

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

Status: Submitted

Last Updated: 08/01/2012 04:59 PM

## Technical Review Coversheet

Applicant: Sauvie Island Academy (U282B120014)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum</b>		
1. Quality of Curriculum	15	14
<b>Assisting Disadvantaged Students</b>		
1. Disadvantaged Students	3	3
<b>Assessing Achievement</b>		
1. Assessing Achievement	15	15
<b>Community Support</b>		
1. Community Support	8	7
<b>Parental and Community Involvement</b>		
1. Parental Involvement	3	3
<b>Quality of the Personnel</b>		
1. Quality of the Personnel	22	20
<b>Quality of the Management Plan</b>		
1. Management Plan	16	14
<b>Charter or Performance Contract</b>		
1. Performance Contract	15	15
<b>Degree of Flexibility</b>		
1. Degree of Flexibility	3	3
<b>Total</b>	100	94

# Technical Review Form

Panel #5 - Panel - 5: 84.282B

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

Applicant: Sauvie Island Academy (U282B120014)

## 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 educational program, pupil performance standards, learning goals, curriculum designed and implemented by the applicant will meet or exceed any Oregon Content Standard (e80, e86). The applicant will increase student achievement and provide choices of learning opportunities through research based and effective teaching and learning strategies which include: place based education, project based instruction, thematic instruction, direct instruction, multiple intelligences, community partnerships, mentoring, service learning, and the integration of technology (e28, e114-e118). Integral to the successful implementation of these strategies, the applicant will professionally develop the staff in the same (e154). Place based education (PBE), the primary instructional strategy, helps students become better problem solvers, as they come to understand the impact of their choices (e29). The applicant cites research which demonstrates students participating in PBE, scored significantly higher in achievement and motivation compared to the control group (e29, e114).

The typical student day begins with literacy or math (e30, e120) which studies often cite as most effective. The instructional activities align to the educational program design (e114-e122). The student behavior expectations (e140-144) and school-wide positive behavioral interventions (e21) are conducive to high student achievement. The charter petition provides for district resources which will improve the delivery of curriculum (e85). The applicant will use the principles of Data Driven Decision Making to improve instruction (e20, e40-41). Despite its rural location, the applicant intends for teachers of all core subjects to meet No Child Left Behind Highly Qualified requirements (e54, e146). The target population of the school is well described (e129-e131).

#### Weaknesses:

Research supporting the Place Based Education model was scarce.

Reader's Score: 14

### 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 applicants admission policies are inclusive to educationally disadvantaged students (e135). The applicants use of Data driven decision making (e20, e40-41) will assist in identifying students with needs. The school will use the principles of Response to Intervention (Rtl) (e41), which is the IDEAs tool for the identification and intervention of students with learning difficulties. The applicant pledges to serve children with disabilities in the same manner as they would be served in other public schools (e42). The applicant will identify linguistically diverse students and provide them appropriate programs to overcome their language barriers (e43).

**Weaknesses:**

None found.

**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 school and student objectives are ambitious and include deadlines, activities, and responsibilities (e45, e48). The process used for the intentional and strategic measurement of student performance (e46, e124) is thorough and noteworthy. Students will be assessed at the beginning of the year to establish a baseline and set learning goals (e124). The District will assist the applicant in this process by providing the applicant with disaggregated data for comparison and goal-setting (e86). The description and use of formative and summative assessments is adequate (e47). Further, the applicants administration frequency of recognized assessments to measure student growth is aligned to current best practices. The incorporation of Data Driven Decision Making (e20, e40-41) will no doubt yield high results. The school administrator will provide to stakeholders on annual basis, a performance report which includes: information on the educational program, school/student goals, academic achievement, AYP, and financial components (e44). Parents will additionally be involved in regards to their specific child's progress via regular parent conferences (e47, e125).

**Weaknesses:**

None found.

**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:**

Due to the previous existence of Sauvie Island Elementary School, and the applicants similar name, Sauvie Island Academy, it is uniquely positioned to be easily identified, and incorrectly historically remembered, in the community (e27, e111-113). Notwithstanding, the applicant provides an adequate outreach plan which includes bilingual marketing materials. The limited schooling options and need for school are thoroughly explained (e49, e130). The applicant

promotes diversity (e23-26) and its protected classes list is more comprehensive (e24, e81, e91) than the standard list as noted in GEPA compliance (e10). If enrollment interest exceeds capacity, the applicant will conduct a lottery (e26, e50, e135) to ensure equal access.

