

**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: Kanu o ka Aina NCPCS (U282C160004)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	10	9
<b>Quality of Proposed Dissemination Activities</b>		
1. Dissemination Activities	10	9
<b>Existence &amp; Quality of Charter or Performance</b>		
1. Existence of Charter	5	5
<b>Demonstration of Success</b>		
1. Demonstration of Success	30	28
<b>Significance</b>		
1. Significance	15	15
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Sub Total</b>	<b>100</b>	<b>96</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	3
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	2
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	2
<b>Sub Total</b>	<b>8</b>	<b>7</b>
<b>Total</b>	<b>108</b>	<b>103</b>

# Technical Review Form

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

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

Applicant: Kanu o ka Aina NCPCS (U282C160004)

## 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 a number of research proofs and theory based underpinnings for the project's design, which is that culture, tradition and values create the framework for curriculum-based education (p.22). The clear focus of the proposal, based on theory and their own successful practice is to seamlessly integrate early instruction and development experiences with those of the elementary years, beginning with kindergarten. The strategies identified Professional Development for P-3, Alignment of P-3 Standard and Curriculum, and the use of Assessment for Improvement (pp.23-24). The project design is well depicted in a charter with these strategies related to implementation indicators and outcomes (p.24). A final key feature of the project is fostering Professional Learning Communities. (p.25).

#### Weaknesses:

The chart on page 24 uses ambiguous terms and is gives Insufficient details on how training will work.

Reader's Score: 9

### 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:

Table 3 on pages 26-27 illustrate with clarity the project objectives, performance and outcome measures. Job embedded professional development activities form the core of the dissemination strategy. Formative assessment using the Classroom Assessment Scoring System (CLASS) will occur four times a year to measure the impact of the development activities, supplemented by a project team rubric that will assess evidence of culture based education (p. 30). The quality of the activities is further enhanced by the use of Teaching Strategies GOLD (TS Gold), an individualized Early Childhood development continuum to assess student readiness for kindergarten. Student level data obtained through this assessment will enable teachers to focus on curriculum and instructional practices to meet specific learning needs of each student.

**Weaknesses:**

Professional development details are incomplete and do not show how and at what scale they will be performed (pages 26-27). For example, the applicant states that "preschool teacher will attend quarterly professional development opportunities with K-3 teachers" (P. 26), without providing further a narrative description of the nature and content of this project objective. Similarly, the impact of the outcome measures is also not clear because there are no examples noted of the measures or observational rubrics.

**Reader's Score: 9**

**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 school has a charter through the state which can be found in the appendix.

**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 approved new charter contract has accountability measures for financial and organization performance. New student performance measures are now included (p.33).

**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: 28**

**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 school reports that compared to 8 other sites it has achieved the highest percentage of "above average readiness" on standardized assessment for incoming kindergarten students for the 2013-14 academic year (pp.33-34). Remarkably, third graders scored 100% proficiency in both reading and math, all attributed to the strategy of integrating "P-3" curriculum and teaching (p. 35).

**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:**

Table 4 on page 36-37 provides substantial parent satisfaction on multiple constructs over a three year period. The percentage ratings demonstrate high levels of satisfaction.

**Sub Question**

**Weaknesses:**

It would have been helpful to know the number of parent responses to the survey for each of the three years it was conducted.

**Reader's Score: 4**

**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 governing board has been effective in maintaining the schools mission and provides the necessary accountability based on organizational performance indicators. It has operated consistently with a balanced budget, acceptable financial audits and efficient management (pages 39-40).

**Weaknesses:**

The applicant had little information pertaining to initial start-up problems and how those challenges were met(p.40).

**Reader's Score: 4**

**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 project's finding and outcomes would be beneficial statewide because the data shows that there is a significant need to improve readiness in third grade math and reading proficiency. The Project Director will actively disseminate the P-3 Hawaiian Education Model to co-located preschools as well as present its findings to state and national conferences. The projects external evaluator will be utilized to assess the projects impact, particularly the effects of charter schools, including their effects on students, student academic achievement, staff and parents (p.42).

**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:**

While the project is fully staffed, the applicant states a commitment to conduct recruitment efforts that would employ staff that have demonstrated that they have succeeded in overcoming disadvantages similar to those of Hawaiian-focused charter school families (p.42). The described process of recruitment is clearly consistent equal opportunity employment.

**Weaknesses:**

There are no 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:**

While the project is fully staffed, the applicant states a commitment to conduct recruitment efforts that would employ staff that have demonstrated that they have succeeded in overcoming disadvantages similar to those of Hawaiian-focused charter school families (p.42). The described process of recruitment is clearly consistent equal opportunity employment.

