

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

Status: Submitted

Last Updated: 07/18/2012 04:36 PM

Technical Review Coversheet

Applicant: Arco Iris Spanish Immersion Charter School (U282B120060)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum		
1. Quality of Curriculum	15	15
Assisting Disadvantaged Students		
1. Disadvantaged Students	3	2
Assessing Achievement		
1. Assessing Achievement	15	6
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	18
Quality of the Management Plan		
1. Management Plan	16	4
Charter or Performance Contract		
1. Performance Contract	15	15
Degree of Flexibility		
1. Degree of Flexibility	3	3
Total	100	71

Technical Review Form

Panel #3 - Panel - 3: 84.282B

Reader #2: *****

Applicant: Arco Iris Spanish Immersion Charter School (U282B120060)

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 provides adequate information to describe the quality of the educational program of the Arco Iris Spanish Immersion School. Instruction is aligned with the Oregon Standards and augmented with Spanish language and culture (page e26). Arco Iris is a Beaverton School District public charter school and its goal is to increase academic achievement (page e26). Students are taught in blended classes, use Singapore math, and instruction with English/Language Arts and Spanish teachers are synchronized (page e31). The Arco academic program takes the following into consideration: 1) Curriculum framework; 2) Planning; 3) Delivery; and 4) Assessment (page e48 and e49). Singapore Math and Spanish Immersion are important features pages e49 to e51). The instructional practices used include differentiated instruction and immersion techniques (pages e53 to e54).

Weaknesses:

No weaknesses noted.

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 applicant provides information about the educational program at Arco Iris. The program has the goal of increasing academic achievement. There is a special emphasis on literacy and mathematics with the intent of giving every student the skills to succeed in challenging courses and to meet academic standards (page e26 and e27). The applicant provides information about the idea that the value of the blended classroom approach is a good support system for educationally disadvantaged students (pages e56 to e57).

Weaknesses:

The use of the blended classroom as a specific intervention for disadvantaged students is not developed by the applicant. There is no information about the demographics of the population that the applicant identifies as educationally disadvantaged. The applicant does not provide information about the needs of the educationally disadvantaged population and why the Spanish Immersion approach is likely to be successful.

Reader's Score: 2

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

The applicant states that the school's objectives are as follows: 1) That all students master national, state, and District content standard requirements in all subjects with a special focus in English, Spanish, and mathematics; 2) To prepare students to attain high academic achievement in Spanish and English; 3) To build the skills and knowledge that students will need to be successful in their future algebra classes; and 4) Support students to become bilingual, bi-literate, and multi-cultural competent leaders (pages e38 and 39). The applicant provides a list of 5 activities that are employed to determine how well the charter school is doing to meet the objectives. They are as follows: 1) set Learning Targets that enable us to plan and implement student learning activities; 2) use both formative and summative assessments; 3) at the end of every instruction unit teachers deliver summative assessments that give the necessary information about what the students learned; 4) use the SOPA and ELLOPA assessments based on ACTFL Proficiency Guidelines. This tool allows teachers to place their students in the different proficiency levels established by the American Council on the Teaching of Foreign Languages (ACTFL); and 5) have staff and the Board review student data in the form of Oregon test results (pages e39 to e40).

The applicant provides a plan to achieve the instructional objectives necessary to meet the requirements of the Educational Program in the Charter School Agreement (page e91).

The applicant is likely to find a reasonable level of success in reaching the academic objectives, as well written and well-conceived instructional activities will guide the school.

Weaknesses:

The applicant fails to provide charter school objectives that encompass the management aspects of operating an effective charter school program. The applicant discusses educational program objectives only.

Reader's Score: 6

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 provides adequate information about the community support for the proposed project. The applicant indicates that Arco Iris will use its web based presence, Facebook, blogs, and the Beaverton School District's web-site to inform the public of the charter school. Additionally, Open Houses and Information Nights in both English and Spanish will be held (page E 59 and E 60).

The applicant provides two letters of support written to Secretary Duncan (pages e288 and e289).

Weaknesses:

The applicant's discussion about how students will be given an equal opportunity to attend the charter school is not fully developed. It is likely that there are households that do not have internet access and more traditional media outlets will be more appropriate. Certain aspects of the applicant's plans to implement a priority admittance system are not consistent with Oregon Law (ORS 338.125). The law states that priority can be extended to students enrolled the previous year and to their siblings.

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 provides adequate information that describes the activities that the charter school encourages parents to be involved in. Parents are asked to volunteer at the school and to participate in the work of several committees. Additionally, the PTO and the Enrichment Team present opportunities for parental involvement and community involvement (pages e60 to e62).

Parents are involved in providing and assisting with some instruction related positions such as librarian, vocal and dance instruction, and art literacy (page e62).

