

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

Status: Submitted

Last Updated: 02/11/2010 02:04 PM

## Technical Review Coversheet

**Applicant:** Laupahoehoe Alumni/Community Association (U282B090007)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Summary Comments</b>		
<b>Summary Comments</b>		
1. QUESTION 1	0	0
<b>Selection Criteria</b>		
<b>The quality of the proposed curriculum and instructional practices.</b>		
1. QUESTION 2	20	9
<b>The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.</b>		
1. QUESTION 3	10	8
<b>The extent of community support for the application.</b>		
1. QUESTION 4	20	15
<b>The ambitiousness of the objectives for the charter school.</b>		
1. QUESTION 5	10	8
<b>The quality of the strategy for assessing achievement of those objectives.</b>		
1. QUESTION 6	20	14
<b>The likelihood that the charter school will meet those objectives ...</b>		
1. QUESTION 7	10	8
<b>The extent to which the proposed project encourages parental involvement.</b>		
1. QUESTION 8	10	9
<b>The quality of the personnel who will carry out the proposed project.</b>		
1. QUESTION 9	10	9
<b>The contribution the charter school will make ...</b>		
1. QUESTION 10	20	18
<b>Total</b>	<b>130</b>	<b>98</b>

# Technical Review Form

Panel #3 - Panel 3: 84.282B

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

Applicant: Laupahoehoe Alumni/Community Association (U282B090007)

## Questions

### Summary Comments - Summary Comments

#### 1. Summary Comments

##### General:

The application proposes a conversion charter school that seeks to reflect the community in which it is located, a difficult proposition in a one-school district state. The application makes a good case for community changes and the involvement necessary for educational change, and a school such as this one is needed.

However, the application would benefit from clearly delineating what would change and be different about the school after conversion. The school is currently in its fifth year of restructuring and in such situations dramatic turn-around efforts are necessary to advance the achievement of academically at-risk students. One example of the change needed would be a clear curriculum consisting of the courses, their content and their scope and sequence.]

Reader's Score: 0

### Selection Criteria - The quality of the proposed curriculum and instructional practices.

#### 1. The quality of the proposed curriculum and instructional practices.

**Note: The Secretary encourages the applicant to describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.**

##### Strengths:

Current partnerships will be utilized, expanded and new ones established (p. 16). The school will "embrace the standards-based framework espoused by the Buck Institute for Education." (pp 20-21). Students will be taught in a small school environment (pp. 22-23). The school will use the Hawaii Content and Performance Standards III (NCPS). (p. 12). The background of the school and the area makes a good case for community changes and involvement that are necessary for school success, offering a clear vision for the school (pp 1-6).

##### Weaknesses:

The school is in the fifth year of restructuring, but the proposal does not make clear what will be different about the curriculum or instructional methods under a charter conversion. (p.12). Use of "constructivist-project-based learning" is an approach to learning, but not a "curriculum" (i.e., a set of courses and their content). (pp. 13-14) The proposal would benefit by providing examples of projects and methodologies used in the "standards-based framework espoused by the Buck Institute for Education." (pp. 20-21).

Reader's Score: 9

**Selection Criteria - The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.

**Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts the charter school from significant State or local rules that inhibit the flexible operation and management of public schools.**

**The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with its State's charter school law.**

**Strengths:**

Charter schools are given automatic exemption from most state laws (p. 24). The application demonstrated a clear understanding of the reporting responsibilities of the school to the state, as well as the relationships (p. 24, 28-30)

**Weaknesses:**

It is not clear to what extent the charter school retains fiscal autonomy from the SEA (p.24).

Reader's Score: 8

**Selection Criteria - The extent of community support for the application.**

1. The extent of community support for the application.

**Note: The Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school.**

**Strengths:**

A petition for conversion has received more than 200 signatures, which is a significant number in a sparsely-populated area (p.30). The school has obtained letters of support or partnership from a number of local organizations and entities (p. 31). The school will use a variety of means to communicate to the community, including a website, newspaper ads, community database, mailings, posting on public bulletin boards, distribution at public meetings and facilities, etc. (pp.32-33).

**Weaknesses:**

The proposal would benefit from a plan creating a face-to-face recruitment effort (i.e., door-to-door), and a specific plan for reaching out to and re-enrolling students who have left the current school (pp. 31-33).