Beyond the parent letters of support (e76-77), the applicants inaugural enrollment overwhelmingly demonstrates support for the school. Prior to becoming charter, Sauvie served under 90 students (e130). The applicant projected a total enrollment of 142 in year one (e128); yet, it served 166 students (e14).

**Weaknesses:**

Letters of support were not found from the business or civic community.

**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:**

Due to its remote location and small size, parental and community involvement are inherent to the project. The need for a public school option in the community is clearly articulated (e49, e130). The vision to convert the previous district school originated by parents, was driven by parents, and will continue to be led by parents (e50). Parents are integral to the continued development and operation of the school by serving on the board and as active volunteers (e51).

**Weaknesses:**

None found.

**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:**

The applicant promotes diversity (e23-26) and its protected classes list is comprehensive (e24, e81, e91). The applicant will seek to encourage applications for employment from persons who are members of groups that traditionally have been underrepresented. It will recruit to fill new openings by placing advertisements in publications that focus on underrepresented groups (e54).

Each of the Board of Directors has diverse experiences and academic preparations which will benefit the project (e52,

e108). The school administrators responsibilities and qualifications are well described (e127, e146-148). The school administrator/grant project director has an appropriate background in school management and curriculum development and supervision (e53, e72-75).

**Weaknesses:**

None found.

The school administrator/grant project director does not have a strong fiscal management background. It is also unclear if any of the Board of Directors possesses this skill.

**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**

**Strengths:**

The applicant promotes diversity (e23-26) and its protected classes list is comprehensive (e24, e81, e91). The applicant will seek to encourage applications for employment from persons who are members of groups that traditionally have been underrepresented. It will recruit to fill new openings by placing advertisements in publications that focus on underrepresented groups (e54).

**Weaknesses:**

None found.

**Reader's Score: 2**

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

**Strengths:**

Each of the Board of Directors has diverse experiences and academic preparations which will benefit the project (e52, e108). The school administrators responsibilities and qualifications are well described (e127, e146-148). The school administrator/grant project director has an appropriate background in school management and curriculum development and supervision (e53, e72-75).

**Weaknesses:**

The school administrator/grant project director does not have a strong fiscal management background. It is also unclear if any of the Board of Directors possesses this skill.

**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 management plan is adequate and includes clearly defined responsibilities, timelines, and milestones for accomplishing the project goals (e55-63). The management plan also includes opportunities for revision and evaluation of milestones.

The applicant will operate in a transparent manner with generally accepted accounting principles (GAAP) and submit quarterly income and expense reports, and monthly balance sheets to the sponsor (e55, e90, e163). The Boards governance role is well explained (e126). School personnel have clearly defined responsibilities and qualifications (e146-e152).

**Weaknesses:**

Many of the milestones in grant implementation year one appear to be items that should have occurred in school implementation year one (e55-63). These milestones should have been more time specific and not occurring throughout the entire year. It is unclear if the objectives will be completed within budget.

**Reader's Score:** 14

**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 is entering its second year of operation and has a three year contract with its authorizer (e64). Both the charter application and contract specify how student performance will be measured pursuant to the Oregon Assessment of Knowledge and Skills (e64, e86, e125). Failure to meet established targets will require the applicant to create and implement a corrective action plan (e64, e87) and subject the applicant to revocation (e93). The charter provides for cost effective solutions for facilities and food service (e85).

**Weaknesses:**

None found.

**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 has full management, legal, fiscal, and academic autonomy from its sponsor. It is also exempt from many laws that govern traditional public schools (e65). The charter contract provides the applicant with the authority and responsibility of designing and implementing the educational program (e80). It further provides for learning situations that are flexible with regard to environment, time, structure, and pedagogy (e85). It further provides the authority to exercise independently and enumerates such powers (e92). The applicant reserves the right to modify its calendar (e145).