Based on the meaningful work that parents and community members have access to, parental and community

involvement are likely to make significant contributions to the success of the charter school.

Weaknesses:

The applicant fails to provide information about how parental and community members will be involved in the program design and implementation of the proposed project.

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 applicant provides information about the process that will be used to encourage applications for employment from underrepresented minority groups. Several strategies are provided. Teachers are recruited through EDZapp, the Oregon Professional Educators Fair, and key networking. The applicant has a process in place that lessens the chances of bias. It also assesses the skills of potential teachers). All classes at Arco Iris are taught by Highly Qualified teachers. All classes taught in Spanish are taught by bilingual Spanish/English teachers with near or near native proficiency in Spanish (page e63).

All teachers are appropriately licensed or are on the charter school registry maintained by the Oregon Teachers Standard Practices Commission (TSPC).

The applicant provides information about other key personnel who will carry out the proposed project. The principal has 12 years of experience as the chairwoman of a charter school. The Curriculum Director is experienced as an administrator and teacher in Mexico. She has experience in an English Immersion School. The applicant provides information about the experiences and contributions from four Board Members.

Weaknesses:

The principal and curriculum director do not hold masters degrees.

Reader's Score: 18

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:

The applicant provides information about the process that will be used to encourage applications for employment from underrepresented minority groups. Several strategies are provided. Teachers are recruited through EDZapp, the Oregon Professional Educators Fair, and key networking. The applicant has a process in place that lessens the chances of bias.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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

Strengths:

All classes at Arco Iris are taught by Highly Qualified teachers. All classes taught in Spanish are taught by bilingual Spanish/English teachers with near or near native proficiency in Spanish (page e63).

All teachers are appropriately licensed or are on the charter school registry maintained by the Oregon teachers standard practices commission (TSPC).

The applicant provides information about other key personnel who will carry out the proposed project. The principal has 12 years of experience as the chairwoman of a charter school. The Curriculum Director is experienced as an administrator and teacher in Mexico. She has experience in an English Immersion School. The applicant provides information about the experiences and contributions from four Board Members.

Weaknesses:

The principal and curriculum director do not hold masters degrees.

Reader's Score: 16

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 provides detailed and useful information for a plan to attain academic achievement through sound instructional practices. The Schools Goals (page e302) and the information that follows, do not translate into objectives that result in a management plan for the proposed project.

The applicant provides useful information that complies with the initial charter agreement that sets forth clear and concise expectations for the Arco Iris Educational Program (pages e91 to e94).

Weaknesses:

The applicant fails to present a management plan for Arco Iris Charter School. The applicant fails to address management and administrative concerns such as, compliance with applicable laws, attending to student personnel issues, addressing all fiscal issues, administering policies and procedures, responding to reports requirements, staff qualification issues, human resources management, and other matters that contribute to an effective school.

Reader's Score: 4

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 provides ample evidence that a Charter School Agreement was entered into by and between Beaverton School District No. 48 and Arco Iris Spanish Immersion School pages e88 to e116).

Weaknesses:

No weaknesses 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 applicant provides five actions that describe the wide latitude and flexibility that the proposed project enjoys as the Arco Iris Spanish Immersion Charter School implements an innovative educational program. The charter school's actions support the applicant's observance of the degree of flexibility afforded by the Beaverton School District through the Oregon Charter School Law.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

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Technical Review Coversheet

Applicant: Arco Iris Spanish Immersion Charter School (U282B120060)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum		
1. Quality of Curriculum	15	15
Assisting Disadvantaged Students		
1. Disadvantaged Students	3	2
Assessing Achievement		
1. Assessing Achievement	15	8
Community Support		
1. Community Support	8	8
Parental and Community Involvement		
1. Parental Involvement	3	2
Quality of the Personnel		
1. Quality of the Personnel	22	22
Quality of the Management Plan		
1. Management Plan	16	8
Charter or Performance Contract		
1. Performance Contract	15	15
Degree of Flexibility		
1. Degree of Flexibility	3	3
Total	100	83

Technical Review Form

Panel #3 - Panel - 3: 84.282B

Reader #1: *****

Applicant: Arco Iris Spanish Immersion Charter School (U282B120060)

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 describes the educational program to be a Spanish immersion program. All subjects will be taught in Spanish, with the exception of English Language Arts, in grades 1-3 and then instruction in English increases in upper grades 3-6. The educational program is aligned with Beaverton, Oregon's goal with special emphasis on literacy and math, using Singapore Math (page e49). The instruction is aligned with federal and Oregon State standards augmented with Spanish (page e25, 26, e48). The school will use blended classroom and differentiation to focus on continuous growth of each student. They currently serve grades 1-5 adding a class each year until they eventually serve K-8. The ELA program uses Harcourt Story Town curriculum and other curriculums to ensure all students meet the language arts common core outcomes (page e30). The curriculums for the other core subjects were provided. To determine progress the school uses formative and summative assessments to implement student placement (page e40). The applicant provided results for the first 2 years showing the success of the program (page e55).

