access to charter schools for English learners; increasing charter schools' capacity to recruit, enroll, and serve English learners; and improving student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

3. Promoting collaborative activities between charter schools, non-chartered public schools, and key English learner stakeholders designed to improve student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

Strengths:

This proposed program's goals directly focuses on address the needs of ELLs and will focus on all three activities. The program outcomes are well designed and include quantifiable measurements (i.e. math/reading increases) that will ensure that success is achieved.

Weaknesses:

This section has no weaknesses.

Reader's Score: 5

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Technical Review Coversheet

Applicant: Massachusetts Charter Public School Association (U282N150011)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	30
Quality of Project Design		
1. Project Design	30	25
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	15	10
Quality of the Project Evaluation		
1. Project Evaluation	10	8
Sub Total	100	81
Priority Questions		
Competitive Preference Priority 1		
Students with Disabilities		
1. CPP 1	5	5
Sub Total	5	5
Competitive Preference Priority 2		
English Learners		
1. CPP 2	5	5
Sub Total	5	5
Total	110	91

Technical Review Form

Panel #1 - Charter Schools National Leadership - 1: 84.282N

Reader #2: *****

Applicant: Massachusetts Charter Public School Association (U282N150011)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The national significance of the proposed project.

(ii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

(iii) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

Strengths:

The School-Wide Applications Model and MA Cluster Partnership (pp. 1, 8) should lead to shared knowledge and understanding of educational problems, issues and effective strategies among schools.

The applicant includes multiple partners including NACSA, NAPCS, NCSECS and the University of Massachusetts to enable others to use the information and strategies developed and evaluated through this project.

Weaknesses:

The applicant could support the case for national significance with additional support and documented research regarding the position of Massachusetts in the national charter sector. The applicant states that "Massachusetts is recognized as having one of the most successful charter school initiatives..." (p. 4) but doesn't give any information on sources that recognize Massachusetts in this way.

Reader's Score: 30

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(ii) The extent to which the proposed project is supported by strong theory (as defined in 34 CFR 77.1 (c)).

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Note: The Secretary encourages the applicant to discuss how its proposed project addresses the

absolute priority to which the applicant has responded.

(iv) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The applicant has studied the issue as demonstrated through the three-year study and development of the cooperative (p. 19) as well as the Access and Equity study group (pp. 19-20).

The Model Demonstration Schools (MDS) provides embedded and customized professional development to assist schools through effective implementation (pp. 25-27).

The logic model (Appendix A, Table 5) presents a clear and logical path toward significant outcomes.

Weaknesses:

This section could be improved by discussing the likelihood or measurement of improvement in student academic achievement in addition to the implementation outcomes listed (p. 37).

The Model Demonstration Schools (MDS) provides embedded and customized professional development to assist schools through effective implementation.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

In addition, the Secretary considers:

(i) The qualifications, including relevant training and experience, of the project director or principal investigator.

(ii) The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The project plan includes qualified and experienced individuals with relevant experience in educational research and developing relationships with local and national partners (pp. 39-42).

The project director is highly qualified and experienced in pertinent areas including educational research (p. e39).

Weaknesses:

The applicant does not address the extent to which it encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The Statewide Scaling Plan (Appendix A, Figure 4) provides a reasonable timing model for the Cluster Program, Specials Network and Model Demonstration Schools.

The Model Demonstration Schools and Cluster Program Schools have adequate time to ensure feedback and continuous improvement in the project (Appendix A, Table 5).

Weaknesses:

The applicant could strengthen this section by clearly defining responsibilities for each task and building credibility through using names or titles on the management plan chart.

The project personnel at this time includes only MPCSA employees. The level by which the consultants were used or will be involved in the future is not clear (p. 39-40).

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

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

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the methods of evaluation will, if well- implemented, produce evidence of promise (as defined in 34 CFR 77.1(c)).

(iii) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Note: The Secretary encourages the applicant to describe how evaluation activities will contribute to research and the knowledge base in the field regarding the project s focus area.

Strengths:

The evaluation method uses guided protocols and the applicant builds evidence that it can inform similar programs and provide evidence of promise through valid research methods (p. 57).

Weaknesses:

The applicant could strengthen this section by clearly defining the purpose of the evaluation questions (EQ). It is unclear how each EQ relates to the provision of performance data (pp. 56-57).