**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:**

The designated Project Director is highly qualified based on training and experience (pp.43-44). She will also oversee the work of the evaluator.

**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 management plan has full time Project Director and full time contracted Project Evaluator. A .5 FTE Clerical Support person from the school has considerable experience with the reporting requirements of a similar previous demonstration grant. The plan includes contracted education specialists. The overall management plan is described in detail in Table 5

(pp.45-46) which specifies Key Steps, designated personnel, timeframes and milestones/deliverables. The components of professional development, alignment of P-3 Standards and Curriculum, use of Assessment for Improvement, Project Evaluation, Reporting, Compliance and Dissemination are all well described and detailed.

**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 school is located in a rural area, but more importantly the eight target schools are also located in predominately rural areas (p.16), each of which has a high percentage of native Hawaiian students. 95 percent of the state is considered rural.

**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:**

Notwithstanding the fact that there is no federally recognized native governing body, Hawaiians are recognized as Native peoples (p.18).

**Weaknesses:**

There is confusion in establishing a clear definition of the status of Hawaiians as they are recognized, internationally as a nation-state but not and Indian tribe by the Federal government.

**Reader's Score:** 2

**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 purpose of the project is to strengthen pre-school early learning in order to increase school readiness and achievement by the third grade through teacher training (pages 19-20).

**Weaknesses:**

There are no weaknesses

**Reader's Score:** 2

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**Status:** Submitted  
**Last Updated:** 10/30/2015 11:28 AM

Status: Submitted

Last Updated: 11/24/2015 12:27 PM

## Technical Review Coversheet

Applicant: Kanu o ka Aina NCPCS (U282C160004)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	10	8
<b>Quality of Proposed Dissemination Activities</b>		
1. Dissemination Activities	10	7
<b>Existence &amp; Quality of Charter or Performance</b>		
1. Existence of Charter	5	5
<b>Demonstration of Success</b>		
1. Demonstration of Success	30	28
<b>Significance</b>		
1. Significance	15	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	15
<b>Quality of the Management Plan</b>		
1. Management Plan	15	12
<b>Sub Total</b>	<b>100</b>	<b>85</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	3
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	3
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	2
<b>Sub Total</b>	<b>8</b>	<b>8</b>
<b>Total</b>	<b>108</b>	<b>93</b>

# Technical Review Form

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

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

Applicant: Kanu o ka Aina NCPCS (U282C160004)

## 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 does a thorough of describing the need that the project planning on addressing and putting into context some of the historical events that contributed to the need occurring. (Pages 17-18)

The applicant continues to support its assertions with solid statistical data from several intuitions including the Annie E Casey Foundation. (Page 22)

The applicant details a project with three key components to address the issues (Page 23) Professional Development for P-3 educators, Alignment of P-3 Standards and Curriculum, and Use of Assessment for Improvement.

The applicant also provides a flow chart (Page 24) that provides and overview.

#### Weaknesses:

The applicant uses ambiguous terms (Page 24) such as "strong commitment", "high levels", strong organization capacity" in lieu of more specific such as contractual, specific target numbers.

The applicant describes desired outcomes of improved readiness of native students entering kindergarten, and essential component of teacher training for this program is a key component, however insufficient are the details as to how the content of the native centered education training will work.

Reader's Score: 8

### 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 does an adequate job of outlining the dissemination activities. (Page 26)

The chart provided specifies project objectives, performance and outcome measures broken down by year.

**Weaknesses:**

The data the applicant provides on were measures will be met is inadequate in this section of the application. For example the applicant states, "each year, the project will impact at least 40 P-3 educators". How will the initial engagement of the educators occur, and a greater definition of the word "impact" would be helpful.

**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:**

n/a

**Weaknesses:**

n/a

**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 charter. A copy of the charter is located in Appendix A

**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 does a comprehensive job of summarizing all of the performance measures in the contract that they received on May 5 2000.(Page 32) The applicant provides details with regard to the accountability measures that it will assess with the contract that the Hawai'i State Public Charter School Commission implemented on March 16, 2013.