Weaknesses:

No weaknesses were noted in this answer.

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 applicant states that the blended classroom approach is used as a support for educationally disadvantaged students as they are not removed for special tutoring (e56). Dress codes (uniforms) are used to promote unity and a level of equality for all students. Special education services are provided by the district if needed and a school staff member will participate in the IEP team for that student.

Weaknesses:

More information on intervention steps for disadvantaged students not meeting State achievement standards should be provided.

Reader's Score: 2

Selection Criteria - Assessing Achievement

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

Strengths:

Assessment tools were listed with their purpose, use and frequency presented. Continuous growth is reported in progress reports and conferences. Assessments based on State standards (OAKS) and ELPA is tested to identify students who may need ELL services (page e59). These are adequate student achievement assessment tools.

Weaknesses:

The school should also use tools to assess the board and ensure they are getting proper training in law, governance and all aspects of running a charter school.

Reader's Score: 8

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:

Outreach to the community will be handled through open houses, information nights, websites, and flyers; all will be presented in both Spanish and English. A lottery was described with a tiered priority (typical system) promoting equal opportunity (page e60). A petition and many letters of support were included from officials to corporations (page e 398). This shows an enormous amount of community support (page e59).

Weaknesses:

No weaknesses were noted in this answer.

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:

Parents are given several volunteer opportunities and committees on which to serve to support the development of the school. These committees were listed along with staff opportunities (page e60-62).

Weaknesses:

Governance opportunities should be available to parents such as board membership. This would better reflect the charter school model.

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 applicant has several recruitment strategies including phone interviews and writing, math and teaching lessons that have resulted in hiring teachers that were from underrepresented groups (page e47). All classes are taught by Highly Qualified teachers. The principal was Chairwoman for 12 years at the high-quality charter school, Corbett (one of the top 10 Charters in the nation-Newsweek) showing her in-depth experience in managing a charter (page e64). Evidence of board members experience in innovative school design, nonprofit management, fundraising, effective curriculum development and strong fiscal management was documented.

Weaknesses:

No weaknesses were noted in this answer.

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:

The applicant has several recruitment strategies including phone interviews and writing, math and teaching lessons that have resulted in hiring teachers that were from underrepresented groups (page e47).

Weaknesses:

No weaknesses were noted in this answer.

Reader's Score: 2

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

Strengths:

All classes are taught by Highly Qualified teachers. The principal was Chairwoman for 12 years at the high-quality charter school, Corbett (one of the top 10 Charters in the nation-Newsweek) showing her in-depth experience in managing a charter (page e64). Evidence of board members experience in innovative school design, nonprofit management, fundraising, effective curriculum development and strong fiscal management was documented.

Weaknesses:

No weaknesses were noted in this answer.

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:

On page e69, a well documented management plan is presented which was attached on page e436.

Weaknesses:

A clearly defined timeline and milestones were not presented. This would help measure the accomplishments of project tasks.

Reader's Score: 8

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:

A charter agreement was attached on page e81 between Beaverton School District and the applicant. The description of student performance is discussed and one of the requirements for the charter (page e113). These strong accountability measures are extremely important in the success of the charter school.

Weaknesses:

No weaknesses were noted in this answer.

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:

On pages e72-73 the school states that they are afforded wide latitude of flexibility as evidenced in financial control of the budget, staff management, curriculum, school calendar, length of school day, and daily operations. They state they have a good working relationship with the district and the district's confidence in the charter school team.

Weaknesses:

No weaknesses were noted in this answer.

Reader's Score: 3

Status: Submitted

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Status: Submitted

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Technical Review Coversheet

Applicant: Arco Iris Spanish Immersion Charter School (U282B120060)

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	1
Assessing Achievement		
1. Assessing Achievement	15	7
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	21
Quality of the Management Plan		
1. Management Plan	16	8
Charter or Performance Contract		
1. Performance Contract	15	12
Degree of Flexibility		
1. Degree of Flexibility	3	2
Total	100	77

Technical Review Form

Panel #3 - Panel - 3: 84.282B

Reader #3: *****

Applicant: Arco Iris Spanish Immersion Charter School (U282B120060)

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:

Applicant intends to apply under Competitive Priority 1.

Arco intends to serve grades K-4 upon opening and expand to k-8. The applicant will utilize an immersion model which will allow for instruction in Spanish in the early grades, while moving to utilizing English language instruction in the upper grades. Arco will focus on differentiated instruction, which is helpful for English Language Learners, and this is evidenced in their choice of using Singapore math as well as their Spanish Language program, Symtalk. The applicant outlines the curriculum programs it will use for each core subject and makes note that these choices are aligned with Oregon state standards and Beaverton School District Learning Targets. The applicant stresses the importance of differentiation and hands-on learning as evidences in the chose curriculum models, in addition, the use of Spanish and English teachers in the classroom will afford students the greatest opportunity to succeed

Weaknesses:

None noted.

