

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

Technical Review Form

Panel #2 - Replication & Expansion - 2: 84.282M

Reader #1: *****

Applicant: Baltimore Curriculum Project (U282M150009)

Questions

Selection Criteria - Quality of the Eligible Applicant

1. (Note: Please provide your detailed comments for each of the following factors in the Quality of the Eligible Applicant Sub-Questions.)

In determining the quality of the applicant, the Secretary considers the following factors--

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).

(2) Either

(i) The degree, including the consistency over the past three years, 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) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).

General:

Baltimore Curriculum Project (BCP) is the applicant and as of July 2015, operates Govans Elementary School, a converted charter school. Overall, BCP has been able to demonstrate some success in increasing student academic achievement for its students.

It is noted that within the application data has not been consistently presented. In addition, academic performance, while above above the district, has plateaued in some areas.

Reader's Score: 41

Sub Question

Quality of the Eligible Applicant - Part 1

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).

Sub Question

Strengths:

Baltimore Curriculum Project is the applicant and as of July 2015, operates Govans Elementary School, a converted charter school. BCP model is to work with charters schools that have converted from district schools. It has successfully operates conversion charters in Baltimore since 2005 and is Baltimore's largest charter operator.

Baltimore City Public Schools (authorizer for all schools) has rated BCP as highly effective [e23]. BCP has shown to close the achievement gap with all three of its existing schools, all of which are Title 1 schools (City Springs, Wolfe Academy, and Hempstead Hill Academy).

BCP has been able to demonstrate some success in increasing student academic achievement for its students. This is evidenced by the collective reading rate (from 2004-2013) which shows an increase in performance on the MCA (2014 PARCC was being field tested so this data was not included in the narrative) from 43% to 75%. [e20] Math performance also increased from 2004 to 2013 (2014 PARCC being field tested data was not included in the narrative) from 38% to 68%.

Two BCP schools are in the top 10 high performing schools in Baltimore (Wolfe Academy went from #77 to #2; Hemstead Hill Academy is #3 middle school citywide, #9 grade school citywide).

In addition to the schools being designated Title 1 schools, across the network the student populations include FARMS rates averaging 90% and African-American students rates averaging close to 82% (with 100% African-Americans in two schools).

Individual schools managed by BCP show distinct subgroup populations but all schools overall serve populations which are predominately comprised of educationally disadvantaged students. Based on the 2015 data school profiles provided in the application:

City Springs [e134]:

- FARMS: 99%
- ESOL: 0%
- SWD 14%
- Mobility rate: 36.7 % (higher than Baltimore City's 32.2%)

Hempstead Hill Academy [e135]:

- FARM: 74%
- ESOL: 12%-14% [e23, e19] (40% speak Spanish as first language)
- SWD: 8%
- 30% AA; 35% White, 35% Latino

Wolfe Street Academy [e136]:

- FARMS: 95%
- ESOL: 59% in Wolfe Street Academy (highest ESOL rate in Baltimore)
- SWD: 12%
- 9% AA; 11% white; 80% Latino

Govans:[e137]

- FARMS: 89%-91% [e17, e16]
- ESOL 4%
- SWD: 17%
- AA: 97%

Weaknesses:

It is unclear as to why Govans converted to charter status. "Govans is already a successful school with high academic achievement and a strong school culture." [e50] The reasons for conversion were not provided.

Sub Question

The data provided was not consistent; for example, the table on page e19 has English Learners at Hampstead Hill Academy at 14%; however, in the narrative on page e23 has 12%. The inconsistency may be due to a difference of the year the data is based on but as no specific reference was given to a particular school year.

Another example is with the FARM rates for Govans. The FARMS rate was 91% e16 but on page e17 it was listed at 89% low-incoming.

Reader's Score:

2. Quality of the Eligible Applicant - Part 2

(2) Either

(i) The degree, including the consistency over the past three years, 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) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).

Strengths:

Baltimore Curriculum Project has demonstrated overall success in closing historic achievement gaps for the subgroups of students. As indicated previously, the vast majority of BCS students fall under the subgroups defined for this CSP grant. (More detail on subgroup breakdown is additionally provided in Appendix F.) In addition to the schools being designated Title 1 schools, across the network the student populations include FARMS rates averaging 90% and African-American students rates averaging close to 82%.

Across the schools, success is evidenced by the collective reading rate (from 2004-2013) which shows an increase in performance on the MCA (2014 PARCC was being field tested so this data was not included in the narrative) from 43% to 75%. [e20] Math performance also increased from 2004 to 2013 (2014 PARCC being field tested data was not included in the narrative) from 38% to 68%. In particular, Wolfe Street Academy was recognized by the State last year for reducing or eliminating the achievement gap for ESOL and SWDs. [e24]

Individual schools managed by BCP show distinct subgroup populations but all schools overall serve populations which are predominately comprised of educationally disadvantaged students.

Weaknesses:

Comparative data against City and State absolute performance was not clearly presented in the narrative.

Though BCP as a whole has demonstrated an increase in student academic achievement from 2004-2013) in both reading and Math, growth and absolute achievement has plateaued. In some circumstances for individual schools, absolute performance has dropped. For example, City Springs saw its percentage of proficient/advanced in Math go from 58% to 43% to 26% (2012, 2013, and 2014 respectively). [e148] For Wolfe Street Academy, Math performance was 84%, 85%, and 94% for the same years. The differences in performance outcomes may be due to the alignment and adoption to Common Core standards yet an explaining concerning the variance between schools is not provided.

Other performance data collected, such as NWEA, could have been used to further indicated student measurements. BCP has been using NWEA for 7 years though it is not evident that a comparative analysis across

Sub Question

network schools has been done.

Reader's Score:

3. Quality of the Eligible Applicant - Part 3

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).

Strengths:

Based on the information provided, overall BCP has been on par with or outperformed the City and State in achieving growth results for low-income and other educationally disadvantaged students. Absolute performance on state assessment data by BCP schools is provided in the application appendices.

Two BCP schools are in the top 10 high performing schools in Baltimore (Wolfe Academy went from #77 to #2; Hemstead Hill Academy is #3 middle school citywide, #9 grade school citywide).