Reader's Score: 8

Priority Questions**Competitive Preference Priority 1 - Students with Disabilities**

1. This priority is for projects of national significance and scope that are designed to increase equitable access to charter schools for students with disabilities and increase charter schools' enrollment of students with disabilities, as well as improve achievement (including student achievement and student growth) and attainment (including high school graduation rates and college enrollment rates) for students with disabilities in charter schools, through one or more of the following activities:

1. Developing strategies and tools to increase equitable access to charter schools for students with disabilities and increase charter schools' capacity to recruit, enroll, and serve students with disabilities, and improve student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

2. Disseminating promising practices for increasing equitable access to charter schools for students with disabilities; increasing charter schools' capacity to recruit, enroll, and serve students with disabilities; and improving student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

3. Promoting collaborative activities between charter schools, non-chartered public schools, and key special education stakeholders designed to improve student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

Strengths:

The charter School Access & Equity group has performed some important work to identify problems within the state (p 5).

Project Objective #2 (p. 31) and the example cited regarding a part-time physical therapist presents a strong, real-world case for improving access, achievement and attainment.

Weaknesses:

No weaknesses were noted.

Reader's Score: 5

Competitive Preference Priority 2 - English Learners

1. This priority is for projects of national significance and scope that are designed to increase equitable access to charter schools for English learners and increase charter schools' enrollment of English learners, as well as improve academic achievement (including student achievement and student growth) and attainment (including English proficiency, high school graduation rates, and college enrollment rates) for English learners, through one or more of the following activities:

1. Developing strategies and tools to increase equitable access to charter schools for English learners; increase charter schools' capacity to recruit, enroll, and serve English learners; and improve student achievement, including student growth and English proficiency, and attainment (e.g., high school

graduation rates, college enrollment rates) for English learners.

2. Disseminating promising practices for increasing equitable access to charter schools for English learners; increasing charter schools' capacity to recruit, enroll, and serve English learners; and improving student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

3. Promoting collaborative activities between charter schools, non-chartered public schools, and key English learner stakeholders designed to improve student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

Strengths:

The charter school Access and Equity group has done some important work identifying the problems (p. 5).

The applicant recognizes the gap in the charter sector for "implementing evidence-based solutions" (p. 6).

The cluster partnership component (p. 28-30) presents a strong collaborative effort to improve student achievement, growth and attainment for English language learners.

Weaknesses:

No weaknesses were noted.

Reader's Score: **5**

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Status: Submitted

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Technical Review Coversheet

Applicant: Massachusetts Charter Public School Association (U282N150011)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Significance		
1. Significance	35	32
Quality of Project Design		
1. Project Design	30	25
Quality of Project Personnel		
1. Project Personnel	10	5
Quality of the Management Plan		
1. Management Plan	15	10
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	82
Priority Questions		
Competitive Preference Priority 1		
Students with Disabilities		
1. CPP 1	5	5
Sub Total	5	5
Competitive Preference Priority 2		
English Learners		
1. CPP 2	5	5
Sub Total	5	5
Total	110	92

Technical Review Form

Panel #1 - Charter Schools National Leadership - 1: 84.282N

Reader #3: *****

Applicant: Massachusetts Charter Public School Association (U282N150011)

Questions

Selection Criteria - Significance

1. The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factors:

(i) The national significance of the proposed project.

(ii) The extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

(iii) The potential contribution of the proposed project to increased knowledge or understanding of educational problems, issues, or effective strategies.

Strengths:

The applicant provided research findings and recent publication by the National Alliance for Public Charter Schools to support the needs of proposed project (p.3). The proposed project will be the first statewide charter-support initiative for MA charter schools. The disseminating strategies are clearly developed and presented demonstrating national impact (p. 2). Furthermore, the applicant described disseminating strategies in details in the management plan (p.44-55). The web of support is a highlight in this proposal which does not exist today. Creating exemplars of 24 model demonstration schools to share best practices is an innovative and collaborative approach to provide evidence and support to all other charter schools. This approach will be documented and disseminated nationally in Year 3 (p.9). It is convincing that through this model, while seeking to provide quality programs to serve the target population, the sector's would understand the strategies to be implemented to support charter schools (p.8-9)

Weaknesses:

The applicant needs to provide reference and data to support claims such as "Massachusetts is recognized as having one of the most successful charter school initiatives in the country" (p.4).

Reader's Score: 32

Selection Criteria - Quality of Project Design

1. The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.

(ii) The extent to which the proposed project is supported by strong theory (as defined in 34 CFR 77.1 (c)).

(iii) The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition.

Note: The Secretary encourages the applicant to discuss how its proposed project addresses the

absolute priority to which the applicant has responded.

(iv) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.

Strengths:

The applicant clearly identified the project objectives, activities, measurable outcomes, and support needed. The project is designed per the logic model (p.22-55).

The applicant identified the rationale of the proposed project in the section of planning and preparation.