**Reader's Score:** 15

**Selection Criteria - The ambitiousness of the objectives for the charter school.**

**1. The ambitiousness of the objectives for the charter school.**

**Note: The Secretary encourages the applicant to describe the objectives for the charter school and how these grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, in meeting these objectives.**

**Strengths:**

The school proposes to increase the pass rates in reading of students in the school from 57 percent in 2008-09 to 70 percent in 2011-12. (pp. 34-35). The school proposes to increase the pass rates in math of students in the school from 37 percent in 2008-09 to 50 percent in 2011-2012. (pp. 34-35).

**Weaknesses:**

The proposal would benefit from providing greater detail about the rubrics created by the Buck Institute that the school plans to use (p.35).

**Reader's Score:** 8

**Selection Criteria - The quality of the strategy for assessing achievement of those objectives.**

**1. The quality of the strategy for assessing achievement of those objectives.**

**Strengths:**

The school will employ a wide variety of assessments and metrics to demonstrate proficiency and academic achievement (p. 38). Staff will receive student data monthly and use the data to improve the educational program (p. 39). The assessments to be utilized are linked to the varied objectives of the school (pp. 39-40)

**Weaknesses:**

The proposal would benefit from providing greater explanation of the assessments, evaluations, and rubrics to be utilized (pp. 38-39).

**Reader's Score:** 14

**Selection Criteria - The likelihood that the charter school will meet those objectives ...**

**1. The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance.**

**Strengths:**

The school will seek to develop relationships within the building and create a culture supporting the belief that all Students Can Learn. (p.41). The school's overall emphasis on redeveloping the school culture is an important attribute for a conversion school (p. 41). A great deal of the school's investment is being made in foundational changes and staff

development necessary to turn around a school (budget, p. 41)

**Weaknesses:**

The proposal would benefit from addressing the additional challenges inherent in a school conversion.

**Reader's Score: 8**

**Selection Criteria - The extent to which the proposed project encourages parental involvement.**

**1. The extent to which the proposed project encourages parental involvement.**

**Note: The Secretary encourages the applicant to describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.**

**Strengths:**

The school will create many avenues for parents to participate in support of their child's education (p. 42). A parent association will be formed, and there will be formal input offered into school operations (pp. 42-43). Parents have been involved in the development of this school since its inception (pp. 1-6)

**Weaknesses:**

There does not appear to be a method of ensuring parent membership on the school's Board, or a description of how the Board was formed. (pp. 42-43).

**Reader's Score: 9**

**Selection Criteria - The quality of the personnel who will carry out the proposed project.**

**1. The quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the qualifications, including relevant training and experience, of the project director; and 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.**

**Strengths:**

Project leaders have a wide variety of experience in leading organizations. (pp. 44-46). Project leaders have significant community and educational backgrounds covering all necessary non-educational aspects for a charter (finance, legal, etc.) (pp. 44-46).

**Weaknesses:**

There is no project leader with experience in post-Elementary school education, a notable weakness given the fact that this school will incorporate middle and high school level students. (p.45).

**Reader's Score: 9**

## Selection Criteria - The contribution the charter school will make ...

1. **The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards.**

### **Strengths:**

The demographics of the likely student population demonstrate a high likelihood that the school will serve educationally disadvantaged students. (p. 46). The school will utilize the Hawaii Content and Performance Standards to meet or exceed state proficiency standards. (p.47). The school will use an extensive intake evaluation to identify potentially low-achieving students (p. 48). The entire design of the school and the challenge it seeks to address is aimed at educationally disadvantaged.

### **Weaknesses:**

The proposal generally does not describe in detail, or by example, the turn-around strategies to be deployed in reversing the low academic performance at the current school (pp. 48-50).

**Reader's Score:** 18

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**Status:** Submitted

**Last Updated:** 02/11/2010 02:04 PM

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## Technical Review Coversheet

**Applicant:** Laupahoehoe Alumni/Community Association (U282B090007)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Summary Comments</b>		
<b>Summary Comments</b>		
1. QUESTION 1	0	0
<b>Selection Criteria</b>		
<b>The quality of the proposed curriculum and instructional practices.</b>		
1. QUESTION 2	20	16
<b>The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.</b>		
1. QUESTION 3	10	4
<b>The extent of community support for the application.</b>		
1. QUESTION 4	20	14
<b>The ambitiousness of the objectives for the charter school.</b>		
1. QUESTION 5	10	10
<b>The quality of the strategy for assessing achievement of those objectives.</b>		
1. QUESTION 6	20	18
<b>The likelihood that the charter school will meet those objectives ...</b>		
1. QUESTION 7	10	7
<b>The extent to which the proposed project encourages parental involvement.</b>		
1. QUESTION 8	10	10
<b>The quality of the personnel who will carry out the proposed project.</b>		
1. QUESTION 9	10	10
<b>The contribution the charter school will make ...</b>		
1. QUESTION 10	20	16
<b>Total</b>	<b>130</b>	<b>105</b>