Across the schools, success is evidenced by the collective reading rate (from 2004-2013) which shows an increase in performance on the MCA (2014 PARCC was being field tested so this data was not included in the narrative) from 43% to 75%. [e20] Math performance also increased from 2004 to 2013 (2014 PARCC being field tested data was not included in the narrative) from 38% to 68%.

In other measures BCP schools have achieved some results. For attrition, the application states that schools "have strong overall retention rates". [e66] It also notes that at City Springs, because of local housing challenges [e22], student mobility rate is 36.7 %, which is higher than Baltimore City's 32.2% (this is the attrition rate in reverse).

BCP schools have low suspension rates with 10 and under per year. This is due to the use of Restorative Practices.

The attendance rates provided for the 2013-14 show an average of 94% across three schools [e66]:

- City Spring 93%
- Wolfe Street: 95%
- Hampstead Hill: 95%

Weaknesses:

Within the narrative, attendance, retention, attrition, and suspension rates were not across three years, as required, or clearly provided. [e66] Information was in the appendices on the individual school profiles but a comparison to City and State rates was not included on the profiles.

Reader's Score:

Selection Criteria - Assisting Educationally Disadvantaged Students

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. When responding to this selection criterion, applicants must discuss the proposed locations of schools to be created or substantially expanded and the student populations to be served.

Note: The Secretary encourages applicants to describe their prior success in improving educational achievement and outcomes for educationally disadvantaged students, including students with disabilities and English learners. In addition, the Secretary encourages applicants to address how they will ensure that all eligible students with disabilities receive a free appropriate public education and how the proposed project will assist educationally disadvantaged students, including students with disabilities and English learners, in mastering State academic content standards and State student academic achievement standards.

Strengths:

Overall, BCP's education program has shown, via the data provided, to assist educationally disadvantaged students to meet or exceed State academic content standards and State student academic achievement standards. BCP's academic features [e24-26]:

- ELA: Direct Instruction and Core Knowledge (Common Core aligned)
- o DI and CK work effectively with SWDs and ESOL students
- Math: Engage New York
- Performance data analysis
- o Curriculum based/developed assessments along with MAP and PARCC

Individual schools managed by BCP show distinct subgroup populations but all schools overall serve populations which are predominately comprised of educationally disadvantaged students. Across the schools, success is evidenced by the collective reading rate (from 2004-2013) which shows an increase in performance on the MCA (2014 PARCC was being field tested so this data was not included in the narrative) from 43% to 75%. [e20] Math performance also increased from 2004 to 2013 (2014 PARCC being field tested data was not included in the narrative) from 38% to 68%. In particular, Wolfe Street Academy was recognized by the State last year for reducing or eliminating the achievement gap for ESOL and SWDs. [e24]

Under the CSP grant, the funds would be used specifically for Govans, which has recently converted to charter status. Only 55% of students living in Govans attendance zone attend the school. The Govans neighborhood is 69% AA, 23% White, 13% low-income.

Weaknesses:

The application provided language on working with SWD and ESOL but does not specify that BCP will provide a least restrictive environment, be in compliant with IDEA, offer tiered interventions, and/or additional instructional supports for these students. Despite the success of Wolfe Street Academy's work with SWD and ESOL, a description of SWD and ESOL supports was not clearly provided.

It is unclear as to why Govans converted to charter status. "Govans is already a successful school with high academic achievement and a strong school culture." [e50] The reasons for conversion were not provided.

Reader's Score: 8

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 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 must address the attainability of outcomes given this difference.

Strengths:

The application adequately describes the design of the proposed project. The goals, objectives and outcomes are clearly specified, measurable and attainable.

CSP funds will be used to support the expansion of the schools operated by BCP. [e13]

- 1) Expand the high-quality charter schools operated by BCP
- 2) Increase achievement among the historically and economically disadvantaged students at Govans
- 3) Increase enrollment at Govans from 397 to 596 by Sept 2020 [e27]
- 4) Promote student diversity and avoid racial isolation

Expected outcomes:

- 1) Govans will become one of the highest-performing Baltimore City Schools as measured by PARCC and NWEA MAP assessment
- 2) Govan's students will become increasing diverse, both racially and economically
- 3) Govans will increase partnerships and community support in order to provide enrichment and resources
- 4) Students will be prepared to succeed in middle school, high school, and beyond
- 5) Enrollment at Govans will increase by 50%
 - a. Retention rate increases annually from 85% to 95% [e28]

Additional outcomes on provided [e28, e50] are specific to increasing outreach to new families and increasing engagement of existing families.

Weaknesses:

The scale of the project is relatively small. CSP funds are limited to expansion and outreach at Govans. The planning for another school was not mentioned. Over the course of the grant, the scale of growth is limited to increasing the student population and increasing overall student performance and diversity at one school.

In addition, setting a goal of outperforming the District is not a particularly high bar.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

1. (Note: Please provide your detailed comments for each of the following factors in the Quality of the Management Plan Sub-Questions.)

The Secretary considers the quality of the management plan and personnel to replicate and substantially expand high-quality charter schools (as defined in this notice). In determining the quality of the management plan and personnel for the proposed project, the Secretary considers-

(1) 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 (4 points).

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project 's long-term success (4 points).

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).

General:

The proposed management plan is adequate and will achieve the objectives on time and within budget.

Ongoing capacity of BCP leadership may be a challenge as the current team will manage the existing schools, add Govans, and oversee the project.

Reader's Score: 17

Sub Question

1. Quality of the Management Plan - Part 1

(1) 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 (4 points).

Strengths:

The proposed management plan is adequate and will achieve the objectives on time and within budget.

BCP staff includes: President/CEO; Executive Vice-President; Director of Academic Affairs; Director of Human Resources, Instructional Coaches (4); Director of Marketing and Fund-Raising, Marketing Assistant, and a part-time data technician. As a CMO, BCP provides coaching support and curriculum implementation and teacher development and back office supports such as payroll, purchasing, human resources, and the like. BCP has experience working with converted charter schools and the authorizer, the Baltimore City Public Schools.

The application includes the BCP fee of 7.5% of school revenue for its support. The fee is applied to each school under its management so as to financially support the centralized office.