The web of support is the highlight of the application which does not exist today. The approach provides a local and statewide support to MA charter schools to increase their capacity to serve the target population. It is a well-thought approach (p.9-10).

Weaknesses:

It is not evident that how the proposed project would lead to improvements in the achievement of students. More details need to be presented.

Reader's Score: 25

Selection Criteria - Quality of Project Personnel

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.**

In addition, the Secretary considers:

(i) The qualifications, including relevant training and experience, of the project director or principal investigator.

(ii) The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The applicant demonstrated in submitted resumes that the project director and key project personnel have extended knowledge and expertise to lead the project to success.

Weaknesses:

It is not evident that the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

Three key positions are still open (p.40). It is understandable and assumed that these positions will be filled once the project is launched. However, neither efforts nor required credential are presented to ensure qualified personnel will be hired.

Reader's Score: 5

Selection Criteria - Quality of the Management Plan

1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

(i) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

(ii) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The management plan clearly described the activities, person responsible for some activities, and milestones to measure the progress. Most of the plan elements are specific, defined, and measurable (p.43-55).

Weaknesses:

There are no procedures presented for ensuring feedback and continuous improvement in the operation of the proposed project. Due to the absence of the key personnel as the Executive Director of SPED Collaborative Network, Director of Cluster Program, and Director of Specialist Network, the applicant may need a well-thought plan to recruit qualified professionals to support the project implementation.

Reader's Score: 10

Selection Criteria - Quality of the Project Evaluation

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

(i) The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

(ii) The extent to which the methods of evaluation will, if well- implemented, produce evidence of promise (as defined in 34 CFR 77.1(c)).

(iii) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Note: The Secretary encourages the applicant to describe how evaluation activities will contribute to research and the knowledge base in the field regarding the project s focus area.

Strengths:

The research questions are tied to the objective performance measures including both qualitative and quantitative data collection. Research questions are well defined. Methods of ensuring validity and reliability of data collection are evident in the research plan (p.58). Evaluation activities are presented which, if well-implemented, will produce evidence of promise (p.56-60/ Appendix A Table 7).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Priority Questions

Competitive Preference Priority 1 - Students with Disabilities

1. This priority is for projects of national significance and scope that are designed to increase equitable access to charter schools for students with disabilities and increase charter schools' enrollment of students with disabilities, as well as improve achievement (including student achievement and student growth) and attainment (including high school graduation rates and college enrollment rates) for students with disabilities in charter schools, through one or more of the following activities:

1. Developing strategies and tools to increase equitable access to charter schools for students with disabilities and increase charter schools' capacity to recruit, enroll, and serve students with disabilities, and improve student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

2. Disseminating promising practices for increasing equitable access to charter schools for students with disabilities; increasing charter schools' capacity to recruit, enroll, and serve students with disabilities; and improving student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

3. Promoting collaborative activities between charter schools, non-chartered public schools, and key special education stakeholders designed to improve student achievement, including student growth, and attainment (e.g., high school graduation rates, college enrollment rates) for students with disabilities.

Strengths:

In Massachusetts, charter schools must create an annual recruitment and retention plan that outlines the strategies they will employ to attract low income, special education, and ELL students to their schools.

The proposed project presented the exceptional approach of the web of support to increase the capacity of charter schools in MA to better serve target students. Such an approach will be disseminated through partners at the state and national level.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Competitive Preference Priority 2 - English Learners

1. This priority is for projects of national significance and scope that are designed to increase equitable access to charter schools for English learners and increase charter schools' enrollment of English learners, as well as improve academic achievement (including student achievement and student growth) and attainment (including English proficiency, high school graduation rates, and college enrollment rates) for English learners, through one or more of the following activities:

1. Developing strategies and tools to increase equitable access to charter schools for English learners; increase charter schools' capacity to recruit, enroll, and serve English learners; and improve student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

2. Disseminating promising practices for increasing equitable access to charter schools for English learners; increasing charter schools' capacity to recruit, enroll, and serve English learners; and improving student achievement, including student growth and English proficiency, and attainment (e.g.,

high school graduation rates, college enrollment rates) for English learners.

3. Promoting collaborative activities between charter schools, non-chartered public schools, and key English learner stakeholders designed to improve student achievement, including student growth and English proficiency, and attainment (e.g., high school graduation rates, college enrollment rates) for English learners.

Strengths:

In Massachusetts, charter schools must create an annual recruitment and retention plan that outlines the strategies they will employ to attract low income, special education, and ELL students to their schools.

The proposed project presented the exceptional approach of the web of support to increase the capacity of charter schools in MA to better serve target students. Such approach will be disseminated through partners at the state and national level.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Status: Submitted
Last Updated: 11/13/2014 03:32 PM