

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

Status: Submitted

Last Updated: 08/19/2010 01:34 PM

## Technical Review Coversheet

**Applicant:** Lawndale Educational & Regional Network -- Development,CMO (U282M100042)

**Reader #1:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	50	48
<b>Contribution assisting disadvantaged</b>		
1. Contribution	15	14
<b>Quality of Project Design</b>		
1. Quality of design	10	9
<b>Quality of the Management Plan</b>		
1. Quality Management Plan	25	23
<b>Overall Comments</b>		
<b>Overall Comments</b>		
1. Overall Comments	0	0
<b>Total</b>	100	94

# Technical Review Form

Panel #3 - Panel - 3: 84.282M

Reader #1: \*\*\*\*\*

Applicant: Lawndale Educational & Regional Network -- Development,CMO (U282M100042)

## Questions

### Selection Criteria - Quality of the Eligible Applicant

1. In determining the quality of the applicant, the Secretary considers the following factors:
  - (i) The degree to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students, served by charter schools operated or managed by the applicant.
  - (ii) The degree to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II).
  - (iii) The degree to which the applicant has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.Applicants are invited to submit objective data that they believe would provide relevant information in support of these three factors, along with comparison data for similar schools, where available. In particular, the Secretary is interested in the following data: (1) Performance (school-wide and by subgroup) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State or States at the same grade level, and as compared with other schools serving similar demographics of students; (2) annual student attendance and retention rates (school-wide and by subgroup), and comparisons with other similar schools; (3) where applicable and available, high school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) of students attending schools operated or managed by the applicant. When reporting data for schools in States that may have particularly demanding or low standards of proficiency (for example, see the report available at <http://nces.ed.gov/nationsreportcard/pdf/studies/201456.pdf>), applicants are invited to discuss how their academic success might be considered against applicants from across the country.

#### Strengths:

Page 2 illustrates that LEARN schools are closing the achievement gap and surpassing the city by 20% and kept pace with statewide proficiency rates. The use of national percentile ranking on page 8 documents achievement higher than state or local benchmarks. Page 10 illustrates higher attendance rates than non-charters, as well as a longer day and a longer year for the LEARN students. The inclusion of the support of the community and school provide evidence that the strategy for retention rates and attendance are sustainable with current and future projects. There is strong documentation of system of learning that is applied to both LA and math, on pages 12-14. LEARN uses a balanced curriculum described on pages 14-17 and the everyday math program, documented on pages 17-19. Both programs benefit from shared learning environments, a curriculum that emphasizes conceptual understanding, full spectrum immersion and based on how students learn.

#### Weaknesses:

There is an assumed relationship between the curriculum and the outcomes. It would be helpful to have an impact analysis to determine what levels of curricular interventions resulted in positive gains.

Reader's Score: 48

### Selection Criteria - Contribution assisting disadvantaged

1. The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic

achievement standards, and to graduate college- and career-ready.

**Strengths:**

Data on page 3 indicates that LEARN has higher levels of minority and disadvantaged students than both the city and neighborhood. Page 3 the applicant cites higher performance with disadvantaged students than city and neighborhood. Page 12 indicates that 40% more time is spent with students than average non-charter school. More engagement with disadvantaged students is assisted through the applicant's all-inclusive model, which allows for support of the community to be integrated with the school.

**Weaknesses:**

Data on page 5 cites that 80% of all students in state achieved state standards and that LEARN achieved 78%, which then documents a closing of the achievement gap. However, without prior data, this could be construed as LEARN underperforming the state levels.

**Reader's Score: 14**

**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--**
  - (i) **The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable. Applicants proposing to open schools serving substantially different populations than those currently served by the model for which they have demonstrated evidence of success should address the attainability of outcomes given this difference.**
  - (ii) **The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

**Strengths:**

The applicant provides a listing of quantifiable project objectives on page 35. Additionally, the applicant includes the logic model that provides scaffolding for the project objectives on page 35. The strong management plan on page 38 defines priorities that are connected to direct student achievements. The sustainability plans outlined on pages 39-41 provide both human capital and fiscal resources to be integrated with the overall design. The teacher apprentice program listed on page 20 provides a unique way to build current and future education capacity of the school. The teacher apprenticeship program allows for a lower student:teacher ratio and builds necessary and experienced teachers for the replication project.

**Weaknesses:**

The project objectives are not linked to overall goals and timelines.