Roles and responsibilities are laid out and the Board of 17 members is part of the description. The majority of the roles and responsibilities are those of the CMO. Detailed timeline table was provided [e330-31]. It includes Actions, Responsible Party, and Date of delivery.

A very specific marketing plan was also provided [e31-e38].

In the Business Plan [e38], the expansion grant will fund the training, coaching and staff development in the curricula used by BCP charters. The grant will also fund the marketing of the school and community engagement. Components include:

1. BCP board oversight
2. Sound financial management & budgeting procedures
3. Extensive experience w/ Baltimore funding models & institutional knowledge

Weaknesses:

It is not clear if there is one board for all 4 schools and BCP or if each school has its own board of trustees. Within the application, the CMO is overarching and the detailed relationship with each school's board of trustees is not clearly delineated. For example, when and how BCP reports to the boards isn't specified. There is not a clear

Sub Question

description of the contract/service agreement between BCP and boards.

Reader's Score:

2. Quality of the Management Plan - Part 2

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).

Strengths:

The business plan for expanding Govans and ensuring the performance of the school under the grant and beyond is adequate. In addition to the business plan, the Budget narrative describes Years 1-4 of the CSP grant. Based on its experience with converted charter schools, BCP will be able to maintain the growth and support of Govans after the grant expires based on its ability to manage state and federal funds received per school.

BCP has existing controls in place to ensure that each school receives its allocated funds, i.e. a comprehensive fiscal control structure is in place for network and individual schools. BCP has a history of strong audit performance.

In the Business Plan [e38], the expansion grant will fund the training, coaching and staff development in the curricula used by BCP charters. The grant will also fund the marketing of the school and community engagement. Components:

1. BCP board oversight
2. Sound financial management & budgeting procedures
3. Extensive experience w/ Baltimore funding models & institutional knowledge

Detailed timeline table was provided [e30-31]. It includes Actions, Responsible Party, and Date of delivery.

Also effecting budget planning:

- Baltimore will replace/renovate the existing facility. The building is leased to BCP at a favorable rate.
- Majority of employees will remain employees of BCPS (per law) [e39]

The application includes the BCP fee of 7.5% of school revenue for its support. The fee is applied to each school under its management so as to financially support the centralized office.

Weaknesses:

NO weaknesses noted.

Reader's Score:

3. Quality of the Management Plan - Part 3

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project 's long-term success (4 points).

Strengths:

The financial and operating model for the organization demonstrates commitment from current and future partners. Based on its experience with converted charter schools, BCP will be able to maintain the growth and support of Govans after the grant expires based on its ability to manage state and federal funds received per school.

The conversion of Govans received overwhelming support from community members (102 signatures collected from Govans Elementary families, [e63]) and 100% Govans staff support (e103).

Sub Question

As described in the application, also in place are long-term partners: Legg Mason (8 years); CareFirst (2 years, City Springs); Family League of Baltimore (funds a substantial portion of community school at Wolfe Street Academy); Weinberg Foundation. Sixteen letters of support are included in Appendix B.

Weaknesses:

Past philanthropic support was not detailed with actual amounts. It is assumed but not clear if philanthropic support will be ongoing specifically for Govans.

Reader's Score:

4. Quality of the Management Plan - Part 4

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

Strengths:

BCP is beholden to its authorizer for accountability; if the school don't meet the standards necessary for renewal, the school will revert back to a district school. All teaching and administrative staff will continue to be employees of BCPS.

Weaknesses:

It is not clear what the plan is if a school doesn't meet the high standards of quality. Is it not stated that the CMO would revert a school of its own volition if it deemed a school chronically underperforming, even after intensive interventions.

Reader's Score:

5. Quality of the Management Plan - Part 5

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).

Strengths:

Management team members have credentials and are qualified to continue grow Govans. The work of expansion is a continuation of growth of BCP. Qualified staff members are in place and currently doing the work of running the network. BCP staff include: President/CEO; Executive Vice-President, Director of Academic Affairs; Director of Human Resources, Instructional Coaches (4); Director of Marketing and Fund-Raising, Marketing Assistant, and a part-time data technician. In addition, for the CSP grant, a long associated consultant will provide 80 days of service to Govans for curriculum implementation and teacher development.

Evidence of staff qualifications and experience are provided within the application narrative and by submitted resumes for the BCP leadership (President, Director of Academic Affairs, Executive VP, and the Human Resources Director) in Appendix B.

Weaknesses:

No weaknesses are noted.

Sub Question

Reader's Score:

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 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.

Strengths:

The application describes a Plan for frequent and regular evaluations over the life of CSP grant. [e58] Internal staff, specifically the Academic Director and Executive Vice President, will assume many of the responsibilities of evaluation. Specifics under the plan are bulleted out what will be done based on projected goals and expectations. [e47-48]

Annual summative reports will be provided that will include overviews of initiatives, evidence of success, patterns of achievement and strategies for using data collected.

Weaknesses:

Given the lean staffing at BCP, it is unclear if the AD and EVP will have ongoing capacity to maintain regular job responsibilities across 4 schools and evaluate project goals and objectives.

No external evaluation will be conducted.

Reader's Score: 9

Priority Questions

Competitive Preference Priority - Serving High-Need Students

1. Competitive Preference Priority 1: Serving High-Need Students (0, 1, 4, or 5 points)

This priority is for projects that will serve high-need students through one of the methods described below. An application may receive priority points for only one element of Competitive Preference Priority 1. Therefore, an applicant should address only one element of Competitive Preference Priority 1 and must specify which element (i.e., (a), (b) or (c)) it is addressing. If an applicant addresses more than one element of Competitive Preference Priority 1 and does not specify whether it is addressing element (a), (b), or (c), the application will be awarded priority points only for the element addressed in the application that has the highest maximum point value, regardless of the number of priority points the application is awarded for that particular element of Competitive Preference Priority 1.

This priority is for projects that will serve high-need students through element (a), (b) or (c) as described below:

(a) Supporting Students who are Members of Federally Recognized Indian Tribes. (0 or 5 points)

To meet this priority, an application must demonstrate that the proposed project is designed to improve academic outcomes or learning environments, or both, for students who are members of federally recognized Indian tribes.

