

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

Status: Submitted

Last Updated: 10/30/2015 11:28 AM

Technical Review Coversheet

Applicant: IDEA Public Schools (U282C160001)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	10	10
Quality of Proposed Dissemination Activities		
1. Dissemination Activities	10	7
Existence & Quality of Charter or Performance		
1. Existence of Charter	5	5
Demonstration of Success		
1. Demonstration of Success	30	20
Significance		
1. Significance	15	15
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	15	15
Sub Total	100	87
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	3
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	3
Total	108	90

Technical Review Form

Panel #2 - Non-SEA Charter Schools - Panel 7 - 1: 84.282C

Reader #1: *****

Applicant: IDEA Public Schools (U282C160001)

Questions

Selection Criteria - Quality of Project Design

1. The quality of the project design (34 CFR 75.210(c)(1) and (c)(2)(xxix)).

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 proposed project is supported by strong theory (as defined in 34 CFR 77.1(c)).

Strengths:

The applicant describes, in detail, its Theory of Change (pp.9-17) by promoting individual and overall school leader capacity to coach teachers which would have a direct result in improving instruction and accelerate development across multiple Advanced Placement subject areas. Based on IDEA'S past experience, which is well documented (pp.6-7), the project design has a clear and comprehensive focus on improving pedagogy by aligning curriculum resources to lesson planning and implementation. The design is to codify these efforts to develop the capacity of school leaders and assistant principals to effectively coach teachers around rigorous AP content in order to improve the quality of teaching in 11 AP courses. The design includes three well defined phases (pp.13-14) which improve the likelihood to effectively build scalable, on demand resources that build capacity for coaches and teachers. Finally, the design specifies goals, measurable objectives and outcomes with related activities (pp.15-16).

Weaknesses:

There are no weaknesses.

Reader's Score: 10

Selection Criteria - Quality of Proposed Dissemination Activities

1. Quality of the proposed dissemination activities and the likelihood that those activities will improve student achievement (20 U.S.C. 7221c(b)(7)).

Note: The applicant should review the Performance Measures section of the notice for information on the requirements for developing project-specific performance measures and targets consistent with those objectives. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The proposal provides two examples (AP Physics and AP Chemistry) of how coaches, using an online resource hub, can assist teachers to increase the knowledge of content-specific best practices (p. 18-19). The primary dissemination activity involves sharing materials, videos, and other resources through 17 other CMO's in the Bill & Melinda Gates Foundation's Lumicore Group as well as interested small rural schools and traditional public schools. A national network of schools through NMSI will also be used for dissemination activities. Achievement data will be collected based on pre- and post- implementation of the projects impact in five areas (p.17) related to student achievement, teacher satisfaction and retention. The proposal also provides and chart (p. 20) of dissemination activity types with descriptions/examples, all

adding to a well developed dissemination plan.

Weaknesses:

The possibility that the applicant would charge for services could be problematic in a federally funded dissemination grant (p. 20).

Reader's Score: 7

Selection Criteria - Existence & Quality of Charter or Performance

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

IDEA Public School maintains a performance contract with the Texas Education Agency.

Weaknesses:

There are no weaknesses.

Reader's Score: 5

Sub Question

1. The Secretary considers:

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 1 point);

Strengths:

IDEA Public School maintains a performance contract with the Texas Education Agency (Pages 22-23).

Weaknesses:

There are no weaknesses.

Reader's Score: 1

2. The Secretary considers:

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 4 points).

Strengths:

The performance contract includes measures and metrics for student academic proficiency; student academic progress; performance of major student subgroups; and college and career readiness (p. 23). All 44 IDEA campuses were rated as meeting these standards.

Sub Question

Weaknesses:

There are no weaknesses

Reader's Score: 4

Selection Criteria - Demonstration of Success

1. Please provide your responses in the sub-questions.

The demonstration of success (20 U.S.C. 7221c(f)(6)(A)).