**Reader's Score: 9**

**Selection Criteria - Quality of the Management Plan**

1. **The Secretary considers the quality of the management plan and personnel to replicate and expand high-quality charter schools. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers--**
  - (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 business plan for increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding, including, but not**

limited to facilities, financials, central office, academics, governance, oversight, and human resources of the schools.

(iii) A multi-year financial and operating model for the organization, as well as a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success.

(iv) A plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.

(v) The qualifications, including relevant training and experience, of the project director, CEO/organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.

**Strengths:**

The applicant demonstrates strong financial commitment on pages 40-41. The budgets are strongly linked to the management plan, as described on pages 39-42 and 44. The project timeline on page 35 includes short, intermediate and long-term goals and is linked to management support. Pages 42-44 outlines team qualifications that are linked to internal capacity. A comprehensive listing of CVs for management team are provided in the appendices.

**Weaknesses:**

The application does not list previous obstacles encountered and methods that have been attempted to overcome challenges.

**Reader's Score: 23**

**Overall Comments - Overall Comments**

- 1. Please provide a summary of comments for this application. There are no points awarded in this section. Please enter 0 for the minimum and maximum scores.**

**General:**

The application demonstrates a strong ability for the applicant to provide an educational program that is effective and high performing. Program specifics include a strong teacher immersion component, ability to provide services to disadvantaged populations with positive effect, collaboration intra and inter schools, community outreach, project objectives, a logic model and management aspects that reflect a strong ability for replication.

**Reader's Score: 0**

---

**Status:** Submitted

**Last Updated:** 08/19/2010 01:34 PM

Status: Submitted

Last Updated: 08/20/2010 07:28 AM

## Technical Review Coversheet

**Applicant:** Lawndale Educational & Regional Network -- Development,CMO (U282M100042)

**Reader #2:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	50	50
<b>Contribution assisting disadvantaged</b>		
1. Contribution	15	13
<b>Quality of Project Design</b>		
1. Quality of design	10	10
<b>Quality of the Management Plan</b>		
1. Quality Management Plan	25	25
<b>Overall Comments</b>		
<b>Overall Comments</b>		
1. Overall Comments	0	0
<b>Total</b>	100	98

# Technical Review Form

Panel #3 - Panel - 3: 84.282M

Reader #2: \*\*\*\*\*

Applicant: Lawndale Educational & Regional Network -- Development, CMO (U282M100042)

## Questions

### Selection Criteria - Quality of the Eligible Applicant

1. In determining the quality of the applicant, the Secretary considers the following factors:
  - (i) The degree to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students, served by charter schools operated or managed by the applicant.
  - (ii) The degree to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II).
  - (iii) The degree to which the applicant has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.Applicants are invited to submit objective data that they believe would provide relevant information in support of these three factors, along with comparison data for similar schools, where available. In particular, the Secretary is interested in the following data: (1) Performance (school-wide and by subgroup) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State or States at the same grade level, and as compared with other schools serving similar demographics of students; (2) annual student attendance and retention rates (school-wide and by subgroup), and comparisons with other similar schools; (3) where applicable and available, high school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) of students attending schools operated or managed by the applicant. When reporting data for schools in States that may have particularly demanding or low standards of proficiency (for example, see the report available at <http://nces.ed.gov/nationsreportcard/pdf/studies/201456.pdf>), applicants are invited to discuss how their academic success might be considered against applicants from across the country.

#### Strengths:

Applicant provided data that compared its achievement to local schools and state wide schools. (e4). It is further impressive that the school has met AYP each year it has been opened and operating under the AYP legislative mandate, despite only 25% of the city (local) schools meeting AYP during the same time period.

Applicant provided data in terms of sub-groups that consistently outperformed the state sub-group scores over the last six years. (p e4) This type of historical data, demonstrating positive trending, indicates the school has developed an academic program that is effective over time.

Applicant's academic results have been verified by a third party, the Charter School Growth Fund,. (e4) Having school wide data reviewed and interpreted by an outside reviewer is a strong indication of quality management. The applicant indicates these achievement results are the best performance by a first year school in the Fund's portfolio.

This reviewer appreciated seeing the chart on page e6 which breaks down the achievement data of each of the applicant's campuses and compared to the local schools' data. This type of information provides confidence to the reviewer that each campus is performing on its own merit and not one campus is scoring in such a way as to skew the results of all of the campuses.