Note: Applicants are encouraged to demonstrate how the proposed project is designed to serve students who are members of federally recognized Indian tribes through a variety of means, such as creating or expanding charter schools in geographic areas with large numbers of students who are members of federally recognized Indian tribes, conducting targeted outreach and recruitment, or including in the charters or performance contracts for the charter schools funded under the project specific performance

goals for students who are members of federally recognized Indian tribes.

(b) School Improvement. (0 or 4 points)

To meet this priority, an applicant must demonstrate that its proposed replication or expansion of one or more high-quality charter schools (as defined in this notice) will occur in partnership with, and will be designed to assist, one or more LEAs in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and as described in the notice of final requirements for School Improvement Grants, published in the Federal Register on October 28, 2010 (75 FR 66363).

Note: Applicants in States operating under ESEA Flexibility that have opted to waive the requirement in ESEA section 1116(b) for LEAs to identify for improvement, corrective action, or restructuring, as appropriate, their Title I schools that fail to make adequate yearly progress (AYP) for two or more consecutive years may partner with LEAs to serve students attending priority or focus schools (see the Department's June 7, 2012 guidance entitled, "ESEA Flexibility", at www.ed.gov/esea/flexibility). The Secretary encourages such applicants to describe how their proposed projects would complement efforts to serve students attending priority or focus schools described in the State's approved request for waivers under ESEA Flexibility.

(c) Promise Zones. (0 or 1 point)

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

Note: To view the list of designated Promise Zones and lead organizations please go to www.hud.gov/promisezones. The link to HUD Form 50153 (Certification of Consistency with Promise Zone Goals and Implementation), which has been cleared by the Office of Management and Budget under the Paperwork Reduction Act, is http://portal.hud.gov/hudportal/documents/huddoc?id=HUD_Form_50153.pdf.

Strengths:

Not specifically addressed.

Weaknesses:

Not specifically addressed.

Reader's Score: 0

Competitive Preference Priority - Promoting Diversity

1. Competitive Preference Priority 2: Promoting Diversity (0 or 3 points)

This priority is for applicants that demonstrate a record of (in the schools they currently operate or manage), as well as an intent to continue (in schools that they will be creating or substantially expanding under this grant), taking active measures to--

- (a) Promote student diversity, including racial and ethnic diversity, or avoid racial isolation;**
- (b) Serve students with disabilities at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area; and**
- (c) Serve English learners at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area.**

In support of this priority, applicants must provide enrollment data as well as descriptions of existing policies and activities undertaken or planned to be undertaken.

Note 1: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project will encourage approaches by charter schools that help

bring together students of different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body. The applicant should discuss in its application how it would ensure that those approaches are permissible under current law.

Note 2: For information on permissible ways to meet this priority, please refer to the joint guidance issued by the Department's Office for Civil Rights and the U.S. Department of Justice entitled, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools" (www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf) and "Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents" (www2.ed.gov/about/offices/list/ocr/ellresources.html).

Strengths:

Baltimore Curriculum Project is the applicant and operates Govans Elementary School, a converted district school. BCP currently operates schools that are diverse (e.g. Hampstead Hill Academy, 30% AA, 35% Latino, 35% white). [e17]

BCP seeks to increase Govans student numbers by 50% and make it more diverse than current population. Only 55% of students living in Govans attendance zone attend the school. As an existing public school, it already serves a diverse population. [e10] The applicant will broaden outreach to the local community to increase enrollment and further diversify student population. The school is also specifically reaching out to an established refugee community in NE Baltimore. Materials will be provided in Spanish and French to reach the growing population of French-speaking families from East Africa. [e, 64, e18] Marketing strategies will include outreach to SWDs, ELs, and other educationally disadvantaged students through meetings (individual and small group) and presentations to the community. [e64]

The school has regular monthly parent/community meetings and will continue to host them. Parents of SWDs are also included in the outreach.

Weaknesses:

No weaknesses are noted.

Reader's Score: 3

Status: Submitted
Last Updated: 08/27/2015 09:41 AM

Technical Review Form

Panel #2 - Replication & Expansion - 2: 84.282M

Reader #2: *****

Applicant: Baltimore Curriculum Project (U282M150009)

Questions

Selection Criteria - Quality of the Eligible Applicant

1. (Note: Please provide your detailed comments for each of the following factors in the Quality of the Eligible Applicant Sub-Questions.)

In determining the quality of the applicant, the Secretary considers the following factors--

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).

(2) Either

(i) The degree, including the consistency over the past three years, 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) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).

General:

BCP serves a low income and minority community and have some of the highest rates in their own county. There were some sections in terms of retention and diversity within campuses that were not as strong (e19-21).

Reader's Score: 39

Sub Question

1. Quality of the Eligible Applicant - Part 1

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).

Strengths:

BCP serves traditionally low income and minority students, having some of the highest rates in the county (e19). They have shown consistent measurable success in reading and math on the MSA since inception. Wolf street saw outstanding results in 2014, received recognition from the State, and is the model being replicated for Gowanus expansion school. (e21).

Sub Question

Weaknesses:

Results saw a spike in the beginning of the existence, but have somewhat plateaued in the last 3 years (e20 graph). City Spring results are not as strong as the other two schools (e22).

Reader's Score:

2. Quality of the Eligible Applicant - Part 2

(2) Either

(i) The degree, including the consistency over the past three years, 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) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).

Strengths:

BCP works predominately with students who are minority and low income and has documented achievement. Wolf street saw particular success with ELL students and ranked third in the state for this subgroup (e23).

Weaknesses:

Hampstead actually serves a smaller African-American and Latino population than many of their peers, white 35% listed as white. (e20)

Reader's Score:

3. Quality of the Eligible Applicant - Part 3

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).

Strengths:

BCP results outpace peers in respect to achievement within all grades and levels, as well as strong attendance in most schools. (e24)

Weaknesses:

No attendance retention data described with this element, and very high turnover rate noted for City Springs. The 36% turnover rate is described as a symptom of student population in nearby low-income housing.

Reader's Score:

Selection Criteria - Assisting Educationally Disadvantaged Students

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. When responding to this selection criterion, applicants must discuss the proposed locations of schools to be created or substantially expanded and the student populations to be served.