Strengths:

Weaknesses:

Reader's Score: 20

Sub Question

1. The extent to which the school has demonstrated overall success, including:

(i) Substantial progress in improving student academic achievement (up to 20 points);

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

The applicant provides substantial and complete descriptive and comparative statistical data of substantial progress in improving student academic achievement across all subgroups for all 44 campuses (pp.25-32). The AP/IB results relative to the percent tested and the percent at or above criterion demonstrates strong comparative achievement other areas of the state and the state as a whole.

Weaknesses:

There are no weaknesses.

Reader's Score: 20

2. The extent to which the school has demonstrated overall success, including:

(ii) High levels of parent satisfaction (up to 5 points);

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

None noted.

Sub Question

Weaknesses:

Parent satisfaction levels were not addressed in the application.

Reader's Score: 0

3. The extent to which the school has demonstrated overall success, including:

(iii) The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school (up to 5 points).

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

None noted.

Weaknesses:

The purpose of the project is to provide resources to improve the capacity and quality of AP instruction in existing schools and, consequently, there is no focus on assisting planning groups to establish successful charter schools.

Reader's Score: 0

Selection Criteria - Significance

1. Significance (34 CFR 75.210(b)(2)(xii)).

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The proposed project adequately describes the significance of connecting the dissemination tools and resources for teacher managers followed by teachers who will use the products to get support on content use to enable students to achieve higher levels of AP success and, ultimately, college readiness. For example, the dissemination activities detailed on pages 17-22 relate to how superintendents, program directors, principals, and instructional coaches can use the information and strategies supporting existing school based programs and encourage their expansion to the benefit of increased student participation rates (p. 38). A key characteristic of the plan is to enable teacher managers to directly support supervised teachers to get rapidly up to speed by understanding the content with a strategy for "breaking it down in scaffolded chunks, delivering the material in an engaging and strategic manner, and understanding how to differentiate for students"(p.38).

The applicant also makes a solid case of how the project would stimulate research and improve professional development and coaching support for AP teachers (p.37).

Weaknesses:

There are no weaknesses.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(i)).

Strengths:

Weaknesses:

Reader's Score: 15

Sub Question

1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 3 points).

Strengths:

The proposal provides complete demographic information (p. 41) with percentages comparing IDEA'S staff with statewide statistics, demonstrating that IDEA has a history of employing persons who are members of underrepresented groups.

Weaknesses:

There are no weaknesses.

Reader's Score: 3

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of the project director or principal investigator (up to 12 points).

Strengths:

IDEA'S senior leadership team has had successful past experiences with federally funded programs including two CSP Replication and Expansion grants. The designated Project Director and Project Manager are experienced and highly qualified (p.43).

Weaknesses:

There are no weaknesses.

Reader's Score: 12

Selection Criteria - Quality of the Management Plan

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.

Strengths:

The proposal identifies and Project Management Team (PMT) which includes current senior management, other staff personnel and, uniquely, at least one representative from NMSI, a project partner. A chart (p. 45) details project management responsibilities, timelines and milestones for accomplishing discreet project tasks over a two year period. It is a comprehensive plan.

Weaknesses:

There are no weaknesses

Reader's Score: 15

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

1. Competitive Preference Priority 1 - Supporting High-Need Students (Rural Students, Students with Disabilities, English Learners)

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant provides impressive statistical evidence that, as a charter management organization, it is intent to foster open enrollment schools (44) that serve low income areas throughout the state which also have a high percentage of English learners. For example, 60% of the students in IDEA schools are low income and 88% are eligible for free /reduced price meals (pp.2,4). The proportion of students currently served by LEP and Bilingual/ESL programs combined (32%) is 14.9% percentage points (or 87%) higher than the state average (p.3).

Weaknesses:

There are no weaknesses.

Reader's Score: 3

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Need Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

None noted.

Weaknesses:

This competitive priority was not addressed.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

None noted.

Weaknesses:

The focus of the program is on secondary learning (AP exam preparation) and consequently this priority area is unrelated.

