

**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: Native American Community Academy Foundation (U282C160005)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	10	8
Quality of Proposed Dissemination Activities		
1. Dissemination Activities	10	8
Existence & Quality of Charter or Performance		
1. Existence of Charter	5	4
Demonstration of Success		
1. Demonstration of Success	30	28
Significance		
1. Significance	15	12
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	15	12
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	3
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	6
Total	108	93

Technical Review Form

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

Reader #1: *****

Applicant: Native American Community Academy Foundation (U282C160005)

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 conceptual theory of the projects design is extracted from the school's practice of applying a culturally integrated curriculum that is aligned with academic content areas. Consequently, cultural instruction is embedded throughout the curriculum (p.7). Teacher recruitment and professional development are crucial key components of the program (p.9). The curriculum is also aligned to the Common Core State Standards.

Weaknesses:

There is no direct discussion or description of the project design related to the dissemination project. The model, for example, is not expressed in a unitary form that could be clearly understood as a means of facilitating its dissemination.

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 describes a wide variety of the activities of best practice sharing, teacher training and a newly launched schools network to provide resources and technical supports. The network, in particular, attempts to engage other schools to use curriculum, pedagogy, and assessments to meet Common Core State Standards and practices, with data-backed evaluation of outcomes (p.15). The proposal seeks schools to become affiliated with its network by agreeing to a memorandum of understanding and a four year performance contract which includes an annual evaluation with metrics aligned to each of six network commitments. Score cards that capture student and school outcomes along with an annual School Quality Review will focus on evidence of common practices aligned to the six commitments.

The specific performance targets and measures are described in three goals related to meeting state standards, teacher training and engaging communities (pp. 22-23).

Weaknesses:

The performance goals and measures need to be more discreetly expressed as they relate to those activities that will improve student achievement (pages 22-23). A closer examination of current performance in meeting the State's standards in the targeted areas, for example, would help to understand the full expected impact of the project and whether the Hub's Network and agreements to share common practices will be sufficient to make a significant difference in student achievement.

Reader's Score: 8

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: 4

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 holds a charter contract from the LEA authorizer.

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 contract has a number of performance goals and measures. College readiness indicators and growth plans for the lower achieving students are notable (p. 25).

Sub Question

Weaknesses:

The fact that the contract needs to be renewed with undisclosed comprehensive factors considered is problematic (pages 23-24).

Reader's Score: 3

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 proposal graphically (pp.29-30) provides evidence that the school has made substantial progress in closing the achievement gap on state assessment in reading and math. At the high school level students who remained at the school since 9th grade have outperformed state graduation rates. College readiness indicators are also impressive (pp. 31-32). The dual credit opportunities for students have contributed a great deal for this success.

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:

State and local survey results show significant parent satisfaction on a range of indices(pages 33-34).

Sub Question

Weaknesses:

There are no weaknesses.

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 schools leadership and governing board is supported by a foundation that sets strategic vision and responds to fundraising needs and advancement support as needed (pp34-35).

Weaknesses:

It is not clear how this project will directly facilitate the development of new charter schools as described in their year three goal (page 17).

Reader's Score: 3

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 proposal makes reference to the fact that the Web Hub was formed in response to local and national demand to replicate the school's effective strategies and results and that they already have the technology in place to begin dissemination information(pages 36-37).

Weaknesses:

While the applicant has made a formidable case for the need to disseminate its best practices, it is still difficult to definitively understand how the results of the proposed project are to be disseminated in ways that will enable others to use the information or strategies. Gaining information from a web hub may be very useful, but it does not necessarily assure that the models will be effectively adopted without on-site evaluations and coaching. The evaluation design, for example, does not reveal the nature of quantitative and qualitative data collected for both the formative and summative evaluations (pages 37-38). There is a need to establish quality assurance procedures in order to be more convinced that the purposes of the proposal are significantly working.

Reader's Score: 12

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:

Most of the identified staff are members of groups that have traditionally been underrepresented (pages 39-40).

