

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

Status: Submitted

Last Updated: 07/30/2012 01:00 PM

Technical Review Coversheet

Applicant: TRIAD MATH AND SCIENCE ACADEMY COMPANY (U282B120070)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Curriculum		
1. Quality of Curriculum	15	13
Assisting Disadvantaged Students		
1. Disadvantaged Students	3	2
Assessing Achievement		
1. Assessing Achievement	15	13
Community Support		
1. Community Support	8	5
Parental and Community Involvement		
1. Parental Involvement	3	2
Quality of the Personnel		
1. Quality of the Personnel	22	10
Quality of the Management Plan		
1. Management Plan	16	6
Charter or Performance Contract		
1. Performance Contract	15	15
Degree of Flexibility		
1. Degree of Flexibility	3	1
Total	100	67

Technical Review Form

Panel #6 - Panel - 6: 84.282B

Reader #1: *****

Applicant: TRIAD MATH AND SCIENCE ACADEMY COMPANY (U282B120070)

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 application describes the philosophy that is the basis of the proposed school's educational approach and also is the foundation of its educational program. It outlines the basic tenets of its approach to pedagogy and includes references of supporting literature (pp. e26-e29). The application includes an overview of the teaching strategies proposed, again with reference to supporting literature (pp. e-30-e31). It also provides a comprehensive outline of the proposed school's core K-12 content in science, math, and language arts, which it indicates is aligned with the Common Core and state standards and also referenced with supporting literature (pp. e32-e43). In addition, the application describes a number of instructional approaches the proposed school expects to implement and references these with supporting literature as well (pp. e43-e45).

The application lists a number of curriculum packages that the proposed school intends to use, but notes that the final decisions about curriculum will come after consultation with staff, instructional teams, parents, and educators as a consequence of the school's curriculum review process (pp. e47-e48).

Weaknesses:

The application does not present a curriculum scope and sequence or map that shows how all the components of the educational program, as described, fit together, complement each other, and are integrated with both the standards and the philosophical bases of the underlying educational program (pp. e26-e48). The application does not describe how the staff, instructional teams, parents, and educators will conduct the curriculum review process or what criteria will be used for that review (pp. e47-e48).

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:

Application notes that only 18% of elementary, 3% of middle, and 12% of high schools have made AYP in the county where the proposed school will be located (pp. e17; e22). The applicant discusses the steps the proposed school will take to meet the needs of underperforming enrollees (pp. e55-e56) and students at-risk (pp. e71-73). The application presents demographic data of the county where the proposed school will be located showing percentages of minority students (p. e67). The application outlines the strategies the proposed school expects to use for parent outreach and student recruitment efforts including ones especially targeted at minorities (pp. e66-e68).

Weaknesses:

The application does not present the percentages of educationally disadvantaged students who are among the potential pool of enrollees for the proposed school. And although the application notes special efforts will be made to conduct recruitment activities targeted to minorities, it does not indicate what percent of these minorities, or those that are not minority, are educationally disadvantaged (pp. e17; e22; e66-e68). The application does not show how the proposed educational program or potential curriculum packages are particularly well-suited for disadvantaged students (pp. e43-e48).

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 application presents a list of the proposed school's academic and non-academic student objectives (pp. e50-e52). It also briefly describes the assessments, and names several possible instruments besides the state tests, like ITBS, CoGat, and SAT, that students will take to measure how well they meet these objectives (pp. e53-e55).

Weaknesses:

The applicant does not present any school-oriented achievement objectives such as staff performance measures, parent satisfaction, etc. (pp. e50-e52). The application does not indicate a schedule for test administration or explain how the data from the proposed tests will be used for adjustments to the school's educational program or the teachers' instructional delivery (pp. e53-e55).

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 states that the proposed school will initiate outreach efforts aimed toward at-risk students and their parents and the school also will make sure there are no barriers to their participation in all school programs (p. e11). The application presents a detailed description of the strategies employed for outreach and marketing both to community

audiences and families of potential enrollees (pp. 64-e66). One such outreach strategy was a survey that the applicant says was an indicator of public interest (p. e64). The application lists a number of appointed officials and academicians who it states provided feedback about the proposed school (pp. e65-e66) and notes they provided letters of support. In addition, the application outlines the strategies the proposed school expects to use for continued parent outreach and student recruitment efforts including ones especially targeted at minorities (pp. e66-e68).

