

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

Status: Submitted

Last Updated: 07/18/2012 03:36 PM

Technical Review Coversheet

Applicant: Annex School District #29 (U282B120030)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum		
1. Quality of Curriculum	15	12
Assisting Disadvantaged Students		
1. Disadvantaged Students	3	2
Assessing Achievement		
1. Assessing Achievement	15	13
Community Support		
1. Community Support	8	6
Parental and Community Involvement		
1. Parental Involvement	3	2
Quality of the Personnel		
1. Quality of the Personnel	22	19
Quality of the Management Plan		
1. Management Plan	16	13
Charter or Performance Contract		
1. Performance Contract	15	15
Degree of Flexibility		
1. Degree of Flexibility	3	2
Total	100	84

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #1: *****

Applicant: Annex School District #29 (U282B120030)

Questions

Selection Criteria - Quality of Curriculum

1. Quality of the proposed curriculum and instructional practices

Note: The Secretary encourages the applicant to describe the quality of 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. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

Strengths:

The applicant proposes some non-traditional educational experiences that will be embedded into the curriculum (p.8). That is a strength as many children, particularly those in elementary school, learn best when classroom learning is reinforced with practical application of the objectives. Additionally, based on assessment results, it appears that a proactive approach was taken in investigating and transitioning to Pearson Core Content Series and Pearson Digits (p. 16). The texts, along with supplementary materials and time on task should enable the school to make positive strides toward meeting challenging standards. Additionally, staff has devoted time to curriculum mapping and alignment (p.17).

Weaknesses:

The applicant refers to curriculum that will be purchased to prepare 8th graders for advanced classes in high school (p.6). There is no data provided that indicates that programs such as Accelerated Reader, prepare students for advanced classes as AR does not teach the necessary critical thinking that is needed for matriculation into higher level classes. Additionally, a discussion of how DIGITS and Easy CBM would prepare students for advanced classes in high school would have assisted the reader in assessing the quality of that curricular option.

Reader's Score: 12

Selection Criteria - Assisting Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

Two strengths are apparent in this section. First, the educationally disadvantaged students benefit from the structure of the school which is multi-aged (p. e15). This allows for seamless transition between the grades and subjects in accordance with skill level. Second, the pilot Spanish program in Grade 3 (p.21) accomplished the goals of creating a venue for ELLs to excel and building language bridges with common Latin-based vocabulary.

Weaknesses:

The one area that should be addressed and applies to both ELL and ESE students is in assessment. While a pull out program is a positive first step, the inclusion of a weekly progress monitoring protocol and subsequent curricular

adjustment is key.

Reader's Score: 2

Selection Criteria - Assessing Achievement

1. The quality of the strategy for assessing achievement of the charter school's objectives.

Strengths:

Beyond the traditional formative and summative assessments, the applicant has included additional assessments that can relay equally important information, some of which is more immediate and can impact classroom instruction. The use of observational notes and student reflection (p.23) are critical to determining the level of comprehension insuring that it goes beyond a basic understanding. Further, student led conferencing is another avenue to assess mastery of objectives. Also a strength is the monthly meetings that are held to discuss student progress. This demonstrates a commitment to the teaching/learning process. Finally, utilizing a more traditional progressing monitoring protocol like the focal points from NCTM is also a strength as it raises the expectation for student performance.

Weaknesses:

A piece of the assessment puzzle is missing. Commendably, you have included students and staff in periodic reviews; however, there is no indication of a parental role in the process. Engaging the parents as partners is a critical piece in assuring that grade level achievement is reached.

Reader's Score: 13

Selection Criteria - Community Support

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.

The applicant is also encouraged to describe and provide evidence of community support for the proposed project.

Strengths:

By its very nature, a conversion school requires parental, staff and community support. All stakeholders should be commended for their support of that effort. Change is difficult for people and it is applaudable that the community was willing to attend meetings and serve on committees (p.24).

Weaknesses:

The applicant identified venues of information such as the website, newspapers advertisements and flyers. Earlier the applicant indicated an ELL population of 35% in the school. It is most likely that that data would be reflected in the general population as well, yet there is no indication that these venues were bilingually marketed. To engage the community and continue to garner their support, it is important to address all demographics and make an effort to include all races and cultures in the planning and implementation of your school mission.