# Technical Review Form

Panel #3 - Panel 3: 84.282B

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

Applicant: Laupahoehoe Alumni/Community Association (U282B090007)

## Questions

### Summary Comments - Summary Comments

#### 1. Summary Comments

##### General:

The proposal is well presented, makes a very clear case for the need to continue a long established small neighborhood school that is in a unique community. The applicants appear to be well grounded in the context of the school as well as the realities of finances, facilities, and state policies. They wish to be a model for keeping viable rural schools in operation that are both responsible to the community and high performing. The application would be even stronger if a comparison were included between what is currently in place and how that will change with this proposal.]

Reader's Score: 0

### Selection Criteria - The quality of the proposed curriculum and instructional practices.

#### 1. The quality of the proposed curriculum and instructional practices.

**Note: The Secretary encourages the applicant to describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.**

##### Strengths:

The applicant presents a very convincing argument for constructivist project based learning and has specific steps in place to ensure that it will result not only in applied learning and stronger community ties, but significant increases in essential academic proficiencies. The plan for ELL learners is solid, and is in keeping with the belief in community. The project includes a strong vocational piece for secondary students, enhancing existing facilities and partnerships.

##### Weaknesses:

A full description of what is currently in place and how and why that needs to be changed is not provided.

Reader's Score: 16

### Selection Criteria - The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.

#### 1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.

**Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts the charter school from significant State or local rules that inhibit the flexible operation**

and management of public schools.

**The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with its State's charter school law.**

**Strengths:**

The nature of the relationship between charters and the state is well described regarding autonomy and oversight. The applicant seems to have a strong understanding of governing, fiscal, and operational realities.

**Weaknesses:**

There are conflicting statements related to special education. Page 11 states that because the school would not be an LEA, compliance with IDEA section 613 (e) (1)(B) is not applicable, but page 24 states that the statutory law governing Hawaii charter schools provides that the local board shall be responsible for compliance with applicable state and federal laws. It is also not stated if the state has agreed to allow the school to restructure into a charter school or what that process is. The local board (page 24 and 25) seems to be planning to delegate operational and financial responsibilities to the Project and Business Consultants. This does not seem to be in keeping with the need for local control mentioned in the need for restructuring.

**Reader's Score: 4**

**Selection Criteria - The extent of community support for the application.**

**1. The extent of community support for the application.**

**Note: The Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school.**

**Strengths:**

A very strong case is made for the need to keep the neighborhood school and one of the expected outcomes is to create a template for saving rural schools in general. It is clear from the history presented that this effort grew from local involvement and needs and that members of the community have been driving this effort from the beginning and throughout,

**Weaknesses:**

It is not clear how many parents of students actually attending the school have been involved, have attended meetings, or have signed the petition. It would strengthen the grant to get some idea of how many of the students who are either being home schooled or are attending other schools would return to this school under this restructuring effort, or how many would return given real evidence of change. It would also help to know the actual capacity of the school, as page 32 states that all students within the attendance area will be guaranteed enrollment.

**Reader's Score: 14**

**Selection Criteria - The ambitiousness of the objectives for the charter school.**

**1. The ambitiousness of the objectives for the charter school.**

**Note: The Secretary encourages the applicant to describe the objectives for the charter school and how these grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, in meeting these objectives.**

**Strengths:**

The academic goals are very ambitious and are tied to state goals. Intermediate goals are provided. A goal is included for securing 5 new community partnerships during the planning phase. The use of grant funds is clearly described and the case is well presented that these funds will be used for bringing the program up to a much higher level of student achievement.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 10**

**Selection Criteria - The quality of the strategy for assessing achievement of those objectives.**

**1. The quality of the strategy for assessing achievement of those objectives.**

**Strengths:**

Assessments include both state tests and authentic assessments appropriate to project based learning. Plans are included related to the use of ongoing assessments to fine tune the plans. Appropriate methods to measure other goals, such as governance, community needs, and suitability of the facility are included.