Oregon law is favorable to those considering charter school employment. It requires district school boards to grant a leave of absence to employees seeking employment in charter schools (e164).

**Weaknesses:**

None found.

**Reader's Score: 3**

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**Status:** Submitted  
**Last Updated:** 08/01/2012 04:59 PM

Status: Submitted

Last Updated: 08/01/2012 04:59 PM

## Technical Review Coversheet

Applicant: Sauvie Island Academy (U282B120014)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum</b>		
1. Quality of Curriculum	15	12
<b>Assisting Disadvantaged Students</b>		
1. Disadvantaged Students	3	3
<b>Assessing Achievement</b>		
1. Assessing Achievement	15	13
<b>Community Support</b>		
1. Community Support	8	6
<b>Parental and Community Involvement</b>		
1. Parental Involvement	3	2
<b>Quality of the Personnel</b>		
1. Quality of the Personnel	22	19
<b>Quality of the Management Plan</b>		
1. Management Plan	16	13
<b>Charter or Performance Contract</b>		
1. Performance Contract	15	5
<b>Degree of Flexibility</b>		
1. Degree of Flexibility	3	2
<b>Total</b>	100	75

# Technical Review Form

Panel #5 - Panel - 5: 84.282B

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

Applicant: Sauvie Island Academy (U282B120014)

## 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 has a comprehensive explanation of curriculum delivery (PBE approach) and research to support methodology. Clearly identifies how the curriculum is deeply rooted in their climate and culture. Applicant provides a detailed day, focuses on integrating technology standards, vision curriculum methodology. Applicant clearly identifies how service learning will be implemented into their curriculum. Pg 9

#### Weaknesses:

Lacks data analysis. The applicant does not provide a clear analysis of how they will meet academic standards. Applicant did not speak clearly about the curriculum differences in comparison to the newly revised curriculum. Applicant did not demonstrate how curriculum will be developed and aligned to state standards.

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:

The applicant provides a feasible argument regarding the ability of the curriculum to meet the needs of students at varying levels. The applicant provides appropriate research demonstrating why the method of curriculum was selected and how it would benefit disadvantaged students. The applicant cites examples of curriculum material. P 23

#### Weaknesses:

The applicant loosely speaks of how disadvantaged students will be successful with the proposed method. The applicant does not discuss the criteria that their organization will use to determine disadvantaged/ at risk.

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 documented evidence of an understanding of varying assessment methods and ensuring that data is available to the school community. The applicant identified various means of assessing students and school success based on rubrics. The applicant presents a thorough understanding of the importance of community involvement and surveys as a means of meeting particular objectives. P 26

#### Weaknesses:

The applicant demonstrated a lack of concrete data, processes and vision.

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:

The applicant sufficiently identifies how the student body will be reached to generate enrollment in the school. Adequate marketing strategies are employed, families are notified and students are enrolled. The applicant demonstrates the importance of embracing parental involvement and utilizing this involvement to drive the development of their school. The applicant demonstrates intentionality about involving parents and volunteers. P 32

#### Weaknesses:

The applicant does not sufficiently identify how the organization will partner with the community to ensure that the school remains good relationships that will ultimately benefit the students that are serviced.

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:

Through the development of the PAC, the school has sought to meet the requirement of parental involvement. Furthermore it is emphasized that parental involvement is highly desired in the student educational process. P 32

**Weaknesses:**

The applicant does not show innovative ways to meet the needs of parental involvement. Multi language parents are not addressed parent event, engagement through technology etc.

**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 demonstrates appropriate understandings of an effective school management structure. They have clearly identified the roles and responsibilities of those involved with the school from a management perspective. They have adequately identified the training programs that must be evident for a successful board, and administrative team. P 35 - 37

**Weaknesses:**

The applicant demonstrates a typical school management structure, with little innovation.

**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**

**Strengths:**

The applicant is intentional regarding obtaining a diverse staff.

**Weaknesses:**

The applicant demonstrates a typical school management structure, with little innovation.

**Reader's Score: 2**

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

**Strengths:**

The applicant demonstrates appropriate understandings of an effective school management structure. They have clearly identified the roles and responsibilities of those involved with the school from a management perspective. They have adequately identified the training programs that must be evident for a successful board, and administrative team. P 35 - 37

**Sub Question**

**Weaknesses:**

The applicant demonstrates a typical school management structure, with little innovation.