Reader's Score: 6

Selection Criteria - Parental and Community Involvement

1. The extent to which the proposed project encourages parental and community 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 applicant has presented a wide range of activities to encourage community involvement (p.25). One of the strengths in the list is the scope of activities covered. Participation in these events will assist in improving academics, the school's physical environment and core family relationships. These activities help to create a complete profile of what is needed to have a positive school environment.

Weaknesses:

The weakness in this section parallels the section on community. Activities must be advertised in both Spanish and English to reach the 35% of the ELL population. Further, building school/family relationships requires that activities include all of the cultures in your school. A covered dish dinner, "welcome to our school" signage in both Spanish and English or a school-wide Cinco de Mayo celebration are things to consider when the goal is parental involvement and inclusion.

Reader's Score: 2

Selection Criteria - Quality of the Personnel

1. Quality of project personnel.

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-

Note: The applicant is encouraged to provide evidence of its skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant nonprofit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

Strengths:

The strength of this section is in the credentials that Mr.. Milburn brings to the position. Prior to assuming the Superintendent/Principal's role at Annex, he help a similar position (pe65). That significantly address the learning curve required as a Jack of All trades Charter School principal. He also has experience as a classroom teacher which will allow for a strong perspective into that aspect of the curriculum.

Weaknesses:

One of the critical pieces that separates charter school leadership from traditional school leadership is the non profit organizational management. It is critical that as teachers engage in professional development to enhance and augment their skills, that the current principal explore opportunities to expand his administrative skills particularly in the non profit area.

Reader's Score: 19

Sub Question

- 1. 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**

Sub Question

Strengths:

The school should be commended for seeking out bilingual staff. This goal recognizes the diversity of the student population and the need to have a variety of role models.

Weaknesses:

The reader was not clear what the "great lengths" (p.25) were that the school went to to recruit bilingual personnel. The section would have been a stronger, if the applicant had identified university postings, advertisements in culturally relevant newspapers and magazines and other outreach activities. Further, while the school is actively seeking bilingual personnel, it is critical that recruitment extends to other races or sub groups that would create a truly diverse staff.

Reader's Score: 1

2. The qualifications, including relevant training and experience, of key project personnel

Strengths:

The strength of this section is in the credentials that Mr. Milburn brings to the position. Prior to assuming the Superintendent/Principal's role at Annex, he held a similar position (p.e65). That experience significantly helps the learning curve required as a Jack of All trades Charter School principal. He also has experience as a classroom teacher which will allow for a strong perspective into curriculum.

Weaknesses:

One of the critical pieces that separates charter school leadership from traditional school leadership is the non profit organizational management aspect. It is critical that as teachers engage in professional development to enhance and augment their skills, that the current principal explore opportunities to expand his administrative skills in the area of non profit management. The applicant should consider addressing that criteria.

Reader's Score: 18

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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:

There is an established chain of command for purchase approval which is outlined in the proposal (p.30-31). Proposed expenditures come from the principal, but the Charter Committee votes on final approval of expenditures. Once purchased, items are inventoried and labeled which will facilitate accuracy in reporting protocols related to the grant. Because the school was initially funded from the State, they have and continue to have a protocol in place.

Weaknesses:

As noted in the section on Community and Parent involvement, there is no indication that mailers and flyers are bilingual. That in addition to other advertisements for pervasive outreach might require tweaking the budget. Further, the table presented in this section does not show any evidence of milestones which would be a critical piece to insure that the school is on target to meet its goals.

Reader's Score: 13

Selection Criteria - Charter or Performance Contract

1. **Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.**

The existence of a charter or performance contract between the charter school and its authorized public chartering agency and 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 public schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Note: The Secretary encourages the applicant to discuss whether its proposed project has been denied a charter from its authorizing agency and, if so, how the applicant plans to revise its charter application before resubmitting its charter application to the authorizing agency. The applicant is also encouraged to submit a copy of its approved charter contract, if applicable.

Strengths:

The school has an established history as a charter which had formerly received planning and implementation from the State prior to an unavailability of continued funds. Annex also has an approved contract (appendix E) and the school is currently midway through that 5 year initial charter.

Weaknesses:

None noted

Reader's Score: 15

Selection Criteria - Degree of Flexibility

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 the flexibility afforded under its State's law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency and in terms of whether charter schools are exempt 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 school is in the unique position of being the only school within the district (p.32). The Annex School District Board of Trustee maintains operation of the district.

