

**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: Pathway Academy (U282B090023)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. QUESTION 1	0	
Selection Criteria		
The quality of the proposed curriculum and instructional practices.		
1. QUESTION 2	20	17
The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.		
1. QUESTION 3	10	3
The extent of community support for the application.		
1. QUESTION 4	20	12
The ambitiousness of the objectives for the charter school.		
1. QUESTION 5	10	9
The quality of the strategy for assessing achievement of those objectives.		
1. QUESTION 6	20	20
The likelihood that the charter school will meet those objectives ...		
1. QUESTION 7	10	8
The extent to which the proposed project encourages parental involvement.		
1. QUESTION 8	10	4
The quality of the personnel who will carry out the proposed project.		
1. QUESTION 9	10	8
The contribution the charter school will make ...		
1. QUESTION 10	20	17
Total	130	98

Technical Review Form

Panel #1 - Panel 1: 84.282B

Reader #2: *****

Applicant: Pathway Academy (U282B090023)

Questions

Summary Comments - Summary Comments

1. Summary Comments

Reader's Score:

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 curriculum is sound, research-based, and clearly sets forth what students will know and be able to do at the conclusion of the instructional period. The programs being used have strong track records of success. This is a significant strength.

Teaching and learning strategies and methods are set forth and appear to be reasonable and interesting.

Weaknesses:

At no time during the narrative are state content standards referenced. This is problematic, as it is not clear how the broad curriculum/instructional approach developed by Edison Learning links to Missouri's unique expectations.

It is unclear how the unique needs of Missouri school children to be served have been accounted for in the development of this curriculum.

Reader's Score: 17

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:

Funding for the school comes directly from the state.

The proposal indicates that the charter board and the authorizer will review the school's performance every two years.

Weaknesses:

No specific discussion of the powers and duties afforded to the school under Missouri law has been provided. In any event the application does not address whether the school is its own LEA, whether it has control over its own budget, hiring and operations, or what specific legal exemptions and areas of flexibility may or may not exist.

No meaningful description of the terms and conditions of the charter or the relationship between the school and the authorizer has been provided.

The charter term is five years, which may be too short to allow the school a significant amount of flexibility to test and try new approaches.

Reader's Score: 3

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:

The school has described some efforts to develop connections with community organizations (page 40).

The buildings will remain open at night and during the summers, and students will participate in community service activities.

Extensive parental outreach activities were conducted and appear to have been sound.

Weaknesses:

No survey or outreach data is provided. There is no information about the number of meetings conducted, the number of students enrolled, or the number of inquiries received. There are no letters of support for the school, not even from its authorizer.

Lacking statistical evidence, it is therefore impossible to determine, in real terms, the level of local parent/community

support for the school.

The demographics of the anticipated student population have not been defined adequately. Without this information, it is difficult to determine how the community might most effectively be engaged in relating to and working with the proposed school.

Reader's Score: 12

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:

State standardized test results are used. A ten-point gain in achievement is expected during each year, which is potentially very ambitious and positive.

Goals and objectives are well written, include specific timeframes, and are measurable. With one exception, they are ambitious.

Parent surveys are utilized to gauge satisfaction.

Weaknesses:

Using the first year of the program to set baseline measures for the state standardized test is not particularly ambitious, if the student population characteristics have been identified as they should be.

No other funding sources have been discussed.

Reader's Score: 9

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:

Summative and formative assessments are used. A proprietary Benchmark Assessment System also allows for monthly review of student progress toward proficiency, and appears to have been developed with Missouri's unique standards in mind.

Data gathered through the system can be disaggregated and reviewed to help the school track its own overall progress.

A student learning contract and related activities will help the school assess its progress.

Weaknesses:

None noted.

Reader's Score: 20

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 information provided in this proposal generally indicates that the school's management company has the capacity needed to deliver strong student results.

Given that the benchmarks for the school's objectives will be set at the school during the first year of operation, it should not be difficult for the school to achieve its targeted objectives.

Weaknesses:

Professional development for staff is not discussed. It would be helpful to know the needs of staff on the ground and what strategies will be used to remediate them.

Funding sustainability issues are not discussed.

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:

A student learning contract is used to engage parents around a specific set of outcomes. Parents of special education children will have additional interaction through FASST (page 47).

A broad outreach campaign was planned, with informational meetings scheduled and door-to-door canvassing.

Weaknesses:

The proposal does not address the unique demographics of the student population or the community in which the school is located. It is not possible to determine how effective these parental engagement efforts will be lacking specific information about the characteristics of the market to be served. This is a significant weakness.

Opportunities for parent involvement on campus, such as a PTO or volunteer activities, are not addressed.