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 project has a depth of highly qualified and experience personnel to effectively conduct all aspects of the proposal. The Project Director is a founder of the school and is credited with much of the school's success (page 39).

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 offers an activity chart (pp.42-43) describing timelines for completion by designated personnel.

Weaknesses:

Milestones and deliverables are absent. Consequently it is difficult to know exactly what impact is expected in relationship to the projects' goals and objectives. Post grant expectations are mentioned but it is still important to know whether the project will adequately meet its objectives.

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:

70% of Native American students reside in either of two large school districts spread over hundreds of miles covering the entire northwest portion of the state (page 3). Both school districts are underperforming based on the state's required district report card system (page 3). The focus of the project will be to disseminate its community-led model in remote areas of the Navajo Nation.

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:

The school, with a student body comprised of 94% Native students, will serve in this project Native American students from federally recognized tribes in rural areas (pages 3-4). The particular target school district areas have Native students who are 77% and 65% not test proficient in math and reading (p. 4).

Weaknesses:

There are no weaknesses.

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:

There are no strengths noted.

Weaknesses:

This [reference priority was not addressed.

Reader's Score: 0

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Technical Review Coversheet

Applicant: Native American Community Academy Foundation (U282C160005)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Design	10	8
Quality of Proposed Dissemination Activities		
1. Dissemination Activities	10	6
Existence & Quality of Charter or Performance		
1. Existence of Charter	5	4
Demonstration of Success		
1. Demonstration of Success	30	28
Significance		
1. Significance	15	11
Quality of Project Personnel		
1. Project Personnel	15	13
Quality of the Management Plan		
1. Management Plan	15	10
Sub Total	100	80
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	3
Supporting High-Need Students - 2		
1. CPP 2	3	3
Improving Early Learning Outcomes and Developments		
1. CPP 3	2	0
Sub Total	8	6
Total	108	86

Technical Review Form

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

Reader #2: *****

Applicant: Native American Community Academy Foundation (U282C160005)

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 summarizes the project and the need for the project in a comprehensive and convincing manner.

The applicant presents key statistics to support the unfortunate need it identifies, including New Mexico's overall child well-being is ranked 49th out of 50 states by the Casey Foundation. Factors in the rating the applicant is trying to address are the proficiency rates around math & reading and graduation rates. (Page 19)

Further evidence of the quality of the project presented by the applicant is the curriculum used. (Page 26) A curriculum that is based on the values and cultures of Native American Population and still aligned to the Common Core State Standards is outstanding

The quality of the project is also reflective in the innovative manner NACA has integrated trips for the students to both Washington DC and New Zealand into their leadership development program. (Page 26)

The applicant further distinguishes itself by providing examples of some of the Native subject it has created, including Indigenous History, Native Literature, Native Languages and Self Identity (Pages 28-29).

The applicant presents programs for both students and parents as additional evidence to the quality of the program (Page 29)

Weaknesses:

No weaknesses noted

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 identified a demand for this project to be disseminated in 2011. (Page 31)

The applicant presented further evidence of high quality dissemination plan highlighting a grant received from the Kellogg foundation to exactly that and from that grant delineated a three prong approach (Page 31).

The applicant provides specific data in the forms of conferences, forums and targeted communities that it has disseminated information previously (Page 31)

The applicant also lists member schools that are participating in the program.

The applicant presents an exhaustive of goals and objectives with performance measure (Pages 40-41) as greater evidence of the quality of the proposed dissemination activities.

Weaknesses:

No weaknesses noted

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:

na

Weaknesses:

na

Reader's Score: 4

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 presents specific details of their performance contract. (Page 41)

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 provides a detailed account of the performance measure with-in the Charter contract (Pages 42-44)
The applicant also lists assessment and monitoring methods to be utilized in compliance with the performance contract. (Page 43)

Sub Question

Weaknesses:

No weaknesses noted

Reader's Score: 3

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:

na

Weaknesses:

na

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 has convincing evidence across a broad spectrum of academic and educational measures with regard to academic success.(Pages 46-51)

The applicant does a good job of putting into perspective the context in which this data should be analyzed, by taking into account "A disproportionately large number of high-need students enter NACA," and the progress the school continues to make. (Page 46).