Reader's Score: 0

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Status: Submitted

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Technical Review Coversheet

Applicant: IDEA Public Schools (U282C160001)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	10	10
Quality of Proposed Dissemination Activities		
1. Dissemination Activities	10	10
Existence & Quality of Charter or Performance		
1. Existence of Charter	5	5
Demonstration of Success		
1. Demonstration of Success	30	27
Significance		
1. Significance	15	15
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	15	15
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	3
Supporting High-Need Students - 2		
1. CPP 2	3	1
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	4
Total	108	101

Technical Review Form

Panel #2 - Non-SEA Charter Schools - Panel 7 - 1: 84.282C

Reader #2: *****

Applicant: IDEA Public Schools (U282C160001)

Questions

Selection Criteria - Quality of Project Design

1. The quality of the project design (34 CFR 75.210(c)(1) and (c)(2)(xxix)).

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 proposed project is supported by strong theory (as defined in 34 CFR 77.1(c)).

Strengths:

The applicant provides comprehensive evidence that clearly illustrates the objectives for the proposed dissemination activities. (Page 8)

The applicant clearly illustrates the need and the potential impact of a successful implementation.

The applicant gives a detailed account on the proposed the proposed project (build an on-line, on-demand library of resources for school-based instructional leaders too coach teachers.) (Page 13)

The applicant completely demonstrates their position with the chart they provide (Page 9).

The applicant present data (page 12) from the American Board for the Certification of Teacher research that strongly gives credence to the applicant's theory that more STEM trained teacher are greatly need and can make an impact.

Weaknesses:

No weaknesses noted

Reader's Score: 10

Selection Criteria - Quality of Proposed Dissemination Activities

1. Quality of the proposed dissemination activities and the likelihood that those activities will improve student achievement (20 U.S.C. 7221c(b)(7)).

Note: The applicant should review the Performance Measures section of the notice for information on the requirements for developing project-specific performance measures and targets consistent with those objectives. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The applicant thoroughly describes a high quality plan for dissemination activities (Page 17). The applicant begins the process of describing the dissemination by outlining the Phases of the project complete with implementation dates and review measures (Page 14).

The applicant provides a comprehensive chart (Page 19) that concisely lists the dissemination activities and gives specific examples.

The applicant extensive plan to measure the success is well planned and comprehensive, that will efficiently provide the data needed to evaluate the viability and impact of the project. (Page 21)

Weaknesses:

No weaknesses noted

Reader's Score: 10

Selection Criteria - Existence & Quality of Charter or Performance

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

Weaknesses:

Reader's Score: 5

Sub Question

1. The Secretary considers:

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 1 point);

Strengths:

The applicant clearly describes the charter contract between itself and the Texas Education Agency (Page 22)

Weaknesses:

No weaknesses noted

Reader's Score: 1

2. The Secretary considers:

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 4 points).

Strengths:

The applicant gives a complete account of the performance measures that are component of the Charter contract. The applicant site the assessment tools and acknowledges that all 44 of the applicant's campuses have the highest rating issued by the State of Texas in 2015 (Page 23).

Weaknesses:

No weaknesses noted

Reader's Score: 4

Selection Criteria - Demonstration of Success

1. Please provide your responses in the sub-questions.

The demonstration of success (20 U.S.C. 7221c(f)(6)(A)).

Strengths:

Weaknesses:

Reader's Score: 27

Sub Question

1. The extent to which the school has demonstrated overall success, including:

(i) Substantial progress in improving student academic achievement (up to 20 points);

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

The applicant has provided an exhaustive amount of data that clearly demonstrates their outstanding level of student academic achievements since their inception in 2000 (Pages 24-25).

The applicant provides specific data on student performance on all State Standard exams going back 2005 (Page 25).

The applicant provides additional data that demonstrates their overall success with a comprehensive chart that tracks success across a broad spectrum of state measure and in comparison against several geographic regions (Page 26).

The applicant takes the additional step of providing data that demonstrates its success at developing student for college and their college success rate (Page 32)

Overall the applicant demonstrates a clear and comprehensive level of remarkable success with a vulnerable population (with no pull back as a result of their equally extraordinary growth) in an exceptional manor.

Weaknesses:

No weaknesses noted.