To further document the quality of the applicant, the school's program moved low-performing students (bottom quartile) to the second quartile. Achievement such as this is indicative of a strong academic program. ( e8)

Applicant provided data that indicated it has surpassed attendance rates as compared to state and local schools.

Graduation from the school has allowed 100% of the graduates to attend college prep high schools, often exclusive schools, in preparation for college. ( e8). This reviewer believes these prep high schools would not accept these graduates unless they felt the students were ready and able to complete a rigorous high school experience.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 50**

**Selection Criteria - Contribution assisting disadvantaged**

- 1. The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready.**

**Strengths:**

While this applicant is an elementary environment, it is clear the program is preparing students for college. The applicant incorporates expectations that every student will go to college into its daily routines. In addition, even the elementary students are exposed to colleges and there is dialogue with these young children around college.

Applicant presented detailed descriptions of its academic programming, all of which are considered to be best practices. (e11)

Applicant did a nice job presenting its system of learning. ( e11) This allowed the reviewer to understand more of the school culture which contributes to the overall success of the school.

**Weaknesses:**

This reviewer would have appreciated a description of the applicant's special education programming (curriculum(s) used, progress monitoring techniques, inclusionary philosophy etc). This would have allowed the reviewer to determine that the school understands the unique needs of this population.

This reviewer would have appreciated a description of the applicant's ELL programming (curriculum(s), ELL parent involvement practices etc) . This would have allowed the reviewer to determine that the school understands the unique needs of this population.

Reader's Score: 13

### 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--
  - (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable. Applicants proposing to open schools serving substantially different populations than those currently served by the model for which they have demonstrated evidence of success should address the attainability of outcomes given this difference.
  - (ii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.

#### Strengths:

The applicant stated the goals of the proposed project in accordance with the criteria. ( e19)

Applicant presented a clear picture, through its logic model ( section7), of the types of activities that need to be accomplished, timelines, and milestones. This information helps the reviewer to have confidence that the applicant has studied the tasks and has a clear understanding of what needs to be done to be successful.

The project, building capacity by growing enrollment, depends upon teacher quality. The applicant did an outstanding job of describing its commitment to grow its staff organically through the teacher apprentice program (e20). This section was well developed and included many details such as the objectives of the teacher apprentice program as well as how the program would be evaluated. In addition, it discussed the specific classroom activities the apprentice is responsible for and a timeline indicating how the apprentice will gradually take over a classroom.

The teacher apprentice program is a solid approach to the applicant's need to consistently have strong, qualified teachers in classrooms. This is because the applicant is including two teachers per classroom in the lower grades. The school is wise to use a program such as the teacher apprentice program so that they will be able to always have well-trained teachers for the classrooms.

In support of this major initiative, the applicant is dedicating line-itemed money to this portion of the project. This tells the reviewer that the applicant is aware that this will be difficult but is willing to put all efforts into it to make the teacher apprentice program successful.

Further, it has studied this program enough that the applicant has identified goals of the program in order to measure its effectiveness.

Of course, in order to make this program successful, the applicant must recruit teachers. Its description of the recruitment plan is detailed enough to support the overall goals of the apprentice initiative ( e30)

#### 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 and personnel to replicate and expand high-quality charter schools. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers--
- (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 business plan for increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding, including, but not limited to facilities, financials, central office, academics, governance, oversight, and human resources of the schools.
  - (iii) A multi-year financial and operating model for the organization, as well as a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success.
  - (iv) A plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.
  - (v) The qualifications, including relevant training and experience, of the project director, CEO/organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.

**Strengths:**

In addition to the detailed logic model, the applicant presents a broad view of the tasks associated with the project (e36). Further, the applicant attaches milestones and names the responsible parties. This adds additional definition to the management plan.

Applicant has a plan for closing low performing schools which is well-defined. ( e37)

Applicant describes the role that the CMO will play in supporting the school and its progress through the project implementation. (e38)

Applicant has received commitments of external funding which will assist in the sustainability of the project (e40)

Applicant has identified its management team and provided details which proved the team is qualified to lead the project. ( e43)

The applicant recognizes the value that the governing board can bring to the project. It has identified areas that the board will be expected to lead such as planning and policy making, hiring leadership, understanding and maintaining the educational and organizational goals and raising funds. Having a strong board that understands its responsibilities is instrumental to the success of the project. ( e44)

Applicant presented a financial plan which supports the project.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 25**

**Overall Comments - Overall Comments**

1. Please provide a summary of comments for this application. There are no points awarded in this section. Please enter 0 for the minimum and maximum scores.