Reader's Score: 4

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 qualifications of the board and project director appear sound.

Weaknesses:

The roles of individuals working on campus are not made clear. The project director/principal is identified and credentials are offered, but the Edison Learning regional general manager and VP of educational services are not identified and no credentials are offered. In addition, a description of their precise involvement in the school's operations is not clear.

Staff profiles are also not provided. Given that the school is open, it should be known who is working in the buildings and what their qualifications are.

Reader's Score: 8

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:

A good understanding of special education requirements has been evidenced. A strong model (FASST) is described which will help all students that have achievement concerns in the school.

The school is based on a proven model that has been effective in other communities around the country, and should help support Missouri children as they grow academically and personally.

Weaknesses:

The proposal does not address the needs of LEP children. LRE is not discussed.

The consideration of state academic content standards is limited to the degree that there may be issues in this area. This is a significant issue.

Reader's Score: 17

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Technical Review Coversheet

Applicant: Pathway Academy (U282B090023)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. QUESTION 1	0	0
Selection Criteria		
The quality of the proposed curriculum and instructional practices.		
1. QUESTION 2	20	20
The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.		
1. QUESTION 3	10	6
The extent of community support for the application.		
1. QUESTION 4	20	17
The ambitiousness of the objectives for the charter school.		
1. QUESTION 5	10	8
The quality of the strategy for assessing achievement of those objectives.		
1. QUESTION 6	20	20
The likelihood that the charter school will meet those objectives ...		
1. QUESTION 7	10	7
The extent to which the proposed project encourages parental involvement.		
1. QUESTION 8	10	5
The quality of the personnel who will carry out the proposed project.		
1. QUESTION 9	10	8
The contribution the charter school will make ...		
1. QUESTION 10	20	17
Total	130	108

Technical Review Form

Panel #1 - Panel 1: 84.282B

Reader #1: *****

Applicant: Pathway Academy (U282B090023)

Questions

Summary Comments - Summary Comments

1. Summary Comments

General:

Pathway Academy is a well designed charter school that utilizes multiple examples of best practices to meet the academic needs of the students. Through a partnership with EdisonLearning, the application proposes programs designed to meet the specific needs of each grade level. The understanding of middle school students is unparalleled.]

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 well defined educational program to meet the academic needs of students from K - 8th grade and prepare them for high school and beyond. Pg. 1

The charter school will use the EdisonLearning model to supplement the curriculum as needed. Small learning groups will be utilized along with best instructional practices to provide a comprehensive program to students. Pg. 2

The program is designed to house students in grade level groups where the curriculum will be designed for the specific needs of each group. Great consideration has given to design a total program to meet the needs of the children in each grade level group. The chosen curriculum for reading and math in grades K - 5 will offer every opportunity for students to master academic standards.

The applicant has a true understanding of the middle school student and their unique needs. The curriculum takes into account not only academic needs, but social needs, as well. Pg. 19

Weaknesses:

none noted.

Reader's Score: 20

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 charter school has its own governing body with all powers and duties relating to fiscal and operational management. Pg. 33

The narrative indicates the charter school is exempt from all laws and rules relating to schools and districts except the noted statutes. Pg. 39

Weaknesses:

The term of the charter is five years. This is not a significant amount of time before a renewal must be sought. Pg. 39

Reader's Score: 6

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:

The applicant has worked with community organizations to identify students who could be interested in the charter school. In addition, several different methods have been used to disseminate information to the public. Volunteers have been used to help the board members reach as many families as possible. Pg. 42

All students who submit a timely application will have equal access to the charter school. It is the desire of the applicant that the demographic makeup of the charter school mirror that of the city. Pg. 43

Weaknesses:

The application would have been stronger if information concerning the level of participation in community informational meetings was provided.

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:

The goals as outlined take into account several areas besides academic achievement that will strengthen the total program; attendance, parent satisfaction. Pg. 35-36

Benchmarks are given that are ambitious, yet can be attained. Pg. 35-36

Weaknesses:

The applicant does not discuss any other sources of federal funding or grant opportunities that can be utilized in conjunction with this grant.

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 applicant recognizes the fact that one type of assessment is not appropriate. The charter school will utilize teacher made assessments, quarterly grade evaluations, and benchmarks from the EdisonLearning company. All of this will lead to a total picture of the student's progress towards mastery of the goals. pg. 37

There is an understanding that the purpose of assessment is to drive instruction. The narrative indicates that teachers will use data to customize instruction for an entire class or individual students, as needed. Pg. 37

Weaknesses:

none noted.

Reader's Score: 20

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 program, as outlined, is comprehensive, built on solid curriculum standards and will support all levels of students and meet the academic needs from day one. Pg. 1

Weaknesses:

There is no discussion relating to professional development opportunities for the staff to become familiar with the curriculum and the instructional practices to be utilized.