Reader's Score: 20

2. The extent to which the school has demonstrated overall success, including:

(ii) High levels of parent satisfaction (up to 5 points);

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

The applicant acknowledges several awards and honors and rankings it has received over the three years (Page 24), several of these awards take into account parent satisfaction as a component in analyzing the success of a school.

They include being ranked in the top 1% of all high schools in the nation by US News and World reports, Stanford

Sub Question

University and a finalist for the Broad Prize.

Weaknesses:

The applicant did not provide specific parent satisfaction data.

Reader's Score: 2

3. The extent to which the school has demonstrated overall success, including:

(iii) The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school (up to 5 points).

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

The applicant has provided performance data that demonstrates the success of the management and leadership team in a couple of key areas. The applicant has grown to 44 schools and service over 23,000 students (Page 12). While academic outcomes have continued to grow as they have expanded rapidly in to more at risk communities (Page 28).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Significance

1. Significance (34 CFR 75.210(b)(2)(xii)).

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

The applicant further supports the significance of this fact by illustrating that by reduced financial hardship on the families of these students, who based on the success of this program will be entering college with more AP credits and therefore lower tuition cost. Multiplied across the spectrum of the thousands of families, this project could potentially impact other school both charter and traditional public schools across the nation (Page 35) can have far reaching impact for generations.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(i)).

Strengths:

Weaknesses:

Reader's Score: 15

Sub Question

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 3 points).**

Strengths:

The applicant provides statistical information in the form of a chart (Page 41) that the diversity of IDEA's faculty.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

- 2. In addition, the Secretary considers the qualifications, including relevant training and experience, of the project director or principal investigator (up to 12 points).**

Strengths:

The applicant provides a comprehensive amount of biographical data of key project personnel (Appendix B).

The applicant provides a comprehensive organizational chart for additional clarification (Page 42).

The applicant also includes a table that outlines key personnel, their experiences, qualifications, project responsibilities and % of FTE impact to the project in a clear and concise manner (Page 43-44).

A strong argument for the exceptional qualification of the Key Personnel of this project is the data that the applicant provides, that demonstrates the personnel's success with previously received multi-year federally funded projects (Page 42).

Weaknesses:

No weaknesses noted

Reader's Score: 12

Selection Criteria - Quality of the Management Plan

- 1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.

Strengths:

The applicant demonstrates a thorough comprehension of the project via the timeline it puts forth as a component of the management plan for this project (Pages 45-48). The timeline list all major activities, milestones and persons responsible, in a detailed manor but comprehensible format.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Priority Questions**Competitive Preference Priority - Supporting High-Need Students - 1****1. Competitive Preference Priority 1 - Supporting High-Need Students (Rural Students, Students with Disabilities, English Learners)**

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant provides a comprehensive plan as it relates to its ability to serve "High-Need Students and its promotion of diversity. (Pages 3-4) The applicant provides a statistical data that "75% of the population it serves is educationally disadvantage." (Page 4) The application is designed to address their needs.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Competitive Preference Priority - Supporting High-Need Students - 2**1. Competitive Preference Priority 2 - Supporting High-Need Students (Federally Recognized Indian Tribes)**

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

The applicant provides a comprehensive plan as it relates to its ability to serve "High-Need Students and its promotion of diversity. (Pages 3-4)

Weaknesses:

No specific policy was presented to Federally Recognized Indian Tribes.

Reader's Score: 1

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

The applicant project does not include components designed to improve early learning and development.

Weaknesses:

The applicant project does not include components designed to improve early learning and development.