Note: The Secretary encourages applicants to describe their prior success in improving educational achievement and outcomes for educationally disadvantaged students, including students with disabilities and English learners. In addition, the Secretary encourages applicants to address how they will ensure that all eligible students with disabilities receive a free appropriate public education and how the proposed project will assist educationally disadvantaged students, including students with disabilities and English learners, in mastering State academic content standards and State student academic achievement standards.

Strengths:

BCP serves educationally disadvantaged students as detailed in section A. The govanus location is in an underserved community in North Baltimore. BCP is fully aligned to CCSS, NWEA, and uses rigorous PARCC assessments. (e25)
Heavy emphasis on serving Spanish-speaking population in existing schools.

Weaknesses:

The applicant makes little to no mention making students college and career ready. Hampsted Hill demographic can be more diverse (e19).

Reader's Score: 8

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 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 must address the attainability of outcomes given this difference.**

Strengths:

Goals are clearly laid out with reliable and aligned assessments to measure results. Systems in place for professional development and continuous curriculum improvement to ensure strong teaching and learning. (e26)

Weaknesses:

Stated goal of outperforming city average with consistent improvement can be more ambitious, especially given the challenges of many city schools. (e26).

Growing enrollment by 200 by essentially adding 1-2 classes each year through this project is not ambitious. (e28)

Reader's Score: 7

Selection Criteria - Quality of the Management Plan

- 1. (Note: Please provide your detailed comments for each of the following factors in the Quality of the Management Plan Sub-Questions.)**

The Secretary considers the quality of the management plan and personnel to replicate and substantially expand high-quality charter schools (as defined in this notice). In determining the quality of the management plan and personnel for the proposed project, the Secretary considers-

(1) 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 (4 points).

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal

funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project 's long-term success (4 points).

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).

General:

Smart approach to plan for a decreasing media/outreach budget as time goes on and awareness grows and this should mimic the existing BCP schools (e39). BCP has strong experience within the budget model and have made improvements like the Hampsted library (e40). Board involvement is a point of strength, as evidenced by size and events engaging with students. (e41).

The management plan has clear buckets, timelines, and deliverables which align to the goals of the project (e30-38). The focus on community engagement, branding, and messaging is strong.

Reader's Score: 17

Sub Question

1. Quality of the Management Plan - Part 1

(1) 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 (4 points).

Strengths:

The management plan has clear buckets, timelines, and deliverables which align to the goals of the project (e30-38). The focus on community engagement, branding, and messaging is strong and should lead to high engagement and enrollment throughout expansion.

Weaknesses:

No weaknesses noted

Reader's Score:

2. Quality of the Management Plan - Part 2

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).

Strengths:

Smart approach to plan for a decreasing media/outreach budget as time goes on and awareness grows and this should mimic the existing BCP schools (e39). BCP has strong experience within the budget model and have made improvements like the Hampsted library (e40). Board involvement is a point of strength, as evidenced by size and events engaging with students. (e41).

Weaknesses:

Applying the same logic of decreasing funding for ongoing professional development is flawed as educators seek ongoing improvement and there is always staff turnover. (e39)

Sub Question

Reader's Score:

3. Quality of the Management Plan - Part 3

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project 's long-term success (4 points).

Strengths:

Systems for checks and balances in the budget process are in place. (e42) BCP is strategic to keep 5-6 months of reserves in place to ensure stability. Audit model is now the standard for BCS and received the highest rating in recent review (e43). BCP has many partners supporting their efforts and have been able to maintain these partnerships for years.

Weaknesses:

No weaknesses noted

Reader's Score:

4. Quality of the Management Plan - Part 4

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

Strengths:

Rigorous renewal process with review after year 4 to ensure successful execution of charter (e43)

Weaknesses:

No accountability until year 4 with small window for improvement or reverting back to BCS status.

Reader's Score:

5. Quality of the Management Plan - Part 5

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).

Strengths:

The experience of the project team is relevant and strong. BCP have key people owning relevant pieces of the expansion and instructional work outlined. (e29).

Weaknesses:

No weaknesses noted.

Reader's Score:

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 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.**

Strengths:

Time and staff allocated to review progress and ensure continued improvement. Evaluation elements have clear ownership from project team (e47-48) and are focused around project goals. Collaboration with programs and partners included in the plan.

Weaknesses:

No independent 3rd party evaluator.

Reader's Score: 8

Priority Questions**Competitive Preference Priority - Serving High-Need Students****1. Competitive Preference Priority 1: Serving High-Need Students (0, 1, 4, or 5 points)**

This priority is for projects that will serve high-need students through one of the methods described below. An application may receive priority points for only one element of Competitive Preference Priority 1. Therefore, an applicant should address only one element of Competitive Preference Priority 1 and must specify which element (i.e., (a), (b) or (c)) it is addressing. If an applicant addresses more than one element of Competitive Preference Priority 1 and does not specify whether it is addressing element (a), (b), or (c), the application will be awarded priority points only for the element addressed in the application that has the highest maximum point value, regardless of the number of priority points the application is awarded for that particular element of Competitive Preference Priority 1.

This priority is for projects that will serve high-need students through element (a), (b) or (c) as described below:

(a) Supporting Students who are Members of Federally Recognized Indian Tribes. (0 or 5 points)

To meet this priority, an application must demonstrate that the proposed project is designed to improve academic outcomes or learning environments, or both, for students who are members of federally recognized Indian tribes.

Note: Applicants are encouraged to demonstrate how the proposed project is designed to serve students who are members of federally recognized Indian tribes through a variety of means, such as creating or expanding charter schools in geographic areas with large numbers of students who are members of federally recognized Indian tribes, conducting targeted outreach and recruitment, or including in the charters or performance contracts for the charter schools funded under the project specific performance goals for students who are members of federally recognized Indian tribes.

(b) School Improvement. (0 or 4 points)

To meet this priority, an applicant must demonstrate that its proposed replication or expansion of one or more high-quality charter schools (as defined in this notice) will occur in partnership with, and will be designed to assist, one or more LEAs in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and as described in the notice of final requirements for School Improvement Grants, published in the Federal Register on October 28, 2010 (75 FR 66363).