**General:**

This application was well developed and well written. It was detailed and provided the reader with a clear picture of the applicant's plans and the strategy design that will go into the project once it is implemented.

**Reader's Score:**     **0**

---

**Status:**           Submitted

**Last Updated:**   08/20/2010 07:28 AM

Status: Submitted

Last Updated: 08/19/2010 09:08 AM

## Technical Review Coversheet

**Applicant:** Lawndale Educational & Regional Network -- Development,CMO (U282M100042)

**Reader #3:** \*\*\*\*\*

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	50	45
<b>Contribution assisting disadvantaged</b>		
1. Contribution	15	14
<b>Quality of Project Design</b>		
1. Quality of design	10	8
<b>Quality of the Management Plan</b>		
1. Quality Management Plan	25	20
<b>Overall Comments</b>		
<b>Overall Comments</b>		
1. Overall Comments	0	0
<b>Total</b>	100	87

# Technical Review Form

Panel #3 - Panel - 3: 84.282M

Reader #3: \*\*\*\*\*

Applicant: Lawndale Educational & Regional Network -- Development,CMO (U282M100042)

## Questions

### Selection Criteria - Quality of the Eligible Applicant

1. In determining the quality of the applicant, the Secretary considers the following factors:
  - (i) The degree to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including educationally disadvantaged students, served by charter schools operated or managed by the applicant.
  - (ii) The degree to which the applicant has demonstrated success in closing historic achievement gaps for the subgroups of students described in section 1111(b)(2)(C)(v)(II).
  - (iii) The degree to which the applicant has achieved results for low-income and minority students that are significantly above the average academic achievement results for such students in the State.Applicants are invited to submit objective data that they believe would provide relevant information in support of these three factors, along with comparison data for similar schools, where available. In particular, the Secretary is interested in the following data: (1) Performance (school-wide and by subgroup) on statewide tests of all charter schools operated or managed by the applicant as compared to all students in other schools in the State or States at the same grade level, and as compared with other schools serving similar demographics of students; (2) annual student attendance and retention rates (school-wide and by subgroup), and comparisons with other similar schools; (3) where applicable and available, high school graduation rates, college attendance rates, and college persistence rates (school-wide and by subgroup) of students attending schools operated or managed by the applicant. When reporting data for schools in States that may have particularly demanding or low standards of proficiency (for example, see the report available at <http://nces.ed.gov/nationsreportcard/pdf/studies/201456.pdf>), applicants are invited to discuss how their academic success might be considered against applicants from across the country.

#### Strengths:

The applicant has submitted data to demonstrate its success in increasing student achievement, for all students as well as low-income and minority students, on both the Illinois State Test and NWEA MAP. The latter provide national comparisons and students are scoring around the 50th percentile. The data presentations are extensive (pp. 4-9). Eighth grade test scores suggest that LEARN has been successful in closing the achievement gap (p. 5). Attendance data also show that the applicant outperforms Chicago and state averages. All of the graduates of the charter schools have been accepted into college preparatory high schools (p. 9).

#### Weaknesses:

The percentages of fifth graders who meet or exceed proficiency on the state exam are typically less than the percentages of third graders or eighth graders (p. 5). This pattern has occurred for the 2008 and 2009 school years. The applicant does not acknowledge this pattern, explain why it is happening, or what it intends to do to address this lower performance in the fifth grade.

Reader's Score: 45

### Selection Criteria - Contribution assisting disadvantaged

1. The contribution the proposed project will make in assisting educationally disadvantaged students served by the applicant to meet or exceed State academic content standards and State student academic achievement standards, and to graduate college- and career-ready.

**Strengths:**

The charter is committed to meeting State content standards and academic achievement standards. LEARN acknowledges that its classroom instructional program required revamping to meet the needs of lower performing students and its solution to double the number of teachers per classroom is an impressive commitment toward that goal (pp. 22-25). The curriculum is well-designed and provides many opportunities for individualized attention and intervention (pp. 11-19). The charter also has set a goal of sending 95 percents of its students to higher education institutions.

The applicant's data suggests that many of its students are meeting State academic standards. LEARN also makes a convincing argument that it is closing the achievement gap (pp. 8-9) by examining percentile rankings on the NWEA MAP (p. 9).

**Weaknesses:**

NWEA MAP also provides average years of growth as part of their array of test reports. It would have been helpful for the applicant to provide these data as well to verify how much actual growth is occurring (p.9).

