

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

Status: Submitted

Last Updated: 11/19/2014 03:28 PM

Technical Review Coversheet

Applicant: New Schools for New Orleans (U282N150020)

Reader #1: *****

	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	9
Quality of the Project Evaluation		
1. Project Evaluation	10	8
Sub Total	100	80
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	0
Sub Total	5	0
Total	110	85

Technical Review Form

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

Reader #1: *****

Applicant: New Schools for New Orleans (U282N150020)

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 project has the national significance through activities that will start at the local level. Based on the number of charters in New Orleans, this is a sufficient pilot site for the project's activities due to its past achieving significant academic growth for their growing SWD population. The research already conducted by CREDO shows that the school district has been able to use its the longer school year to make this progress (pg. 3). If approved, this project will be able to further CREDO work by utilizing the data as part of its baseline variable to determine what other support (i.e. proposed activities) can achieve even greater academic gains. The projected reach of training and placing 380 special education/add-on certificated teachers (through its three partners) will have a significant impact national if the same strategy can be implemented in other cities (pg. 31).

Weaknesses:

The application states that its project is built on the partnership of three national organizations (Relay , TFA, TNTP) but does not provide information on how this model can be replicated nationally in cities that do not have one of the three organizations. Additionally, the applications lacks information as to what criteria would be used to identify other potential other non-profits partners in other cities that could be substitute one of the three proposed partners.

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:

As demonstrated in Figure A(1) Logic Model, the mapping of the projects' goals, activities and outcomes are well designed and cohesive (pg. 6). The special education talent recruitment issue is a national concern as charter schools struggle to deliver services with limited certified staff. This proposed project will create a list of vetted related service providers which allows schools to build short/long-term capacity with outsourced staff. Additionally, this RSP activity along with training and a fellows program will have a significant impact.

Weaknesses:

Special education coordinators are not present/staffed at all charter schools for various reasons (budget, org model, etc.). The training opportunity should be available to at least one special educator at each site who will be responsible for training the trainer at the local school level. Additionally, the applicant references the CREDO research which shows that achievement gains were possible in a "longer school year" environment which has assisted New Orleans in making a greater academic impact with SWDs (50 additional days). Since all charter schools nationwide do not have a longer year, the project as designed might not be as effective because of the decrease in instructional time, teacher training opportunities and possible resources. As the project expands to nationwide, this variable should be examined more closely (pg. 3).

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 application includes a clear plan for recruiting underrepresented and diverse candidates to work on this project. Based on their collective qualifications, the applicant team and external partners are knowledgeable and experienced in the area of education program design, implementation and management. The proposed project director has experience managing new education initiatives (charter schools, nonprofit).

Weaknesses:

This section should include information regarding the percentage of time that the Project Director will devote to this project versus her NSNO responsibilities (pg 44). This additional information, along with a comprehensive org chart of the project team, will help determine if this project will have a sufficient level of support from the project lead organization, NSNO.

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 management plan's guiding principles are well-defined, clear and contains ongoing activities (monthly/quarterly check-ins) that will lead to achievable outcomes. The engagement of local stakeholders including local district officials will ensure that the project will overcome the typical challenges (pg. 38). Additionally, the plan includes four key activities to ensure that feedback is collected, analyzed and included in tasks to improve the project over time (pg. 41-42).

Weaknesses:

The plan timeline table for the external partners is unclear. Each activity should have a more defined timeline for each project task within each designated year to determine if it can be completed within that time period (pg. 38-40). For table A3, "vendor" should be clearly defined in the "Project Personnel" section of the application. This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

Reader's Score: 9

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 project performance measures are comprehensive and will produce a variety of quantitative and qualitative data points. It is grounded in statistical testing methods that will assist in validating the outcomes of this project.

Weaknesses:

The "Frequency of Analysis" should include a proposed date every year. This should be aligned with the management plan's project tasks.

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 are clear and cohesive. Moreover, the goals directly impacts activity 3 and indirectly deliver outcomes for activities #1 and 2. The program outcomes are well designed and include quantifiable measurements (i.e. math/reading increases) that will ensure that success is achieved.

Weaknesses:

There are no weaknesses in this section.

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:

There are no strengths as this application does not address the needs of ELs.

Weaknesses:

There are no weaknesses as this application does not address the needs of ELs.

Reader's Score: **0**

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Status: Submitted

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Technical Review Coversheet

Applicant: New Schools for New Orleans (U282N150020)

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	10
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	0
Sub Total	5	0
Total	110	90

Technical Review Form

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

Reader #2: *****

Applicant: New Schools for New Orleans (U282N150020)

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 New Orleans RSD is serving as a national model for decentralized school systems. The applicant recognizes the national significance that has already been placed on this reform movement and appropriately seeks to leverage that momentum (p. e18-19).

The Instructional Guides and Site Visits / Observations (p. e41) will contribute to increased knowledge or understanding of educational problems, issues and effective strategies.

Weaknesses:

This section would be strengthened by additional detail regarding dissemination strategies outside of TFA and TNTP that would support access to communities of practice that are not involved with these and other regional and national organizations (Charter School Partners, Mind Trust, etc.) mentioned (e40-43).

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 supplies strong evidence that increasing the pipeline of educators and coordinators will have a significant impact through the tables and data contained in pp. e23-26.

The logic model (p. e21) presents a clear, theoretical path from the current state to significant outcomes including improvements in student achievement.

Weaknesses:

Increasing efficiencies by which charter schools contract with RSP's (p. e20) is an admirable goal. This goal could be better supported with details on vetting practices to ensure quality rather than easier contact (p. e20).