Weaknesses:

Notwithstanding that Annex is the only school in the district, the flexibility that is afforded in respect to budget, curriculum and assessment exclusive of the State mandated test should have been enumerated. Further, how that flexibility has contributed to the operations of the school would have been another aspect warranting response.

Reader's Score: 2

Status: Submitted

Last Updated: 07/18/2012 03:36 PM

Status: Submitted

Last Updated: 07/12/2012 09:53 AM

Technical Review Coversheet

Applicant: Annex School District #29 (U282B120030)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum		
1. Quality of Curriculum	15	13
Assisting Disadvantaged Students		
1. Disadvantaged Students	3	3
Assessing Achievement		
1. Assessing Achievement	15	15
Community Support		
1. Community Support	8	8
Parental and Community Involvement		
1. Parental Involvement	3	3
Quality of the Personnel		
1. Quality of the Personnel	22	20
Quality of the Management Plan		
1. Management Plan	16	15
Charter or Performance Contract		
1. Performance Contract	15	15
Degree of Flexibility		
1. Degree of Flexibility	3	2
Total	100	94

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #2: *****

Applicant: Annex School District #29 (U282B120030)

Questions

Selection Criteria - Quality of Curriculum

1. Quality of the proposed curriculum and instructional practices

Note: The Secretary encourages the applicant to describe the quality of 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. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

Strengths:

The school was converted to a charter school following years of declining achievement. e27. So, the school uses individual student achievement plans customized based on assessment and other means of evaluation (see, e.g., Appendix B, e54-57), cross-curricular projects, a focus on rewarding effort and common core materials. e29-32. The applicant is, despite having a thorough understanding of each element of the curriculum (manifest by details such as specific texts, time spent on each subject, etc., e32-33), still considering ways to improve the program. On e31, the applicant notes that it is investigating two research-based programs for possible adoption. OAKS tests will be used to find weaknesses to focus on in remedial instruction.

Weaknesses:

The applicant did not explain how focused language arts instruction from 8:30-10 and math from 10:15-11:30, noted on e34, meets the cross-curricular aspiration for instruction mentioned on e31.

Reader's Score: 13

Selection Criteria - Assisting Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

Practices tailored to meet needs of 49 students, approximately 1/3 of whom are ELL students. e23, e25. The school provides free breakfast and lunch daily, to its student body that is predominantly poor. e35. Highly qualified instructors are available to help the 18% of students with IEPs. e36. The applicants customized achievement plans and regular pull-out instruction for all students, demonstrates the applicants understanding of the need to make recognizing and overcoming weaknesses normal. e36. The applicants introductory Spanish program benefits all students, once again showing that the applicant is focused on meeting the needs of all students. e37.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 3

Selection Criteria - Assessing Achievement**1. The quality of the strategy for assessing achievement of the charter school's objectives.****Strengths:**

The applicant describes why it engages in assessment, describes what tools it uses for assessment, and when assessments are conducted. e37-38.

The applicant explains how teachers are observed and aided in their efforts to develop achievement plans for students based on assessment. e38.

And, the applicant describes how assessments are made understandable and useful for students, so those students begin to talk about their own learning and take control. e38-39.

The applicant also describes how its governing body reviews achievement data monthly and annually. e39.

Together with the practical description of the instructional program, this section highlights the applicant's focus on regular assessment and action based on those assessments.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 15

Selection Criteria - Community Support**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.

The applicant is also encouraged to describe and provide evidence of community support for the proposed project.

Strengths:

The applicant documents the integral nature of the school to the community (it is the only school!), and describes how the community is represented in governance. e43.

The applicant uses electronic and print publications, formal and informal means of informing the community about the school. e40.

Community members may be involved in regular community events sponsored by the school, and have regular opportunities to contribute the planning and operation (such as through speaking and volunteering in classrooms). e41.

The school is the only public school in the community and conducts extensive outreach efforts. e40-41. The student enrollment process manifests equal opportunities for students to attend. e73-74.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 8

Selection Criteria - Parental and Community Involvement

1. The extent to which the proposed project encourages parental and community 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 is already open, but parents and community members were involved in its formation. Their opinions on design were incorporated, and they have served on the governing body. e40, 41. Parents and others also participate regularly through events, volunteering and speaking to students. e41.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 3

Selection Criteria - Quality of the Personnel

1. Quality of project personnel.

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-

Note: The applicant is encouraged to provide evidence of its skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant nonprofit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

Strengths:

Strengths and weaknesses are listed in the subsections.