There is no discussion of additional funding after the period of federal assistance other than per pupil allotment from the state department of education.

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 application states partnerships have been developed with local community groups and businesses. Pg. 40

The partnership developed with the university is positive. pg. 40

Weaknesses:

There is a significant lack of information describing how parents and community members have helped plan, design, and implement this charter school. Pg. 40

Reader's Score: 5

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 charter school will be assisted by EdisonLearning. The narrative indicates this company is very successful in assisting charter schools meet their academic goals. The charter school will have a specific contact person at the company to allow for continuity of support. pg. 1 - 2

The project director has experience in both public schools and charter schools that includes teaching and administration. (resume)

Weaknesses:

The organizational chart indicates a principal will be in charge of the charter school. Even though the principal was not named in application, a list of qualities that person should possess should have been discussed.

Reader's Score: 8

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 applicant addresses issues relative to special education including Child Find. This concept is an important part of early identification and charter school applicants don't usually realize their responsibility for this process. This is discussed in detail within the application. 45-46

The applicant realizes the responsibilities of educating a special education student.

There is a support team in place that makes sure no child falls through the cracks. This team involves families and the school staff to alleviate barriers to learning for all students. pg. 47

Weaknesses:

There is minimal discussion pertaining to least restrictive environment options other than inclusion and pull out programs. The applicant needs to realize that severely handicapped students may need more than these types of services. pg. 47

Reader's Score: 17

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Technical Review Coversheet

Applicant: Pathway Academy (U282B090023)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Summary Comments		
Summary Comments		
1. QUESTION 1	0	
Selection Criteria		
The quality of the proposed curriculum and instructional practices.		
1. QUESTION 2	20	20
The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.		
1. QUESTION 3	10	3
The extent of community support for the application.		
1. QUESTION 4	20	16
The ambitiousness of the objectives for the charter school.		
1. QUESTION 5	10	9
The quality of the strategy for assessing achievement of those objectives.		
1. QUESTION 6	20	20
The likelihood that the charter school will meet those objectives ...		
1. QUESTION 7	10	8
The extent to which the proposed project encourages parental involvement.		
1. QUESTION 8	10	3
The quality of the personnel who will carry out the proposed project.		
1. QUESTION 9	10	7
The contribution the charter school will make ...		
1. QUESTION 10	20	19
Total	130	105

Technical Review Form

Panel #1 - Panel 1: 84.282B

Reader #3: *****

Applicant: Pathway Academy (U282B090023)

Questions

Summary Comments - Summary Comments

1. Summary Comments

Reader's Score:

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 school is serving grades K-8 in the inner city using the EdisonLearning model. The school is divided into three academies: Primary (K-2), Elementary (3-5), and Junior (6-8). The curriculum is research-based and aligned to state standards. (pp. 1-31)

The Primary Academy has a focus on literacy in the early years. Reading is taught in small classes with differentiated instruction using Imagine It!, the newest edition of the Open Court Reading Program. Interventions are implemented when additional support is needed. Reading is taught and supported in all subjects. Math is taught and applied to real-world problems and situations through hands-on activities and the Everyday Mathematics curriculum. DSM and FOSS Science have been chosen for Science and Social Studies will be taught using the Social Studies Alive/History Alive series. (pp. 3-10)

In the Elementary Academy, students continue to learn to read as they begin reading to learn academic material. Reading instruction takes place in 90 minute blocks, using a variety of strategies. Ongoing assessment is used to focus on individual needs and build on strengths. A writer's workshop approach is used to forge a strong reading-writing connection. Students continue to progress using the same curricula aligned to state standards. (pp. 11-19)

In the Junior Academy, students have a daily meeting with advisory groups designed to help students understand and practice social skills and to set and pursue personal goals. Students continue to learn to read, with explicit and systematic instruction of the English language structure and usage. Holt's Elements of Literature will be used as the core curriculum Language! and Wilson Reading will be used as interventions in the literacy program for students whose basic knowledge of the English language is severely deficient. Prentice Hall Mathematics Course 1, 2, 3, and Algebra was chosen because concepts are taught using a spiral approach. Technology activities are used and the curriculum emphasizes connections within math and creates links to other disciplines. The Prentice Hall Explorer Series provides the science

curriculum. The Social Studies scope of instruction will focus on either a regional/geo-cultural examination of the world, or the accounts of early civilizations through modern world history at each grade level. It will meet all state requirements. Junior Academy students will receive instruction in a world language using interactive software with an immersion method. The Dynamic Physical Education Curriculum will be used for Health/Physical Education supplemented by McGraw-Hill Health and Wellness. (pp. 19-32)

Weaknesses:

No weaknesses.