**Weaknesses:**

It would help to include an example of the Buck Institute of Education rubric that will be used to evaluate project based learning (page 39).

**Reader's Score: 18**

**Selection Criteria - The likelihood that the charter school will meet those objectives ...**

**1. The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance.**

**Strengths:**

One of the advantages of this project is that the excellent school facilities are already available and will evidently continue to be provided. There is also strong community support and a current population of over 200 students in the school. The applicants use the 7 central actions recommended through research (The International Center for Leadership in Education) as a guide for lasting change. The planning process seems to have been thoughtful and well researched, with an emphasis throughout on the context of the school.

**Weaknesses:**

There is no description of the current or future board (referred to on page 24), what their responsibilities will be, who the members are, whether or not any parents will be included, and how that board will be trained or will grow and develop in the future.

**Reader's Score:** 7

**Selection Criteria - The extent to which the proposed project encourages parental involvement.**

**1. The extent to which the proposed project encourages parental involvement.**

**Note: The Secretary encourages the applicant to describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.**

**Strengths:**

The parents have been involved from the beginning and there seems to be a real feel for the community, of working with parents, not doing things to or for them. They are to be included in the ongoing management, evaluation, and readjustments as the school goes forward. Each class will elect one parent representative to each of 3 committees (policy, mentorship, and activities).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:** 10

**Selection Criteria - The quality of the personnel who will carry out the proposed project.**

**1. The quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the qualifications, including relevant training and experience, of the project director; and 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.**

**Strengths:**

The project personnel are well qualified for the positions for which they have been chosen and are all a part of the local diverse community. A plan is in place to move from part time consultants to full time employees as the project goes forward.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:** 10

**Selection Criteria - The contribution the charter school will make ...**

**1. The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards.**

**Strengths:**

The local population is well described and includes more ELL, Special Education, and economically disadvantaged students than the already diverse and needy state population. The needs of these students are core to the design of this school, and include strong community involvement, applied and meaningful learning, a comprehensive intake process to determine needs and services, and vocational training for older students.

**Weaknesses:**

The application does not include specifics related to the needs of special education students other than academic needs that will be met through individualized plans for all. The plan for special education students (20% of the population) should be specific to the beliefs of the project, not just "full inclusion" (page 50) or to serve them in the same manner as the HIDOE does (page 10). This would be a good opportunity to improve on these services, not emulate them.

**Reader's Score:** 16

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**Status:** Submitted

**Last Updated:** 02/11/2010 02:04 PM

Status: Submitted

Last Updated: 02/11/2010 02:04 PM

## Technical Review Coversheet

**Applicant:** Laupahoehoe Alumni/Community Association (U282B090007)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Summary Comments</b>		
<b>Summary Comments</b>		
1. QUESTION 1	0	0
<b>Selection Criteria</b>		
<b>The quality of the proposed curriculum and instructional practices.</b>		
1. QUESTION 2	20	14
<b>The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.</b>		
1. QUESTION 3	10	7
<b>The extent of community support for the application.</b>		
1. QUESTION 4	20	17
<b>The ambitiousness of the objectives for the charter school.</b>		
1. QUESTION 5	10	7
<b>The quality of the strategy for assessing achievement of those objectives.</b>		
1. QUESTION 6	20	13
<b>The likelihood that the charter school will meet those objectives ...</b>		
1. QUESTION 7	10	6
<b>The extent to which the proposed project encourages parental involvement.</b>		
1. QUESTION 8	10	8
<b>The quality of the personnel who will carry out the proposed project.</b>		
1. QUESTION 9	10	7
<b>The contribution the charter school will make ...</b>		
1. QUESTION 10	20	16
<b>Total</b>	<b>130</b>	<b>95</b>

# Technical Review Form

Panel #3 - Panel 3: 84.282B

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

Applicant: Laupahoehoe Alumni/Community Association (U282B090007)

## Questions

### Summary Comments - Summary Comments

#### 1. Summary Comments

##### General:

LCPCS as planned appears to closely match community needs and values. The history of the school and community is compelling. More detail on the school as it has existed in the near past would help to define the differences that will occur when the district school becomes a charter school.

Formatting of the grant application gives evidence of clear thinking which is a real asset when facing the substantial academic and community challenges described in the application. However, the applicant does not mention any potential problems typical of converting a district school to a charter school. and thus does not directly target implementation steps to be prepared to meet specific challenges.