Reader's Score: 0

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Status: Submitted

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Technical Review Coversheet

Applicant: IDEA Public Schools (U282C160001)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	10	7
Quality of Proposed Dissemination Activities		
1. Dissemination Activities	10	6
Existence & Quality of Charter or Performance		
1. Existence of Charter	5	5
Demonstration of Success		
1. Demonstration of Success	30	15
Significance		
1. Significance	15	11
Quality of Project Personnel		
1. Project Personnel	15	12
Quality of the Management Plan		
1. Management Plan	15	11
Sub Total	100	67
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	2
Supporting High-Need Students - 2		
1. CPP 2	3	0
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	2
Total	108	69

Technical Review Form

Panel #2 - Non-SEA Charter Schools - Panel 7 - 1: 84.282C

Reader #3: *****

Applicant: IDEA Public Schools (U282C160001)

Questions

Selection Criteria - Quality of Project Design

1. The quality of the project design (34 CFR 75.210(c)(1) and (c)(2)(xxix)).

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 proposed project is supported by strong theory (as defined in 34 CFR 77.1(c)).

Strengths:

The project design is well designed, detailed, and well described. The applicant notes strong support for the dissemination project from other charter school networks (15). The applicant proposes both qualitative and quantitative measures of success.

Weaknesses:

The applicant notes that it will build an "on-line, on-demand library of resources" (13), and that its project will be far-reaching, but it is not clear whether this is confined to its own schools, or will extend to other schools in the district or state. While the applicant does propose to use qualitative and quantitative data for measuring the success of the program, it is unclear whether the "AP passing rates for students across AP courses" (16) will be taken from just IDEA schools or from all participating schools. It is unclear how "Teacher retention in grade level/subject (overall, by campus, and by grade level/subject)" (17) is a valid measure of the success of this project, and the applicant does not explain this.

Reader's Score: 7

Selection Criteria - Quality of Proposed Dissemination Activities

1. Quality of the proposed dissemination activities and the likelihood that those activities will improve student achievement (20 U.S.C. 7221c(b)(7)).

Note: The applicant should review the Performance Measures section of the notice for information on the requirements for developing project-specific performance measures and targets consistent with those objectives. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

Dissemination activities are specific and well designed (17-21). The applicant provides a logical and reasonable rationale for improving student learning and achievement through teacher and instructional coach development and access to instructional resources.

Weaknesses:

The applicant notes that it will "will possibly maintain a site with low-cost access to additional AP content resources and videos" (20), which seems to imply that other districts and schools may be charged for access to the materials developed under the dissemination grant. Depending on the cost and how/who the applicant would charge for access, this could be

counter-intuitive to the purpose of a dissemination grant. Applicant states the following objective: "Of the schools and districts/CMOs receiving disseminated information and/or support, at least 75% of students impacted will be majority-minority and/or otherwise underserved students (or those underrepresented in AP courses)." It is unclear how the applicant intends to control for this contingency.

Reader's Score: 6

Selection Criteria - Existence & Quality of Charter or Performance

1. Please provide your responses in the sub-questions.

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

Strengths:

Weaknesses:

Reader's Score: 5

Sub Question

1. The Secretary considers:

(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 1 point);

Strengths:

The applicant has a performance contract with an authorized public chartering agency (22).

Weaknesses:

No weaknesses noted.

Reader's Score: 1

2. The Secretary considers:

(ii) The extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (up to 4 points).

Strengths:

The tools used to measure student performance and requirements are well described (23). The academic framework described uses indicators, measures, and metrics for student academic proficiency; student academic progress; performance of major student subgroups; and college and career readiness (23). Ratings for each measure are described. School performance is compared to the performance of similar schools.

Weaknesses:

No weaknesses noted.

Sub Question

Reader's Score: 4

Selection Criteria - Demonstration of Success

1. Please provide your responses in the sub-questions.

The demonstration of success (20 U.S.C. 7221c(f)(6)(A)).

Strengths:

Weaknesses:

Reader's Score: 15

Sub Question

1. The extent to which the school has demonstrated overall success, including:

(i) Substantial progress in improving student academic achievement (up to 20 points);

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

The applicant notes that it was a finalist for the Broad Prize for Public Charter Schools (24). Data on page (26) shows that IDEA administers a much higher percentage of AP and IB tests and ACTs than other district and state averages. IDEA shows a high percentage of students enrolled in post-secondary education (26). Data on page (29) show IDEA schools as outperforming their district counterparts on four indicators.