Reader's Score: 20

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:

Funding will flow directly from the state to the charter school.

The charter school has its own governing body with fiscal and operational flexibility. (p. 39)

Weaknesses:

Beyond the joint review performed by the sponsor with the Board, the nature of the administrative relationship is unclear.

The charter term is only five years, not a significant amount of time to show academic growth.

Little detail is provided about the flexibility that the school has in operation under the state law. There is no evidence of exemption of state rules.

Reader's Score: 3

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:

The applicant describes significant efforts in developing connections with community businesses and organizations. The founders intend for the school to be integrally involved in the community, opening the doors to community groups, linking service providers, remaining open at night and during summers (p. 40)

The founders worked with community partners to identify students who would be interested in the school and also recruited more broadly, canvassing throughout the larger community. Information materials were made available and were translated into relevant languages for the community. Media, mailings, and calling campaigns, informed the community about the school's opening. Informational meetings were scheduled and advertised widely. Door-to-door canvassing was done to access those who may not have ready access to the information. Family meetings were hosted in a variety of areas around the community. (p. 42)

The board seeks to enroll students who reflect the diversity of the city, drawing from demographic area where many students receive free and reduced lunch prices. All students will be given an equal opportunity to attend. Students will be admitted by lottery if applications exceed available space. (p. 43) Admissions preference will be given to siblings of students already attending the school and to children of parents employed there. (p. 44)

Weaknesses:

No letters of support were included as evidence of community support for the application. No data was provided regarding the attendance at the informational meetings or how much support there is in the community for this school.

Reader's Score: 16

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 overarching aim of the school is to assure academic success for all students. To do that the school has set measurable objectives regarding academic achievement, attendance, parent satisfaction, and student grade promotion. (pp. 34-36)

These funds will be used for selected start-up activities including student recruitment, acquisition of equipment and curriculum materials. (p. 41)

Weaknesses:

There is no discussion of how these funds will be used in conjunction with other Federal funding sources.

Reader's Score: 9

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:

Standardized tests and regular classroom assessments will be used to evaluate if students are making progress towards achieving the goals. Parents will be provided a summative grade evaluation each quarter and year along with a narrative evaluation regarding progress towards state academic standards. EdisonLearning's benchmark Assessment System will be used for monthly standards-based assessment in Reading and Mathematics. This allows for ongoing assessment which will inform instruction. This system is used to disaggregate data for all subgroups. The data will also be used to inform professional development and instructional methodology at the school wide level. Students will all have a Student Learning Contract which identifies goals. (pp. 36-38)

Weaknesses:

No weaknesses

Reader's Score: 20

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 academic plan and program design make it likely that the school will meet the objectives and improve educational results for students.

The applicant expects to maintain core operations and fiscal stability solely with per pupil revenue beginning in the 2011-2012 school year. (p. 40)

The applicant states, the school exists for the "sole purpose of promoting achievement and growth in young people." (p. e0)

Weaknesses:

Little information is provided about professional development for staff members.

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:

Students will have learning contracts which will help engage parents in their child's education.

The school will have a Family and Student Support Team to ensure that students are not "falling through the cracks." FASST is an intervention strategy available for all students to address barriers to learning. (p. 47)

Weaknesses:

Although the applicant expresses the intent to create relationships and partnerships within the community, there is little information provided about how parents and other community members will be involved in the planning, program design, and implementation of the school.

There is little discussion about opportunities for parental involvement in the school.

Reader's Score: 3

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 director has relevant training and experience as the Principal of a charter school. The board will have a management agreement with EdisonLearning to operate the school along with the Principal. EdisonLearning was chosen because of its successful program and design. The Board has relevant expertise to govern the school. (appendix)

Weaknesses:

There is little information about the applicant's hiring policies.

The roles of individuals on campus were unclear. There were no credentials provided for the EdisonLearning representative, or a description of the representative's precise involvement in the operation of the school.

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:

The school will comply with all laws regarding the education of students with special needs. The applicant describes providing the services needed as required by a student's IEP, as well as the IEP process. (pp. 46-49)

The Family and Support Team mission is an intervention strategy available to all students who are having problems which interfere with learning. The strategy is to create solutions for individual students by coordinating efforts between school, family, and social services, when appropriate. (p. 47)

This school has developed a thorough educational plan, based on a proven model, which can make a significant contribution in assisting educationally disadvantaged and other students achieve academic standards.

Weaknesses:

The applicant did not address how the school will meet the needs of LEP students.

The applicant did not discuss least restrictive environment in regards to meeting the needs of special education students.

Reader's Score: 19

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