The goal of increasing efficiencies by charter schools contracting with RSP could be better supported with details on vetting practices to ensure high quality rather than just a method to ensure easier contact with RSP's (p. e20).

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 includes talented and experienced educational leaders who have been involved successfully with large-scale improvement efforts (pp. e59-60).

The project director is highly qualified with relevant training and experience (p. e41).

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 (p. e57).

Weaknesses:

No Weaknesses were noted.

Reader's Score: 10

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 use of an external evaluator is an effective method to increase credibility and reliability of this important work (p. e52).

The history of collaboration between key partners, NSNO, TNTP and TFA should aid in coordinating responsibilities and timelines for project tasks (p. e52-53).

Weaknesses:

The applicant could improve this section by detailing the activities and goals of the "monthly check-in meetings." (p. e52).

This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

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:

This reviewer appreciates the acknowledgement of the challenges associated with Research Finding 1 (p. e66 citation 44). Assuming this research finding is valid without that acknowledgement would raise some questions about the depth of the applicant's preparation for project evaluation. That the applicant acknowledged this shows a commitment to validity and transparency.

The two research questions leading to Outcome A and Outcome B (p. e61-62) show a clear relationship to the intended project outcomes.

Weaknesses:

The intended outcome to determine the extent that "... school-level spending on recruitment, development, and retention of special education personnel is more efficient" (p. e61) seems very difficult to measure. It is unclear how the baseline data will be established.

This section could be strengthened by more rigorous expectations from the teacher/special educator retention goal (p. e48). The goal should clearly specify the expected (or desired) improvement in teacher/director retention rate.

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 applicant addresses numerous, targeted strategies and collaborative activities to increase equitable access and student achievement (pp. e33-40).

The "add on" special education certification program for teachers licensed in other areas (p. e55 and others) is an effective strategy to improve achievement for SWD.

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:

No strengths were noted.

Weaknesses:

The applicant does not address this competitive priority,

Reader's Score: 0

Status: Submitted
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Status: Submitted

Last Updated: 11/13/2014 03:44 PM

Technical Review Coversheet

Applicant: New Schools for New Orleans (U282N150020)

Reader #3: *****

	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	10
Quality of the Management Plan		
1. Management Plan	15	15
Quality of the Project Evaluation		
1. Project Evaluation	10	10
Sub Total	100	90
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	0
Sub Total	5	0
Total	110	95

Technical Review Form

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

Reader #3: *****

Applicant: New Schools for New Orleans (U282N150020)

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 proposed project positioned itself as "the first urban district to create system-wide programs to reduce the shortages [of special education teachers] and enable charter schools to achieve both excellence and equity in special education" (p.e48). The local and national level partner organizations add the significance impact to the project to bring the practices to scale in other states and cities.

The applicant proposed dissemination strategies through curriculum sharing, instructional guide, site visits and observations, and stories sharing (p.e40-41).

The applicant addressed this criterion as the contribution to the research field by identifying that limited research has been done to measure the effectiveness of instructional approaches (p.e51). The proposed project will involve a rigorous evaluation of the effectiveness of these approaches.

Weaknesses:

The applicant could further elaborate on the strategies and outcomes that how the proposed project would impact nationally towards student achievement besides partnering with national level organizations.

Though the applicant listed several dissemination strategies, it can be further explored such as through media, publication, and conference presentations.

The contribution would be limited to the research on effectiveness of instructional approaches. Other strategies could be explored to increase the understanding in the community at large.

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 specified the goals, activities, outcomes using logic model, which are specified and measurable. As an example, "charter school effect size for SWD will be at least 0.1 for math and reading citywide; effect size in at least one subject area will be at least 0.15" as an evidence of improved results for SWD in charter schools (p.e21).

Based on the facts that strategies/activities are designed based on responses and concerns raised from the field, it is convincing that these strategies are likely to be effective (p.e23-26).

The applicant addressed the criteria likely to lead to improve student achievement by recruiting and coaching qualified special education staff (p.e30-31).

Weaknesses:

The applicant presented three attributes in response to the criteria of being exceptional. However, similar activities have been implemented in other areas as an alternative teacher preparation program. Results are mixed, thus approaches might be somewhat effective but not exceptional.

The applicant provided vague information which is not convincing enough that the project will show improvement in student achievement based on the implementation of a single successful case. Special education teachers are definitely in needs but recruiting and training staff alone might not be effective to produce results.

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:

It is 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 (p.e57).

The submitted resumes provided sufficient evidence that the project director and key project personnel have extended experience and knowledge in the field to lead the proposed project.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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 applicant provided the management structure clearly defined the achievable objectives, time line, responsibilities, and milestones for accomplishing project tasks (p.e51-55). These objectives are measurable and plans are actionable. The applicant provided adequate information regarding the procedures to ensure feedback and continuous improvement (p.e55-57).

Weaknesses:

No weaknesses noted.

*This criterion was thoroughly discussed and my score reflects my professional assessment of this section.

Reader's Score: 15

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 applicant provided sufficient and extended information regarding the methods of evaluation including objective performance measures. Further research proposal is detailed and comprehensive including approaches to collect valid and reliable performance data - both qualitative and quantitative. Due to the well-designed research plan, it will likely produce evidence of promise (p.e61-69).

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:

The applicant proposed plans of developing strategies to recruit and build a pipeline of qualified and skillful teachers to teach students with disabilities through TFA and TNTP. The target participant, key activities and expected outcomes are clearly identified (p.e44-47). The practices will be disseminated through the partners at the 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:

No strengths noted.

Weaknesses:

The criteria were not addressed.

Reader's Score: **0**

Status: Submitted

Last Updated: 11/13/2014 03:44 PM