Note: Applicants in States operating under ESEA Flexibility that have opted to waive the requirement in ESEA section 1116(b) for LEAs to identify for improvement, corrective action, or restructuring, as appropriate, their Title I schools that fail to make adequate yearly progress (AYP) for two or more consecutive years may partner with LEAs to serve students attending priority or focus schools (see the Department's June 7, 2012 guidance entitled, "ESEA Flexibility", at www.ed.gov/esea/flexibility). The Secretary encourages such applicants to describe how their proposed projects would complement efforts to serve students attending priority or focus schools described in the State's approved request for waivers under ESEA Flexibility.

(c) Promise Zones. (0 or 1 point)

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

Note: To view the list of designated Promise Zones and lead organizations please go to www.hud.gov/promisezones. The link to HUD Form 50153 (Certification of Consistency with Promise Zone Goals and Implementation), which has been cleared by the Office of Management and Budget under the Paperwork Reduction Act, is http://portal.hud.gov/hudportal/documents/huddoc?id=HUD_Form_50153.pdf.

Strengths:

None Noted.

Weaknesses:

No evidence to meet criteria

Reader's Score: 0

Competitive Preference Priority - Promoting Diversity

1. Competitive Preference Priority 2: Promoting Diversity (0 or 3 points)

This priority is for applicants that demonstrate a record of (in the schools they currently operate or manage), as well as an intent to continue (in schools that they will be creating or substantially expanding under this grant), taking active measures to--

- (a) Promote student diversity, including racial and ethnic diversity, or avoid racial isolation;
- (b) Serve students with disabilities at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area; and
- (c) Serve English learners at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area.

In support of this priority, applicants must provide enrollment data as well as descriptions of existing policies and activities undertaken or planned to be undertaken.

Note 1: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project will encourage approaches by charter schools that help bring together students of different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body. The applicant should discuss in its application how it would ensure that those approaches are permissible under current law.

Note 2: For information on permissible ways to meet this priority, please refer to the joint guidance issued by the Department's Office for Civil Rights and the U.S. Department of Justice entitled, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools" (www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf) and "Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents" (www2.ed.gov/about/offices/list/ocr/ellresources.html).

Strengths:

Demonstrates commitment to diversity in population, mission, and approach. BCP also shows a focus on ELL students.

Weaknesses:

None noted.

Reader's Score: 3

Status: Submitted

Last Updated: 08/27/2015 05:13 PM

Technical Review Form

Panel #2 - Replication & Expansion - 2: 84.282M

Reader #3: *****

Applicant: Baltimore Curriculum Project (U282M150009)

Questions

Selection Criteria - Quality of the Eligible Applicant

1. (Note: Please provide your detailed comments for each of the following factors in the Quality of the Eligible Applicant Sub-Questions.)

In determining the quality of the applicant, the Secretary considers the following factors--

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).

(2) Either

(i) The degree, including the consistency over the past three years, 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) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).

General:

Applicant has met the criteria for Quality of Applicant by demonstrating a track record of success by the following:

- 1- Meeting Absolute Priority 1 of Experience of Operating or Managing High Quality Charter Schools (Pg 1) and
- 2- Meeting Absolute Priority 2 of Serving a Low Demographic (as noted in Pg 1)

Applicant has met criteria for consistency in the past three years of demonstrated success.

One of their three campuses, Hampstead Hill Academy, out performed Baltimore City in 27 out of 28 comparable statistics.

Each one of their schools has undergone School Effectiveness Review by Baltimore City Public Schools.

Another one of their campuses, Wolfe St Academy, was the second highest performing school in Baltimore City in 2014 (with a FARMS rate of 95%)(Pg 6).

BCP has also stated that they are reaching out to an established refugee population in NE Baltimore.

Applicant conveys data attributing to sustained growth over the long term. However, the information applicant conveys on Pg 5 that an increase was realized but then maintained and not increased further.

According to a BCP report for MSA results, (Pg 5) reading achievement was at 43% and increased to 75% by 2013. Math Achievements were considerably similar with 38% in 2004 with an increase to 68% in 2013 This could be considered a low statistical increase due to the high mobility rate that was conveyed.

Applicant conveys the anticipated retention rate for each campus (Pg 13) but fails to convey the actual current retention rates for each campus.

Sub Question

1. Quality of the Eligible Applicant - Part 1

(1) The degree, including the consistency over the past three years, to which the applicant has demonstrated success in significantly increasing student academic achievement and attainment for all students, including, as applicable, educationally disadvantaged students served by the charter schools operated or managed by the applicant (20 points).

Strengths:

Applicant has shown consistency in increasing student academic achievement in the past three years. According to a BCP report for MSA results, (Pg 5) reading achievement was at 43% and increased to 75% by 2013. Math Achievements were considerably similar with 38% in 2004 with an increase to 68% in 2013

Weaknesses:

No weaknesses were noted.

Reader's Score:

2. Quality of the Eligible Applicant - Part 2

(2) Either

(i) The degree, including the consistency over the past three years, 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) of the ESEA at the charter schools operated or managed by the applicant, or

(ii) The degree, including the consistency over the past three years, to which there have not been significant achievement gaps between any of the subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA at the charter schools operated or managed by the applicant and to which significant gains in student academic achievement have been made with all populations of students served by the charter schools operated or managed by the applicant (15 points).

Strengths:

Applicant has shown consistency in the past 3 years of closing historic achievement gaps. (Pg 8) BCP conveys that raising the achievement gaps in their three existing schools has reduced the achievement gap in students who qualify for FARMS, minority students, and student with disabilities. One of the existing campuses was recently recognized by the Maryland State Department of Education as a 'Title 1 Highest Performing Award School' for meeting the Annual Measurable Objective for all students and subgroups. (Pg 6)

Weaknesses:

No weaknesses were noted.

Reader's Score:

3. Quality of the Eligible Applicant - Part 3

(3) The degree, including the consistency over the past three years, to which the applicant has achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other educationally disadvantaged students served by the charter schools operated or managed by the applicant that are significantly above the average academic achievement results for such students in the State (15 points).