**Reader's Score: 17**

**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 clearly identifies methods in place to achieve the organizations goals. The timeline is clear, accurate and concise. All areas identified have funds allocated therein as demonstrated in the budget. Milestones are appropriate and applicable to the person carrying such items out. Information is comprehensive and relevant to the needs of opening a school. P 37

**Weaknesses:**

The applicant has some timeline items that should have been completed prior to submission. The applicant does not allow for time for curriculum delivery.

**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:**

Applicant demonstrates awareness of the charter approval process. Applicant is clear on the procedures set in place by the charter authorizer. Applicant has identified clear measurable goals as it pertains to the governance of their organization. Applicant includes charter contract. P 47

**Weaknesses:**

Applicant does not detail appropriate measures to guarantee success when discussing goals. It is recommended that the applicant identify specific measurement tools to gauge success.

Reader's Score: 5

### 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:

Applicant describes the benefits and autonomy of charter schools located within the state of the organization. The applicant has detailed how its structure is established and that it has full autonomy. The applicant provides a fair argument comparing a charter organization to other forms of organizations and how they could benefit the families that are serviced.  
P 48

#### Weaknesses:

The applicant lacks evidence on how this autonomy would benefit the educational needs of the students, personnel or expenditures.

Reader's Score: 2

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**Status:** Submitted  
**Last Updated:** 08/01/2012 04:59 PM

Status: Submitted

Last Updated: 08/27/2012 02:47 PM

## Technical Review Coversheet

Applicant: Sauvie Island Academy (U282B120014)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum</b>		
1. Quality of Curriculum	15	14
<b>Assisting Disadvantaged Students</b>		
1. Disadvantaged Students	3	3
<b>Assessing Achievement</b>		
1. Assessing Achievement	15	15
<b>Community Support</b>		
1. Community Support	8	5
<b>Parental and Community Involvement</b>		
1. Parental Involvement	3	3
<b>Quality of the Personnel</b>		
1. Quality of the Personnel	22	14
<b>Quality of the Management Plan</b>		
1. Management Plan	16	11
<b>Charter or Performance Contract</b>		
1. Performance Contract	15	15
<b>Degree of Flexibility</b>		
1. Degree of Flexibility	3	3
<b>Total</b>	100	83

# Technical Review Form

Panel #5 - Panel - 5: 84.282B

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

Applicant: Sauvie Island Academy (U282B120014)

## 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 narrative describes a variety of instructional practices that will be utilized to enhance the Place-Based Education model the charter school has adopted. Through the use of the unique natural surroundings, the applicant will bring state content standards into a real-life focus. Pg. 11

Direct instruction will be heavily used in the early elementary grades to assist students in the acquisition of basic skills. This decision to use this instructional strategy indicates the applicant understands the needs of their students at all different grade levels. Pg. 15

Curriculum has been chosen that will support the goals of the charter school and will provide materials necessary to meet the Common Core and state standards. These materials will blend nicely into the integrated nature of the instructional practices. Pg. 17 - 19

#### Weaknesses:

There is no indication of the number of students that will be served per grade level. It is difficult to determine if the proposed practices and methods will be successful without knowing the size of the group they are educating.

Reader's Score: 14

### 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:

Through the use of data-driven instruction, students will be given every chance to receive additional help in meeting the state standards. The applicant has stated that modifications will be made where indicated. Pg. 23 25

Support for students identified as special will be provided in the regular class with additional assistance given, as needed. Pg. 24

The applicant has noted that policies and procedures regarding ELL students will be established.

**Weaknesses:**

None noted.

**Reader's Score: 3**

**Selection Criteria - Assessing Achievement**

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

**Strengths:**

Through annual needs assessments, surveys of stakeholders and data review procedures, the charter school will determine if school wide objectives have been met. Each of these strategies will involve a different sector of the school population and will provide the charter school with good data in which to make decisions. Pg. 27

The applicant has a comprehensive plan to utilize different types of assessment to determine if students are making progress towards the school wide academic goals. Pg. 28 29

Timeframes are provided for each objective relative to when data will be collected and assessed toward goal attainment. Responsible parties are listed and the application indicates feedback will be provided in a timely fashion concerning the results of the data. Pg. 39

**Weaknesses:**

None noted.