Weaknesses:

Strengths and weaknesses are listed in the subsections.

Reader's Score: 20

Sub Question

1. 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

Sub Question

Strengths:

The applicant adequately explains how it recruits broadly and seeks diversity in its employees to support the diverse student body. e41. The GEPA statement demonstrates an ongoing effort to eliminate barriers for current employees through professional development.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 2

2. The qualifications, including relevant training and experience, of key project personnel

Strengths:

The applicant provides an overview of individual and collective skills of its staff, and resumes of leaders and teachers are also included. e42-43, 63-68.

The administrator overseeing the plan has sufficient experience. e45.

The staff includes individuals with skills helping ELL and SpEd students, and in developing and mapping curricula. e42-43.

The governing committee includes parents, students, teaching staff, classified staff, and community members. e43.

The education service district provides financial oversight and assistance to the school, allowing the school to focus on academic performance. e44, 48.

Weaknesses:

The applicant does not fully explain whether any problems in academic performance attributable to personnel at the school or education service district have been addressed as part of the conversion.

Reader's Score: 18

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Strengths:

The applicant has already been operating the charter school for one year. e46.

The application includes a concise chart with goals, timelines, responsible parties and the planned budget for the proposed project. e46-47.

The budget narrative is sufficiently detailed to show that, together with the timeline, the project should be completed on time and within budget. e78-82.

Weaknesses:

Interim milestones toward completion of project objectives would strengthen this section of the application. e46-47.

Reader's Score: 15

Selection Criteria - Charter or Performance Contract

1. **Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.**

The existence of a charter or performance contract between the charter school and its authorized public chartering agency and 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 public schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Note: The Secretary encourages the applicant to discuss whether its proposed project has been denied a charter from its authorizing agency and, if so, how the applicant plans to revise its charter application before resubmitting its charter application to the authorizing agency. The applicant is also encouraged to submit a copy of its approved charter contract, if applicable.

Strengths:

The applicant includes the executed charter agreement, and refers to the approved application. e47, e59-61. The application describes how student performance is measured by the authorizing school district that converted the school. e48. Financial audits are required. e48.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 15

Selection Criteria - Degree of Flexibility

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 the flexibility afforded under its State's law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency and in terms of whether charter schools are exempt 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 applicant explains that it has flexibility because it is the only school in the district and because of its charter status under state law. e48-49.

Weaknesses:

Details about the specific degree of autonomy over budgeting and operations are not included.

Reader's Score: 2

Status: Submitted

Last Updated: 07/12/2012 09:53 AM

Status: Submitted

Last Updated: 07/23/2012 09:15 PM

Technical Review Coversheet

Applicant: Annex School District #29 (U282B120030)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum		
1. Quality of Curriculum	15	15
Assisting Disadvantaged Students		
1. Disadvantaged Students	3	3
Assessing Achievement		
1. Assessing Achievement	15	13
Community Support		
1. Community Support	8	7
Parental and Community Involvement		
1. Parental Involvement	3	3
Quality of the Personnel		
1. Quality of the Personnel	22	22
Quality of the Management Plan		
1. Management Plan	16	15
Charter or Performance Contract		
1. Performance Contract	15	13
Degree of Flexibility		
1. Degree of Flexibility	3	3
Total	100	94

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #3: *****

Applicant: Annex School District #29 (U282B120030)

Questions

Selection Criteria - Quality of Curriculum

1. Quality of the proposed curriculum and instructional practices

Note: The Secretary encourages the applicant to describe the quality of 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. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

Strengths:

The existing Annex School has demonstrated that it knows (i) what works for driving student learning, (ii) what has not worked, (iii) successful mid-course corrections and (iv) unsuccessful corrections. Curriculum mapping has been done at the school ensuring alignment of the schools curriculum with Oregon and Common Core standards. Most impressively, the school is committed to creating customized learning experiences for all enrolled students.

Weaknesses:

This reviewer noted no weaknesses for this criterion.

Reader's Score: 15

Selection Criteria - Assisting Disadvantaged Students

1. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

The application conveys the Annex Schools team awareness of its unique attributes of its student body, especially evidenced by the detailed discussion of ELL students and students classified as special education.

Weaknesses:

This reviewer noted no weaknesses for this criterion.