The budget narrative would benefit from further refinement. It includes what appear to be contract expenses in the travel category (pg 7 & 8) and includes expenses for food (pg 9) that are not directly linked to meeting goals.

Applicant gives greater weight to describing the proposed philosophy of the school and to justifying the school's existence than to the actual "how to" of completing the conversion and meeting the school's goals. Action steps can be developed in the planning stage if the charter conversion is approved, but the conversion process is not yet complete.

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Reader's Score: 0

### Selection Criteria - The quality of the proposed curriculum and instructional practices.

#### 1. The quality of the proposed curriculum and instructional practices.

**Note: The Secretary encourages the applicant to describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.**

##### Strengths:

The applicant demonstrated thorough understanding of relationship between curriculum, methodology, community values, and desired school culture and supported choices with reference to successful programs and providers.

Applicant gave a clear description of the qualities of performance based learning.

Applicant'S use of reputable resources to assist in implementing the curriculum (Buck Institute and WestEd) demonstrates an awareness of the importance of professional development and a willingness to seek expert guidance.

**Weaknesses:**

The applicant gave statements of assurance but did not cite specific examples of how curriculum delivered by project learning will meet state standards.

Special Education explanation is inadequate. While the applicant has a thorough knowledge of steps to help at risk students in general, applicant fails to describe the steps for developing and monitoring an IEP.

The applicant links assessments to goals measuring (pg 35 and 38) by giving specific examples of assessment types to be used. However, applicant reference to online Buck Institute assessments (pg 20 and 22) does not describe the actual assessments.

**Reader's Score: 14**

**Selection Criteria - The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts the charter school from significant State or local rules that inhibit the flexible operation and management of public schools.**

**The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with its State's charter school law.**

**Strengths:**

Applicant stated that local school board will eventually have full control of the school and the school has an overall understanding of the responsibilities.

Applicant listed authorities and responsibilities of the LSB and the to-be-hired School Director (pg 26).

**Weaknesses:**

Applicant identified a disconnect between constitutional and operational powers of the HDOE which has authority over the CSR, and the typically autonomous operations of the CSR. (pg 24) There is no discussion of what benefits or threats offered by the present disconnect or any future alignment of the two agencies.

Applicant says LSB will be a policy setting board, but also states it will have total responsibility for hiring and firing all employees which might undermine School Director's authority.

**Reader's Score: 7**

**Selection Criteria - The extent of community support for the application.**

**1. The extent of community support for the application.**

**Note: The Secretary encourages the applicant to describe how parents and other members of the**

**community will be informed about the charter school, and how students will be given an equal opportunity to attend the charter school.**

**Strengths:**

Applicant clearly understands purpose and benefits of partnerships to both school and community. Letters of commitment and 200 signatures show that applicant is viewed positively by community. Applicant has held town meetings and the community is aware that if the school is not converted to a charter school, it will probably be closed and students will be bused to a distant school.

**Weaknesses:**

Enrollment process as described by Applicant may not meet Federal standards in that the lottery is planned to take place "if spaces remain" instead of when more students enroll than there are spaces for. (pg 33)

Applicant stresses diversity of community demographics but lists values that appear to be purely Hawaiian. If Hawaiian values permeate the community, it should be OK to say so.

Applicant states a significant number of employees support conversion, but does not give actual numbers or a percentage and this could be a major factor in being allowed to convert the school.

**Reader's Score: 17**

**Selection Criteria - The ambitiousness of the objectives for the charter school.**

**1. The ambitiousness of the objectives for the charter school.**

**Note: The Secretary encourages the applicant to describe the objectives for the charter school and how these grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary, in meeting these objectives.**

**Strengths:**

Applicant plans to create both a magnet for a community and a model for other rural schools to follow in improving student achievement. (pg 18 and 22)  
Applicant set benchmarks to reach 100% of students scoring proficient or superior on HSA and that will require increases of 13-40% annually.  
Applicant is clear about the use of grant funds to meet goals  
Applicant states curriculum is aligned to state standards  
(pg 35).

**Weaknesses:**

Applicant does not address use of additional funds to support the ambitious objectives. Leveraging resources will increase the chance of accomplishing the school goals, but failure to take advantage of other funding sources may jeopardize success of the goals. Failure to mention these other funding sources also calls into question the leadership's awareness of these funds.