Weaknesses:

Data provided by the applicant (25) show that, while student performance on state standards is relatively high, the trend data for IDEA schools is somewhat erratic, and current performance is nearly that of performance in 2005, while all other groups in this data set have seen steady increases. While the applicant administers more ACT, IB, and AP exams than its district and state counterparts (26), students' average composite scores and the percentage of students at or above criterion are significantly lower. Page (31) notes that IDEA has closed or narrowed achievement gaps for historically underserved students, but insufficient detail is provided.

Reader's Score: 15

2. The extent to which the school has demonstrated overall success, including:

(ii) High levels of parent satisfaction (up to 5 points);

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

No strengths noted.

Sub Question

Weaknesses:

The applicant did not address this question.

Reader's Score: 0

3. The extent to which the school has demonstrated overall success, including:

(iii) The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school (up to 5 points).

Note: The Secretary encourages the applicant to provide performance data for the past three years to demonstrate student academic achievement (while maintaining the appropriate standards that protect personally identifiable information).

Strengths:

None noted.

Weaknesses:

While the applicant does discuss its rapid growth and replication, it does not address management and leadership, or discuss its financial viability in this section.

Reader's Score: 0

Selection Criteria - Significance

1. Significance (34 CFR 75.210(b)(2)(xii)).

The Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the extent to which the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies.

Strengths:

Applicant makes a compelling case for the value of AP courses in preparing students for college and helping reduce costs (33). Applicant notes that its goal is to increase overall equity of access to AP courses for historically underserved students (35).

Weaknesses:

The applicant discusses "disseminating results" (39), but still notes that it may charge certain schools and/or districts for access to its materials. It is unclear throughout the application who will receive access to these materials outside the IDEA system of schools, and at what cost.

Reader's Score: 11

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(i)).

Strengths:

Weaknesses:

Reader's Score: 12

Sub Question

- 1. The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 3 points).**

Strengths:

Applicant employment data (41) show evidence that IDEA's staff is similar to that of the student population which it serves. Applicant assures that federal non-discrimination laws are followed.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

- 2. In addition, the Secretary considers the qualifications, including relevant training and experience, of the project director or principal investigator (up to 12 points).**

Strengths:

Applicant has received and implemented other federal grants (42).

Weaknesses:

While it is noted that IDEA has implemented other federal grants, specific responsibilities related to the implementation and management of the grant are not described or delegated in this section. Resumes provided do not fully support experience in grant management. (Appendix B)

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

- 1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).**

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the 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.

Strengths:

Specific timelines are provided for major grant activities, as well as the individuals responsible for activities, and the purpose of each activity (45-48).

Weaknesses:

It is unclear how many courses will be developed in the first year (47), and how many will be left to complete in year 2 of the grant. There is no discussion of how the budget for the project will be managed in this section.

Reader's Score: 11

Priority Questions

Competitive Preference Priority - Supporting High-Need Students - 1

1. Competitive Preference Priority 1 - Supporting High-Need Students (Rural Students, Students with Disabilities, English Learners)

Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

Note: Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this competitive preference priority.

Strengths:

The applicant plans to increase access to AP classes for all students (2).

Weaknesses:

Applicant notes that 9% of students in IDEA schools are ESL, and 4% of students are Special Education (2). These are small percentages, which indicates that, while those students may be served by this program, there are not many students in these groups that attend IDEA schools. The applicant plans to serve high-needs students by "improving the quality of instructional coaching and instructional resources for all AP teachers, which will, in turn, impact all 3,052 IDEA students in grades 9-12." (2) This is an unspecific goal with respect to the populations of students in this competitive preference priority.

Reader's Score: 2

Competitive Preference Priority - Supporting High-Need Students - 2

1. Competitive Preference Priority 2 - Supporting High-Need Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

Strengths:

None noted.

Weaknesses:

The applicant did not address this competitive preference.

Reader's Score: 0

Competitive Preference Priority - Improving Early Learning Outcomes and Developments

1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

Strengths:

None noted.

Weaknesses:

The applicant did not address this competitive preference.

Reader's Score: 0

Status: Submitted

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