**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 indicates a plan in which information will be provided to families through a variety of media. The outreach plan provides informational meetings to be held in multiple locations and at multiple events to enable prospective parents to hear about the charter school. Pg. 31

**Weaknesses:**

Other than two letters from parents of charter school students, there are no other letters of support. In order to demonstrate community support, letters from members of the community, outside of parents, and businesses should have

been provided.

**Reader's Score: 5**

### **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 indicates that the initial idea for this conversion charter school came from parents of district school children. Through the planning phase up to implementation, parents of current, future and prior school district students became involved to see this project to fruition. Pg. 32

#### **Weaknesses:**

None noted.

**Reader's Score: 3**

### **Selection Criteria - Quality of the Personnel**

#### **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 provided a good description of the process for recruiting individuals from underrepresented groups. The methods included are focused on providing information to institutions where a large percentage of the population is minority groups. Pg. 36

The individual that is school administrator has had relevant experiences in education and is familiar with the community and their needs. While she has not had specific experience opening a charter schools, she has had many different administrative experiences in her career. Pg. 35 and appendix

The governing board members bring good experiences and expertise in the area of education and real estate development. These areas will benefit the new charter school as it develops its academic program and works to perfect the facilities and bring them to a level needed to support the charter school program. Pg. 33 - 34

**Weaknesses:**

There is no evidence of representation on the Governing Board from the non-profit or financial sectors.

The applicant did not include any information of training that will be given to the Governing Board to assure they are aware of their responsibilities.

The state is made that the board that is in place is the Developing Board. Information on how this will transition to or be replaced by a Governing Board when the charter school is fully operational would have made the application stronger. Pg. 33

**Reader's Score: 14**

**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 provided a good description of the process for recruiting individuals from underrepresented groups. The methods included are focused on providing information to institutions where a large percentage of the population is minority groups. Pg. 36

**Weaknesses:**

None noted.

**Reader's Score: 2**

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

**Strengths:**

The individual that is school administrator has had relevant experiences in education and is familiar with the community and their needs. While she has not had specific experience opening a charter schools, she has had many different administrative experiences in her career. Pg. 35 and appendix

The governing board members bring good experiences and expertise in the area of education and real estate development. These areas will benefit the new charter school as it develops its academic program and works to perfect the facilities and bring them to a level needed to support the charter school program. Pg. 33 - 34

**Weaknesses:**

There is no evidence of representation on the Governing Board from the non-profit or financial sectors.

The applicant did not include any information of training that will be given to the Governing Board to assure they are aware of their responsibilities.

The state is made that the board that is in place is the Developing Board. Information on how this will transition to or be replaced by a Governing Board when the charter school is fully operational would have made the application stronger. Pg. 33

Sub Question

Reader's Score: 12

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:**

Responsibility for the project lies with the school administrator/project director. A set of goals and objectives have been outlined with tasks to be completed during each phase of the project. A timeline is included for each year of the grant relative to each specific project goal and objective. Pg. 40

The budget reflects the activities and materials needed to reach these goals and objectives. Appendix

**Weaknesses:**

Some of the time frames provided in the goals and objectives do not correspond to the target dates stated in the implementation plan. i.e. Goal 1 objective 2 beginning Feb. 2013&.Task implementation year 1 target date 10/1/12 9/30/13. This is a problem throughout this section of the narrative. Pg. 40 - 43

Reader's Score: 11

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 copy of the charter contract has been provided. Specific details of assessment requirements are included for both District and State assessments. Appendix

Reporting methods have been established for both the sponsor and the charter school. Timelines are given for each entity to ensure testing results are provided in a timely manner. Appendix

**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 application states that the charter school has full operational autonomy from the sponsor. Pg. 47 and attachment

State law provides language indicating the specific laws a charter school must follow, and includes a statement that all other laws can be exemptions for the charter school, if it desires. Pg. 40

#### **Weaknesses:**

None noted.

Reader's Score: 3

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