Sub Question

Strengths:

Applicant serves over 60%(or higher) of students that would be considered educationally disadvantaged.
Applicant has sustained long term growth from 2004-2013 of MSA test scores in reading and math.
According to a BCP report for MSA results, (Pg 5) reading achievement was at 43% and increased to 75% by 2013.
Math Achievements were considerably similar with 38% in 2004 with an increase to 68% in 2013. Attendance for all four campuses has been above the citywide average.(Pg 51)

Weaknesses:

However, both the MSA Reading scores stay relatively the same from 2008 to 2013 (pg5)
Applicant also fails to convey actual retention rates of their campuses.(Pg 51)
However, they do convey the anticipated retention rates.

Reader's Score:

Selection Criteria - Assisting Educationally Disadvantaged Students

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. When responding to this selection criterion, applicants must discuss the proposed locations of schools to be created or substantially expanded and the student populations to be served.**

Note: The Secretary encourages applicants to describe their prior success in improving educational achievement and outcomes for educationally disadvantaged students, including students with disabilities and English learners. In addition, the Secretary encourages applicants to address how they will ensure that all eligible students with disabilities receive a free appropriate public education and how the proposed project will assist educationally disadvantaged students, including students with disabilities and English learners, in mastering State academic content standards and State student academic achievement standards.

Strengths:

Applicant met selection criteria. Applicant has thoroughly conveyed what contribution this proposed project will make in assisting educationally disadvantaged students. (Pg 9-11)
BCP conveys the percentage of low income of Govans elementary is 91% and is racially isolated. In addition, the SPED population of the campus is 17%.
Another one of their campuses, Wolfe St Academy serves students who are predominantly come from Spanish speaking homes. (this is also considered an educationally disadvantaged subgroup according to the USDE)
Applicant also discusses how this project will assist ESOL as well as special need students.
In addition, BCP makes is known that they are servicing a large number of immigrant families.
So, in conclusion, applicant does convey in depth how they do provide a service for many children that fit the definition of "educationally disadvantaged."

Weaknesses:

No weaknesses were noted.

Reader's Score: 10

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 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 must address the**

attainability of outcomes given this difference.

Strengths:

Applicant has met the criteria for project design in replicating the 4th planned campus, Govans Elementary. All goals, objectives, and outcomes are clearly specified, and measurable.

Govans Elementary already exists and has an approved charter status as of July 2015.

Goals for the Project Design are as follows:

1. Student achievement increased by implementing effective curricula.
2. Extensively training teachers to use the curricula.
3. Supporting teachers through weekly data analysis and in classroom coaching.

BCP also an existing timeline with milestones to adhere to each timeline. (Pg 15-23)

Weaknesses:

No weaknesses were noted.

Reader's Score: 10

Selection Criteria - Quality of the Management Plan

1. (Note: Please provide your detailed comments for each of the following factors in the Quality of the Management Plan Sub-Questions.)

The Secretary considers the quality of the management plan and personnel to replicate and substantially expand high-quality charter schools (as defined in this notice). In determining the quality of the management plan and personnel for the proposed project, the Secretary considers-

(1) 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 (4 points).

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project 's long-term success (4 points).

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).

General:

Applicant has met the criteria for a management plan part (1,2,3,4,5) (Pg 23-51)

Management is more than adequate to achieve objectives for the proposed project. Applicant also conveys a thorough and comprehensive business plan, a multi year financial and operating model.

Govans Elementary (the planned 4th campus of BCP) is already in existence and has received its charter status for July 2015.

BCP has conveyed a timeline the is preceded by 3 main goals.

A sound business plan is also conveyed along with BCP stating that allotted funds are allocated to cover each anticipated student after the grant period ends. BCP also maintains a 5-6 month cash reserve. (Pg 26)

Applicant also conveys a strong community and local Philanthropic support as well as a plan for closing in the event the

school becomes underperforming.

Key administration involved in overseeing the proposed project are more than qualified to oversee a program of this nature.

Reader's Score: 20

Sub Question

1. Quality of the Management Plan - Part 1

(1) 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 (4 points).

Strengths:

Applicant has met the criteria with conveying an adequacy of the management to oversee the objectives of the proposed project. Responsibilities for each member of management(along with the milestones) during the timeline and milestone process are assigned. (Pg 14-27)

Weaknesses:

No weaknesses were noted.

Reader's Score:

2. Quality of the Management Plan - Part 2

(2) The business plan for improving, sustaining, and ensuring the quality and performance of charter schools created or substantially expanded under these grants beyond the initial period of Federal funding in areas including, but not limited to, facilities, financial management, central office, student academic achievement, governance, oversight, and human resources of the charter schools (4 points).

Strengths:

Applicant has met the criteria for a business plan of improving, sustaining, and ensuring the quality of performance. A business plan is conveyed (Pg 14-27) that does address facilities, financial management, central office, students academic achievement. governance, oversight, and human resources beyond the initial period of federal funding.

Weaknesses:

No weaknesses were noted.

Reader's Score:

3. Quality of the Management Plan - Part 3

(3) A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders critical to the project 's long-term success (4 points).

Strengths:

Applicant has met the criteria with a multi year operating model for the organization. (appendix F) Applicant also demonstrates community and Philanthropic support which is commendable and speaks highly of the existing management practices.

In addition, BCP also convened a Planning Committee consisting of parents, community residents, teachers and representatives from local community based organizations, churches, universities, local government and other organizations in order to involve all stakeholders. (Pg 46)

This type of "community buy in" is critical for their program's success.

Sub Question

Weaknesses:

No weaknesses were noted.

Reader's Score:

4. Quality of the Management Plan - Part 4

(4) The plan for closing charter schools supported, overseen, or managed by the applicant that do not meet high standards of quality (2 points).

Strengths:

Applicant meets the criteria for a plan to close an underperforming charter school. According to applicant renewal process, during the fourth year, if Govans Elementary is found to exist as an underperforming school, it will revert back to its original form - a neighborhood public school. (Pg 27-28)

Weaknesses:

No weaknesses were noted.

Reader's Score:

5. Quality of the Management Plan - Part 5

(5) The qualifications, including relevant training and experience, of the project director, chief executive officer or organization leader, and key project personnel, especially in managing projects of the size and scope of the proposed project (6 points).