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:

As described in a previous response, the applicant will utilize the immersion method and focus heavily on differentiated instruction. The school proposes to have blended classes of 2 grade levels each, to allow students, regardless of age to work towards grasping a specific concept at their own pace. The blended classroom will also allow students to have a mentor in the classroom, with the notion that both older and younger students will benefit from the pairing.

Weaknesses:

The schools primary focus appears to be the ELL population and therefor they fail to mention how other students who are educationally disadvantaged will be served. The applicant fails to include specific interventions to reach those educationally disadvantaged students who will enter the school, in order to help them achieve academic success.

Reader's Score: 1

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

The applicant outlines the roles of the management team as it relates to their roles in assisting the school in meeting its objectives. The applicant lists 4 goals that are broad in scope and general to suggest the overarching aim is to have all students succeed in meeting state standards. The school also indicates it will utilize learning targets based on state and local school district standards.

Weaknesses:

The applicant fails to include more specific school objectives; rather they list broad, general objectives that are general expectations for school age students. The applicant provides a list of the learning targets but fails to summarize how the school will effectively analyze performance towards meeting these targets. Although the applicant suggests that they will present state test scores to the Board, they fail to mention how these scores will be analyzed and utilized in aiding instruction.

Reader's Score: 7

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 states on pg. 25 that Arco Iris was founded by parents, therefore indicating the support for the school is prevalent. The school will develop a PTO which consists of several committees to help improve certain areas of the school. In addition, a Site Council will be deployed to work with the management team to provide parental input into decisions affecting the school. The applicant will utilize various media to reach the community as well as participate in events throughout the community to inform them about the school. Information will be presented to the community in both English and Spanish. The applicant also sites and includes specific references to community support on pg. 43 and in the Appendix.

The school will utilize a lottery process to ensure that students gain entry to the school; the process is described on pg. 29.

Weaknesses:

None noted.

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:

As mentioned in a previous response, the school was founded by parents; therefore they have been involved in the planning of the school. The parents will continue to be involved through the associations mentioned above, such as the PTO and the Site Council. Parents are encouraged to volunteer 20 hours/month and the school is actively involved with organizations such as Junior Achievement and the Jaguars Reading Program. The CTAC program offers parents the opportunity to participate on the Board

Weaknesses:

None noted.

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:

Applicants participate in an employment process, which includes testing to ensure that teachers are of high quality and capable of teaching the curriculum. The Board members have documented experience in working with charter schools, language immersion schools, and nonprofit leadership.

Weaknesses:

None noted.

Reader's Score: 21

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 encourages diversity, specifically encouraging native Spanish speakers to seek employment at Arco Iris.

Weaknesses:

Although the applicant specifically references native Spanish speakers as a recruitment focus, they fail to mention recruitment targeted at other groups.

Reader's Score: 1

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

Strengths:

Applicants participate in an employment process, which includes testing to ensure that teachers are of high quality and capable of teaching the curriculum. The Board members have documented experience in working with charter schools, language immersion schools, and nonprofit leadership.

Weaknesses:

None noted.

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:

Applicants participate in an employment process, which includes testing to ensure that teachers are of high quality and capable of teaching the curriculum. The Board members have documented experience in working with charter schools, language immersion schools, and nonprofit leadership.

Weaknesses:

The applicant fails to include a specific timeline associated with the management plan which would connect the goals and objectives of the management team to the management plan. The applicant mentions a detailed agreement between Helping Hands Organization and Arco Isis, but the reader failed to find an agreement that would specifically outline the relationship as it would lead to achieving the goals of the management plan.

Reader's Score: 8

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 charter, originally submitted by Helping Hands Organization, between AISICS and the Beaverton School District which outlines the schools financial, operational and other key accountability measures.

Weaknesses:

There are two documents which indicate that in 2010 there were significant deficiencies in the application which raised concern to the approving authorizer. The applicant does not provide documentation of what has transpired between Sept. 2009 and March 2010 (date on Charter School agreement) to indicate that the deficiencies were corrected.

Reader's Score: 12

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:

There are two documents which indicate that in 2010 there were significant deficiencies in the application which raised concern to the approving authorizer. The applicant does not provide documentation of what has transpired between Sept. 2009 and March 2010 (date on Charter School agreement) to indicate that the deficiencies were corrected.

Weaknesses:

The applicant does not cite specific charter law references with regards to the flexibility afforded to the school or clearly state the relationship with Helping Hands as it might affect the school Boards actual control over certain matters.

Reader's Score: 2

Status: Submitted
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