Those areas of assessment will include financial, academic and organizational measures. (Page 32)

**Sub Question**

**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:**

n/a

**Weaknesses:**

n/a

**Reader's Score: 28**

**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 does a comprehensive job of providing data that speaks to the success they have had with this program. (Page 33)

Specifically the applicant provides strong data in support of the effectiveness of the program in the form of the information it presents on Malamapoki'i. (Page 33)

The applicant also provides data that shows improvements in both third grade math and reading proficiency. (Page 35)

**Weaknesses:**

The applicant states, "KANU students have steadily increased their test scores in reading and math." (Page 34)

The applicant only provides data for in support of these assertions for third graders. (Page 35)

**Reader's Score: 18**

**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).**

**Sub Question**

**Strengths:**

The evidence the applicant has provided in support of parent satisfaction is convincing.

The applicant has a 90% parent satisfaction rate on the "Ohana Feedback Survey," compared to an average of 62.2% for regular public schools. (Page 37)

The applicant provides three years of longitudinal data across nine constructs of parent satisfaction with the table it provides. (Page 36)

**Weaknesses:**

No weaknesses noted

**Reader's Score: 5**

**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 provides thorough evidence of the management and leadership teams' ability to start, operate and expand a successful charter school. (Pages 37-38) The applicant outlines management practices that include roles of the governing board and executive team and processes for Staff Retention and Enrollment (10-year 89% retention rate), and Personnel Files and Record Keeping protocols. (Page 38). The applicant also cites that the charter receives additional management support from Kanu o ka 'Aina Learning 'Ohana its charter support organization. (Page 40)

**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 provides a sound account of the distribution channel's it will utilize to disseminate information as it relates to this project, such as conferences, social media and other schools.(Pages 41-42)

**Weaknesses:**

No specific targets besides Ku'l ka Lono Conference are mentioned as part of the applicants dissemination plan.

Reader's Score: 10

### 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:**

n/a

**Weaknesses:**

n/a

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 does a complete job of stating the hiring practices of the charter school. (Page 1) Applicant further demonstrates their fair hiring practices, by stating that KANU "will not discriminate on the basis of race, creed, national origin, sexual orientation, disability or religion. (Page 1)

**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 convincing evidence of the qualifications of the project Director. (Page 43) An example of excellent qualifications is her 35 years as an educator in Hawai'i.

**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 presents a clear and concise management plan (Page 44) that strongly supports the team's ability to execute this project successfully over the next two years.

The table the applicant presents is a comprehensive and efficient way to present the key steps, personnel, timeframe, milestones and deliverables of the project.

(Pages 45-48)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 12**

**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 presents a comprehensive plan to support High-Need Students across all three identified groups. (Pages 31-33)

**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 presents a project that supports the needs of Federally Recognized Indian Tribes. (Page 34)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

**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 corner stone of the applicant's project is to improve early learner's outcomes and development. (Page 14).

**Weaknesses:**

No weaknesses noted

**Reader's Score:** 2

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**Status:** Submitted

**Last Updated:** 11/24/2015 12:27 PM

Status: Submitted

Last Updated: 11/02/2015 12:25 PM

## Technical Review Coversheet

Applicant: Kanu o ka Aina NCPCS (U282C160004)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Design	10	8
<b>Quality of Proposed Dissemination Activities</b>		
1. Dissemination Activities	10	6
<b>Existence &amp; Quality of Charter or Performance</b>		
1. Existence of Charter	5	2
<b>Demonstration of Success</b>		
1. Demonstration of Success	30	24
<b>Significance</b>		
1. Significance	15	13
<b>Quality of Project Personnel</b>		
1. Project Personnel	15	9
<b>Quality of the Management Plan</b>		
1. Management Plan	15	12
<b>Sub Total</b>	<b>100</b>	<b>74</b>
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	3
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	3
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	1
<b>Sub Total</b>	<b>8</b>	<b>7</b>
<b>Total</b>	<b>108</b>	<b>81</b>

# Technical Review Form

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

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

Applicant: Kanu o ka Aina NCPCS (U282C160004)

## 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 evidence and research to support its claim that a seamless integration of Pre-K and early learning with K-3 education is critical to a student's future success in school and the likelihood of persistence through high school. The applicant provides clear inputs, outputs, indicators, and outcomes (24). The applicant describes its three strategies for achieving the project goal (23-24).

#### Weaknesses:

While this section (23-24) is rich in research and evidence-based assumptions, the applicant did not include sufficient detail about the overall timeline for the project, how many teachers and/or schools would be involved, or a detailed description of the overall scope of the project.

Reader's Score: 8

### 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 reiterates the project objectives, and performance and outcome measures clearly in table form in this section (26-27).