Strengths:

Applicant meets the criteria for a quality of management plan. Qualification of key personnel are more than qualified to oversee a program of this nature.

BCP conveys four individuals that will oversee this program along with attached resumes. (Pg 28)

Weaknesses:

No weaknesses were noted.

Reader's Score:

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 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.

Strengths:

Applicant has met criteria with 13 baselines that exist for measurement of program success along with each baseline assigned to administrators. BCP conveys that data reports will be issued weekly, monthly, and quarterly depending on the particular set of statistics.

Weaknesses:

However, applicant does not convey an independent party responsible for evaluations. Applicant conveys that evaluations will occur internally.

Priority Questions

Competitive Preference Priority - Serving High-Need Students

1. Competitive Preference Priority 1: Serving High-Need Students (0, 1, 4, or 5 points)

This priority is for projects that will serve high-need students through one of the methods described below. An application may receive priority points for only one element of Competitive Preference Priority 1. Therefore, an applicant should address only one element of Competitive Preference Priority 1 and must specify which element (i.e., (a), (b) or (c)) it is addressing. If an applicant addresses more than one element of Competitive Preference Priority 1 and does not specify whether it is addressing element (a), (b), or (c), the application will be awarded priority points only for the element addressed in the application that has the highest maximum point value, regardless of the number of priority points the application is awarded for that particular element of Competitive Preference Priority 1.

This priority is for projects that will serve high-need students through element (a), (b) or (c) as described below:

(a) Supporting Students who are Members of Federally Recognized Indian Tribes. (0 or 5 points)

To meet this priority, an application must demonstrate that the proposed project is designed to improve academic outcomes or learning environments, or both, for students who are members of federally recognized Indian tribes.

Note: Applicants are encouraged to demonstrate how the proposed project is designed to serve students who are members of federally recognized Indian tribes through a variety of means, such as creating or expanding charter schools in geographic areas with large numbers of students who are members of federally recognized Indian tribes, conducting targeted outreach and recruitment, or including in the charters or performance contracts for the charter schools funded under the project specific performance goals for students who are members of federally recognized Indian tribes.

(b) School Improvement. (0 or 4 points)

To meet this priority, an applicant must demonstrate that its proposed replication or expansion of one or more high-quality charter schools (as defined in this notice) will occur in partnership with, and will be designed to assist, one or more LEAs in implementing academic or structural interventions to serve students attending schools that have been identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and as described in the notice of final requirements for School Improvement Grants, published in the Federal Register on October 28, 2010 (75 FR 66363).

Note: Applicants in States operating under ESEA Flexibility that have opted to waive the requirement in ESEA section 1116(b) for LEAs to identify for improvement, corrective action, or restructuring, as appropriate, their Title I schools that fail to make adequate yearly progress (AYP) for two or more consecutive years may partner with LEAs to serve students attending priority or focus schools (see the Department's June 7, 2012 guidance entitled, "ESEA Flexibility", at www.ed.gov/esea/flexibility). The Secretary encourages such applicants to describe how their proposed projects would complement efforts to serve students attending priority or focus schools described in the State's approved request for waivers under ESEA Flexibility.

(c) Promise Zones. (0 or 1 point)

This priority is for projects that are designed to serve and coordinate with a federally designated Promise Zone.

Note: To view the list of designated Promise Zones and lead organizations please go to www.hud.gov/promisezones. The link to HUD Form 50153 (Certification of Consistency with Promise Zone Goals and Implementation), which has been cleared by the Office of Management and Budget under the Paperwork Reduction Act, is http://portal.hud.gov/hudportal/documents/huddoc?id=HUD_Form_50153.pdf.

Strengths:

No strengths were noted.

Weaknesses:

Applicant has not any met criteria for CPP 1.

Reader's Score: 0

Competitive Preference Priority - Promoting Diversity**1. Competitive Preference Priority 2: Promoting Diversity (0 or 3 points)**

This priority is for applicants that demonstrate a record of (in the schools they currently operate or manage), as well as an intent to continue (in schools that they will be creating or substantially expanding under this grant), taking active measures to--

- (a) Promote student diversity, including racial and ethnic diversity, or avoid racial isolation;
- (b) Serve students with disabilities at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area; and
- (c) Serve English learners at a rate that is at least comparable to the rate at which these students are served in public schools in the surrounding area.

In support of this priority, applicants must provide enrollment data as well as descriptions of existing policies and activities undertaken or planned to be undertaken.

Note 1: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project will encourage approaches by charter schools that help bring together students of different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body. The applicant should discuss in its application how it would ensure that those approaches are permissible under current law.

Note 2: For information on permissible ways to meet this priority, please refer to the joint guidance issued by the Department s Office for Civil Rights and the U.S. Department of Justice entitled, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools" (www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf) and "Schools' Civil Rights Obligations to English Learner Students and Limited English Proficient Parents" (www2.ed.gov/about/offices/list/ocr/ellresources.html).

Strengths:

Applicant meets criteria of CPP2 (a,b,c) by implementing a very commendable method known as "Restorative Practices," in order to promote student diversity. This is a method implemented for conflict resolution that builds a positive school culture.

They also serve English learning and disabled students at a comparable rate to surrounding public schools. Applicant does discuss measures of promoting diversity. BCP conveys that they hold "International Nights," and other activities in order to do this. In addition, they take extra measures to promote student diversity by distributing written materials in different languages (French is also one of the languages and is used to communicate with the growing population from East Africa,) as well as employing a bilingual outreach director. (Pg 2)

Weaknesses:

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Applicant does go in depth discussing how they promote diversity on their campuses. However, applicant only discusses student diversity along with the statistical data for Hampstead Hill, Wolfe St Elementary, and Govans Elementary (Pg 6-7). However, student diversity is not achieved on all campuses. BCP goes further to convey that the student population of 2 of their campuses is already predominately African American at 97%(Govans) and 100%(Reviewer interpreted this

campus to be City Springs even though the campus itself was not mentioned.) (Pg 4)

Reader's Score: 0

Status: Submitted

Last Updated: 08/26/2015 08:04 PM