**Reader's Score: 7**

**Selection Criteria - The quality of the strategy for assessing achievement of those objectives.**

**1. The quality of the strategy for assessing achievement of those objectives.**

**Strengths:**

Applicant offers a lengthy and varied list of methods of gathering data which will enable data based decision making.

**Weaknesses:**

Applicant list methods of assessing, but does not directly link them to goals; does not always say who gets the various reports, and does not indicate desired benchmarks or what will be done if those benchmarks are not reached. (pg 39)

Applicant could strengthen this area by giving examples of Beck Institute assessments and rubrics and by including in the appendix a letter of agreement and/or documentation of types of contract services and their costs.

Applicant does not clarify how data will drive instructional practices

**Reader's Score: 13**

**Selection Criteria - The likelihood that the charter school will meet those objectives ...**

**1. The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance.**

**Strengths:**

Applicant plans to hire outside experts to implement the conversion.

Applicant's plans are based on proven methodologies (7 Traits of Successful Schools)

Applicant proposes putting most money and effort into foundational changes such as professional development and campus culture building.

**Weaknesses:**

Applicant puts a great emphasis on creating a school culture but does not indicate an awareness of the types of problems that might be faced during the conversion. Acknowledging potential problems would allow applicant to demonstrate an awareness of the breadth of the challenges facing the LSB and that the school is prepared to meet those challenges.

Applicant emphasizes use of Beck Institute assessment tools, but fails to give any examples of the rubrics or assessments. Further applicant fails to include information on the costs of contracting with the institute or to include any evidence of communication with the Institute such as a letter of agreement. These things would be helpful since the Institute appears to be such a major part of the school's assessment plan.

Applicant does not explain how data will drive instructional practices. Who will receive reports? What benchmarks will trigger action steps? How will shortcomings be addressed?

Applicant fails to fully describe status quo so it is difficult to understand what if any changes will be made beyond reestablishing programs that have been cut.

Reader's Score: 6

**Selection Criteria - The extent to which the proposed project encourages parental involvement.**

**1. The extent to which the proposed project encourages parental involvement.**

**Note: The Secretary encourages the applicant to describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.**

**Strengths:**

Applicant has held community meetings and focus groups to share information and to demonstrate the importance of the school community relationship.

Applicant describes a plan for a parent organization and includes specific areas of parent responsibility which evidences the sincerity of the school's desire to involve parents and community members.

**Weaknesses:**

Applicant lists 3 committees each to have grade level representatives. It is unclear if representatives are parents or students. (pg 42)

Applicant is unclear about the local school board. Who serves and how are they elected or appointed. Is this different from the charter school's governing entity.

Reader's Score: 8

**Selection Criteria - The quality of the personnel who will carry out the proposed project.**

**1. The quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers the qualifications, including relevant training and experience, of the project director; and 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.**

**Strengths:**

Applicant lists four people key to developing the school. Their combined experience covers business, government, education, business/office management, law, community, parent interests, and grant management. These provide experience that can determine the success or failure of a charter school.

**Weaknesses:**

Applicant includes only minimal information on the local school board: who are the members, how are they elected/selected, have they expressed an opinion about charter schools in general and specifically the conversion ? all are good questions.

Education consultant does not have high school experience and applicant did not explain how the necessary high school expertise will be obtained.

Reader's Score: 7

## Selection Criteria - The contribution the charter school will make ...

1. **The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards.**

### **Strengths:**

Applicant describes an effective intake process for students to access help. (pg 48)

Applicant describes a student support team that goes beyond special education mandates to help all struggling students. This process and program demonstrate a respect for the needs of struggling students who may not qualify for special education services. (pg 47-48)

Applicant identified the extent of under achieving students within the community and proposes designing curriculum around at risk needs. (pg 47)

### **Weaknesses:**

Applicant faces a huge challenge (pg 35) due to existing population's present low scores. There is no data on existing numbers of special education students so it is unclear if the support systems planned for generally at risk students will make the needed changes.

Applicant offers little specific information on special education services. (pg 50) It is unclear that the applicant understands its responsibilities and has planned to meet them. There is no documentation that the intervention strategies planned for generally at risk students is sufficient to reduce or eliminate the school's proportion of academically, emotionally, or physically disabled students.

**Reader's Score: 16**

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**Status:** Submitted

**Last Updated:** 02/11/2010 02:04 PM