Reader's Score: 3

Selection Criteria - Assessing Achievement

1. The quality of the strategy for assessing achievement of the charter school's objectives.

Strengths:

In addition to the level of detail provided in the application, Annex Schools transparency of its assessment regime affords a measure of comfort that the converted public charter school will have accountability mechanisms to safeguard student learning, instructional staff engagement and incorporation of parental feedback.

Weaknesses:

This reviewer did not have a clear line of sight into a budgeting framework that ensures the schools financial sustainability.

Reader's Score: 13

Selection Criteria - Community Support**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.

The applicant is also encouraged to describe and provide evidence of community support for the proposed project.

Strengths:

Given Annexs small size, it is praiseworthy that the application was completed with the level of thoughtfulness and sophistication that is apparent after reading the application. Since this is not a start-up public charter school but a conversion public charter (with the attendant multi-year process required to finalize the transition), getting to this point of crossing the finish line evidences the sustainability of community support.

Weaknesses:

While overall quite strong, the response in this portion of the application did not provide a line of sight into strategies for necessary bilingual communications.

Reader's Score: 7

Selection Criteria - Parental and Community Involvement**1. The extent to which the proposed project encourages parental and community 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 genuine grassroots/community initiated feel permeates the application. From the community based annual events to parent led career nights, the application provided evidence that parents were asked and responsive to opportunities to become involved in the schools life.

Weaknesses:

This reviewer noted no weaknesses for this criterion.

Reader's Score: 3

Selection Criteria - Quality of the Personnel

1. Quality of project personnel.

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-

Note: The applicant is encouraged to provide evidence of its skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant nonprofit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

Strengths:

Please see Applicant pages 26-29 and the subsequent discussion of this reviewer's evaluation of this criterion.

Weaknesses:

This reviewer noted no weaknesses for this criterion.

Reader's Score: 22

Sub Question

1. 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:

Please see Applicant page 25.

Weaknesses:

This reviewer noted no weaknesses for this criterion.

Reader's Score: 2

2. The qualifications, including relevant training and experience, of key project personnel

Strengths:

Based on the included resumes, it would appear that the Annex School team has not only a familiarity with the learning performance challenges of the Annex Schools targeted students but also requisite knowledge of Oregon content standards. Given the limited local human capital bandwidth, the outsourcing of the fiscal services to a larger intermediate service center is proof of an awareness of where scarce human capital is best deployed to transform learning outcomes.

Weaknesses:

This reviewer noted no weaknesses for this criterion.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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 table provided on pages 30-31 of the grant application evidences an exemplary understanding of the required stakeholders for a successful public charter school as well as the requisite tasks to ensure that the Annex Schools transition to public charter school status is successful.

Additionally, the conflict of interest policy is a praiseworthy safeguard to ensure that transparency into the school is maintained and objectivity in making often difficult personnel decisions for the benefit of students is preserved.

Finally, for a school of its size and relative geographic isolation, the provided resumes evidenced that Annex would have a strong founding team.

Weaknesses:

The absence of interim milestones was a minor shortcoming that caused this reviewer to deduct a point from the score for this section.

Reader's Score: 15

Selection Criteria - Charter or Performance Contract

1. Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.

The existence of a charter or performance contract between the charter school and its authorized public chartering agency and 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 public schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Note: The Secretary encourages the applicant to discuss whether its proposed project has been denied a charter from its authorizing agency and, if so, how the applicant plans to revise its charter application before resubmitting its charter application to the authorizing agency. The applicant is also encouraged to submit a copy of its approved charter contract, if applicable.

Strengths:

Ordinarily, the single identity of the LEA/authorizer/school would be highly problematic; however, the circumstances of a rural relatively isolated district where there is the absence of bandwidth to staff multiple roles with different individuals combined with the fiscal audit requirement to the Oregon State Department affords a measure of comfort.

Weaknesses:

The public school charter agreement does not have the most rigorous accountability regime.

Reader's Score: 13

Selection Criteria - Degree of Flexibility

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 the flexibility afforded under its State's law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency and in terms of whether charter schools are exempt 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:

Since the LEA and public charter school are the same entity, there is a great deal of autonomy afforded the Annex Charter School.

Weaknesses:

This reviewer did not find any weaknesses in this portion of the application.

Reader's Score: 3

Status: Submitted
Last Updated: 07/23/2012 09:15 PM