**Reader's Score:** 14

**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--**
  - (i) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable. Applicants proposing to open schools serving substantially different populations than those currently served by the model for which they have demonstrated evidence of success should address the attainability of outcomes given this difference.**
  - (ii) The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

**Strengths:**

The applicant identified five outcomes to meet by 2012 (p. 20). This includes opening 54 new classrooms. The applicant developed a logic model and plan for obtaining these outcomes. These plans focus the teacher apprenticeship program, teacher outreach and recruitment, and student support services. In reality, the teacher apprenticeship program (pp. 22-25) is the linchpin that will determine the charter's success. It has developed a detailed plan for building a core of teachers to staff these classrooms. This plan is impressive because it underscores the charter's understanding that teachers are at the heart of improving instruction and its commitment to providing the very best. Formal evaluation of this effort should be made to test its impact and potential for replication.

Teacher recruitment and student support services expansion plans also are presented (pp. 31-33). The measure of success for the first is straightforward.

**Weaknesses:**

The teacher apprenticeship program is very new, starting only three years ago. Nevertheless, it would have been helpful to provide data on how many teachers completed the apprenticeship, were assigned to classrooms as advanced teachers, and their retention rates.

The measure of success for student support is not sufficient (p. 33). Relying on student achievement scores is not satisfactory since many other factors are likely to intervene, many with a much strong causal effect. Other measures should be identified that more closely track to the successful provision of services in real time, such as the number of students receiving services, what types of services they receive, for how long services are offered, and what is the mix of

supports offered and do they align with the majority of student needs presented.

**Reader's Score: 8**

### **Selection Criteria - Quality of the Management Plan**

1. **The Secretary considers the quality of the management plan and personnel to replicate and expand high-quality charter schools. In determining the quality of the management plan and personnel for the proposed project, the Secretary considers--**
  - (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 business plan for increasing, sustaining, and ensuring the quality and performance of charter schools opened under this program beyond the initial period of Federal funding, including, but not limited to facilities, financials, central office, academics, governance, oversight, and human resources of the schools.**
  - (iii) **A multi-year financial and operating model for the organization, as well as a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project's long-term success.**
  - (iv) **A plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality.**
  - (v) **The qualifications, including relevant training and experience, of the project director, CEO/organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project.**

#### **Strengths:**

The applicant has provided a strong management plan and business plan for the charter operation. The applicant credited its work with the Charter School Growth Fund in building both the infrastructure and business plans needed to grow (pp. 34-36). Plans for the growth of the central authority are laid out. This authority will provide the infrastructure support needed for expansion, including finance and technology, development and fundraising, human resources, instruction and assessment, student support services, and real estate and operations (p. 39-40). The business plan has identified funding shortfalls for the next three years based on projections of revenues and expenses and a plan for meeting these shortfalls (p. 40).

Annual academic goals are set for each charter school and the principal is accountable for meeting them (p. 38). If not successful, the leadership team (including the principal) is removed and another one inserted.

The applicant has built the CEO and key personnel positions to prepare for expansion. All of the individuals filling these positions are highly qualified for the tasks at hand; together they provide a mix of business acumen and academic know-how.

The applicant has included numerous letters of support from government, foundation, university, community-based organizations. It has established strong ties that support the CMO's efforts to support Chicago youth.

#### **Weaknesses:**

The applicant argues that its staffing patterns will be self-sustaining once schools reach their full enrollments. The budget needed to support two teachers in each classroom plus a full-time social worker is sizable. However, it's not clear if the teacher apprenticeship program will remain in place over time and whether all classrooms will continue to have two teachers.

The plan for closing unsuccessful charters is vague. The applicant describes procedures for replacing the leadership team, but not for closing a school if the next team does not show success (p.38)

**Reader's Score:** 20

**Overall Comments - Overall Comments**

- 1. Please provide a summary of comments for this application. There are no points awarded in this section. Please enter 0 for the minimum and maximum scores.**

**General:**

This is a strong proposal. The applicant has submitted data that documents its effectiveness in improving student achievement and closing the achievement gap. The teacher apprenticeship program is a strong asset to the program in its efforts to exceed State student academic achievement measures. The applicant has worked with the Charter School Growth Fund to build its capacity for expansion; this was a positive move.

**Reader's Score:** 0

---

**Status:** Submitted

**Last Updated:** 08/19/2010 09:08 AM