#### Weaknesses:

While professional development activities are suggested, this suggestion lacks detail and it is unclear how most of the proposed dissemination activities will be developed, conducted, and assessed. For example, the applicant notes that PLCs will "bring together preschool and K-3 educators (center directors, teachers, and paraprofessionals), between and across sites, to share best practices and work on curriculum alignment between preschools and K-3 schools" (27), yet it is unclear how this will be done and on what scale. The applicant notes that site visits will be a component of the dissemination activities (28), but does not describe how these would be arranged, what the objectives would be, or how

many teachers and schools would participate. The applicant states that these activities will be assessed with the "Classroom Assessment Scoring System (CLASS) tool. Assessment will take place four times for year. This observational tool assesses the quality of teacher-child interactions in center-based preschool classrooms and includes three domains or categories of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support." (29) It is not clear who would be conducting these assessments or how the chosen tool is appropriate to assess these activities.

**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:** 2

#### **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 charter contract with an authorizer in operation (32).

**Weaknesses:**

None 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:**

None noted.

**Weaknesses:**

This section lacks sufficient detail (32-33). While the applicant refers to a new contract with standards, its description is unspecific, and it seems to refer to all charter schools in the state instead of its own contract. While the applicant notes that it includes data in its annual reporting, it is unclear what specific student performance

**Sub Question**

measures are required in the applicant's contract.

**Reader's Score:** 1

**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:** 24

**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 data showing high levels of kindergarten readiness in students who have gone through the KANU preschool program, and exemplary achievement in 3rd grade reading and math. (34-35)

**Weaknesses:**

It is not clear whether all the students in the applicant's co-located preschool would have attended the kindergarten, and the applicant does not describe the retention rate between preschool and kindergarten. The applicant states that it has closed achievement gaps, but provides no data on what specific gaps it has closed (34).

**Reader's Score:** 14

**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 provides three years of parent survey data, each of which shows a relatively high level of parent support and satisfaction (36). Examples include 82% parents feeling satisfied with the variety of learning experiences at the school (36), and 90% of parents feeling that the school continually seeks ways to improve teaching and learning to promote student achievement (36).

**Sub Question**

**Weaknesses:**

None noted.

**Reader's Score: 5**

**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:**

Applicant provides detail about the role of the governing board and administration (37-38), describes organizational performance indicators (39), and provides detail about the history of the school's financial solvency (40). It also notes the high retention rate of staff, which is an indicator of organizational stability (38).

**Weaknesses:**

None 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:**

Applicant aligns the project goals with the stated purpose of the federal Charter Schools Program (42). Results of data collection will be published and shared at local and national conferences. Applicant describes the relevance of the project goals to all students.

**Weaknesses:**

Applicant states that "the Project Director will be actively disseminating the P-3 Hawaiian Education Model and the idea of co-located preschools supported by professional development, curriculum alignment and assessment" (41) but does not provide detail as to how this individual will disseminate the model.

**Reader's Score: 13**

**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:** 9

**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 describes the recruitment process if it needs to solicit applicants to staff the project (42).

**Weaknesses:**

Applicant notes that the project is fully staffed already, but does not describe how it recruited or hired individuals from historically underserved backgrounds, and no information is given on the composition of the staff in place, even including how many staff are assigned to the project. (42)

**Reader's Score:** 1

- 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 qualifications of the project director are well described (43). She has 35 years of experience in public schools and has been the administrator of the co-located preschool for 9 years. She has provided professional development and has implemented and overseen educational programs.

**Weaknesses:**

It is unclear whether the project director has experience in grant management, including the financial aspects of managing a federal grant. (44)

**Reader's Score:** 8

**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:**

Applicant provides a detailed management plan that reflects timelines, responsible parties, and major activities (45-47).

**Weaknesses:**

Adherence to the budget is not addressed in the management plan. It is unclear who will develop and deliver the professional development described in the plan (45).

**Reader's Score: 12**

**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:**

Applicant notes that more than 95% of the state is considered rural, and the program funded by the grant would impact learning in rural communities (16).

**Weaknesses:**

None 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:**

While the applicant notes that indigenous Hawaiians are not a federally recognized tribe, (17) it does note that Hawaii is recognized as a nation-state internationally, and is convincing in its position that improving educational outcomes for native Native Hawaiians should be considered under this competitive preference priority.

**Weaknesses:**

None noted.

**Reader's Score: 3**

## 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 purports to address this priority as the intent of the project in the remainder of the application (14, 19).

#### Weaknesses:

This section lacks sufficient detail to be scored independently, even if other sections more fully describe how the applicant will meet this priority. Other sections discuss bringing together preschool and K-3 educators to share best practices (27), but this is insufficiently detailed as to how or why preschool teachers and K-3 teachers will collaborate.

**Reader's Score:** 1

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