The applicants provides a comprehensive graph that compares math and reading levels, (Page 29) that show significant gains in closing the achievement gap and out passing their peers in tradition public schools.

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

Sub Question

protect personally identifiable information).

Strengths:

Applicant presents strong evidence of high levels of parent satisfaction with their program is presented in the for of 90% of their parents participate in there surveys with 90% of them indicating that they are satisfied (Page 15) The applicant points to the States survey that had them score an average of 4.2 on a scale of 1-5, with a state average of 1.6 (Page 51). The applicant specifies an 85% re-enrolment rate as further evidence of parent satisfaction.

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 presents a strong case for the performance of their management team. (Page 53) The applicant points to key partnership already formed both, locally, nationally and global they have formed as evidence of their success. (Page 54).

Weaknesses:

The applicant mentions several different leadership sources including, executive director, governing council (Page 52), Board of Directors (Page 53). The applicant does provide a description of the roles and responsibilities of the leadership parties (Page 53 & 54). An illustration of the leadership teams would have been helpful, an organizational chart for example.

Reader's Score: 3

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 presents evidence that spans the gamete of the potential impacts of the program. At the local with the students in Albuquerque. At the State level with schools in Shiprock, Navajo Gallup and Santa Clara Pueblo New Mexico. Finally the potential impact for the national level to train teachers to work with Native American students potential any where in the nation and he applicant points out that this model has the potential to effect federal level policy on the "Indigenous educational landscape."(Page 55).

Weaknesses:

No weaknesses noted

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:

na

Weaknesses:

na

Reader's Score: 13

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 documents its fair hiring policies and the divisiveness of its employees (Page 10).
The applicant also provides data of the racial make-up of the staff (Page 57)

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 has provided bios and narratives that strongly list the quality of the key personnel to this project. (Pages 57-60), (Pages 71-95)

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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 application management plan is appropriately detailed and comprehensive for the entire program. It begins by listing the direct qualifications the personnel on staff to the program. (Pages 57-60) The applicant provides a table that list the activities that will take place, the quarter that they will be preformed in and who will preform them. (Page 60-62)

Weaknesses:

No weaknesses noted

Reader's Score: 10

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 speaks to the needs of addressing the needs of English learners by providing materials in English, Navajo and Keres. (Page 2). The applicant also states "All grant program related sessions/activities will be held in accessible facilities compliant with the Americans with Disabilities Act." (Page 2)

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 states that the "Goal" of the program is to create "Indigenous education of excellence for Native American Students." (Page 15) The entire application describes how they will achieve this goal.

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:

No plan provided

Weaknesses:

No plan provided

Reader's Score: 0

Status: Submitted

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Technical Review Coversheet

Applicant: Native American Community Academy Foundation (U282C160005)

Reader #3: *****

	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	29
Significance		
1. Significance	15	15
Quality of Project Personnel		
1. Project Personnel	15	15
Quality of the Management Plan		
1. Management Plan	15	13
Sub Total	100	97
Priority Questions		
Competitive Preference Priority		
Supporting High-Need Students - 1		
1. CPP 1	3	1
Supporting High-Need Students - 2		
1. CPP 2	3	3
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 #3: *****

Applicant: Native American Community Academy Foundation (U282C160005)

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 presents research that supports the importance of explicitly serving native American students in a culturally competent and authentic system. (7) Applicant clearly describes the integration of a holistic, community-based education model with content that is rigorous, college-preparatory, and aligned to Common Core standards (8). Applicant describes the manner in which each project objective will be accomplished through strong leadership, academic preparation, and health (9-12). Applicant provides citations to research supporting the project's assumptions.

Weaknesses:

None 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:

Applicant proposes to utilize best practice sharing, teacher training, affiliation with NISN, performance management, NISN philosophy and curriculum, and the NISN Network Support Office to implement its dissemination activities. Applicant clearly describes dissemination activities that have already taken place, and how the grant would expand those activities (14), including supporting the start-up of new charter schools designed to serve Native youth. Applicant provides an accountability framework for schools started as a result of the grant activities (18). Applicant presents a clear alignment between proposed dissemination activities and improving outcomes for native youth. Project objectives and goals are specific, measurable, realistic, and time-bound (23).

Weaknesses:

None 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 has a charter in place with a chartering agency.

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:

Applicant lists specific target goals, criteria, and supplemental indicators for academic, financial, and operational performance in the contract (24). NACA sets goals for cultural identity, college engagement, college readiness, and specific targets for student performance on the ACT (25).

Weaknesses:

None noted.

Reader's Score: 4

Selection Criteria - Demonstration of Success

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: 29

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:

Applicant provides data that shows the school's students significantly outpacing all Native students in the states, and making gains at a higher rate than all students in NM. (29-30) Applicant provides data for better graduation outcomes of students in NACA compared to the rest of the district, and also for students who enter at the 9th grade (as opposed to any other entry point). Students at NACA since 9th grade have a 92% graduation rate, and 100% of applicants receive college acceptance (31). NACA's students participate in college and career readiness assessments at a higher rate than their district peers (32). This is compelling evidence of substantial progress in improving student achievement.

Weaknesses:

Applicant did not include sufficient information about student achievement disaggregated by gender. Applicant did not include sufficient information about the dropout rate at NACA as compared to the district (29-32).

Reader's Score: 19

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:

Applicant provides data on high levels of parent satisfaction. Applicant lists a number of parent and family involvement activities (34).

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

Sub Question

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 governance of the organization is well described. Applicant discusses the management of money received by the NACA Foundation. Applicant describes the involvement of the leadership team in other national leadership endeavors (36).

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 makes a compelling case for the significance of the project throughout the application. Applicant notes the success of other charter schools operating under this model (37). Applicant notes that the project will "build on the internal work many tribal communities are already initiating to address issues of educational attainment, poverty, and lack of opportunity" (37), which is an indication of the potential widespread impact of the project. Applicant describes an innovative mechanism for gathering data throughout the project, and describes how it will share these data with other states serving similar populations of students (38).

Weaknesses:

None 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:

A high percentage of teachers at NACA are of historically underrepresented groups, and this reflects the demographics of the students in the school. (39) The described individuals managing the project are also from historically underrepresented backgrounds, many of Native heritage.

Weaknesses:

None 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 fully describes the backgrounds and qualifications of individuals managing both the project and the financial aspects of the grant. (39-40). The individuals described are highly qualified to do so. They have experience in school leadership in schools that serve Native American students, been honored by President Obama, received fellowships, and have experience in non-profit organizations (39-40). Applicant describes what each individual's role in managing the project will be, and their qualifications to do so.

Weaknesses:

None 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:

Applicant provides a timeline for the major activities of the grant (42-45). Applicant describes the ongoing management of the grant, the continued operation and sustainability of the program, and the system for evaluating the impact of the project (45).

Weaknesses:

Applicant mostly discusses chartering options in the sustainability section (42-46). More detail could have been provided about financial sustainability for the project and evaluation system, as well as sustaining any gains measured during the term of the grant.

Reader's Score: 13

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 provides data to support the priority to serve rural students through the project and states that these communities will be the target of the dissemination activities (2).

Weaknesses:

Other than stating that it will partner "with schools to disseminate its community-led model that integrates rigorous academics with cultural relevance, holistic wellness, and community transformation" (3), there is very little information in this section about how the project will specifically serve rural students.

Reader's Score: 1

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 charter school's student body is 94% Native students and the project is specifically designed to improve outcomes and learning environments for Native students (3).

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:

None noted.

Weaknesses:

Applicant does not address this in the application.

Reader's Score: **0**

Status: Submitted

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