Weaknesses:

The application indicates the parents in the county where the proposed school will be located are looking for alternatives for their children; but there is no evidence provided that the parents have been asked if they will send their children to this particular school (p. e17). Although the application lists a number of appointed officials and academicians who it states provided feedback about the proposed school (pp. e65-e66) and notes they provided letters of support, no letters are included. The results of the survey showing level of interest (p. e64) are not included either.

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 application notes that parent and community partnerships are a basic tenet underlying the philosophy of the school. Literature supporting this tenet is cited as well (pp. e29; e59). It goes on to elaborate on the benefits of these partnerships, and states the proposed school will apply strategies to establish such partnerships (pp. e46-e47). The application presents a detailed description of the strategies already employed for outreach and marketing both to community audiences and families of potential enrollees (pp. e64-e66). One such outreach strategy was a survey that the applicant says was an indicator of public interest (p. e64). The application lists a number of appointed officials and academicians who it states provided feedback about the proposed school (pp. e65-e66). The application presents an outline of parent/community involvement strategies the proposed school expects to apply; one is membership on the Board (pp. e59-e61).

Weaknesses:

The application indicates the proposed school expects to form partnerships with colleges and universities (p. e60), but does not provide a description of or plan for doing this. Also, the applicant does not include a list of potential colleges to be targeted for partnerships. The application does not specify how parents and community members will be involved in school planning or present an outline of how such opportunities for parents and community will be offered (pp. 59-61).

Reader's Score: 2

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 provides a summary of the affirmative action procedures it will follow and states the project will actively recruit individuals from underrepresented groups to fill positions at all levels (pp. e11-e12). The application includes the principal's resumes which indicate he has requisite qualifications (pp. e106-e124). The application notes that the applicant is currently operating a successful charter school (pp. e48-49).

Weaknesses:

The application does not list key personnel assigned to implement the proposed project to establish a charter school and oversee early implementation. And although resumes are attached (pp. e106-e124), there is no indication of what positions they will fill and there are no descriptions of what responsibilities the individuals will have. So there is no way of knowing who is on the school staff, on the Board, or simply functioning as project staff. Additionally, there is no way of telling whether they have the requisite qualifications for any of these positions.

Reader's Score: 10

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 a summary of the affirmative action procedures it will follow and states the project will actively recruit individuals from underrepresented groups to fill positions at all levels (pp. e11-e12).

Weaknesses:

None identified.

Reader's Score: 2

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

Strengths:

The application includes the principal's resume which indicates he has requisite qualifications (p. e122-e123). Additional resumes included also show the persons described in them possess qualifications one would expect to manage a school (pp. e106-e124). The application notes that the applicant is currently operating a successful charter school (pp. e48-49).

Weaknesses:

The application does not list key personnel assigned to implement the project being proposed: to establish an expanded charter school and oversee implementation of expansion activities. And although resumes are attached (pp. e106-e124), there is no indication of what positions they will fill and there are no descriptions of what responsibilities the individuals will have. So there is no way of knowing who is on the school staff, on the Board, or simply functioning as project staff. Additionally, there is no way of telling whether they have the requisite qualifications for any of these positions.

Sub Question

Reader's Score: 8

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 application provides a description of the management and oversight systems of the proposed school including an organizational chart (pp. e48-e49).

Weaknesses:

The application does not include a plan showing how the proposed project to establish a charter school and oversee early implementation will be managed. There is no list of objectives or associated tasks for the proposed project; no clearly defined s, timelines, and milestones; and no indication of personnel assigned or their responsibilities for accomplishing the project on time and within budget.

Reader's Score: 6

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 states the proposed school was granted a charter March 2012 (p. e58) and includes both the letter confirming the charter was granted (pp. e78-e79) and the charter itself (pp. e81-e94).

Weaknesses:

None identified.

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 describes the state charter law (pp. e56-e58).

Weaknesses:

In its description of the charter law, the application does not emphasize where the areas of flexibility are and it does not describe how this particular proposed school will exercise whatever flexibility the law may allow (pp. e56-e58).

Reader's Score: 1

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Last Updated: 07/30/2012 01:00 PM

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Technical Review Coversheet

Applicant: TRIAD MATH AND SCIENCE ACADEMY COMPANY (U282B120070)

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	20
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	2
Total	100	86

Technical Review Form

Panel #6 - Panel - 6: 84.282B

Reader #3: *****

Applicant: TRIAD MATH AND SCIENCE ACADEMY COMPANY (U282B120070)

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's education model is a replication of another successful charter schools model (page e30)
The model schools unofficial drop out rate is 0% (page e30)
The model school is a school of distinction by DPI of North Carolina on e48
The applicant is going to start teaching students from where they are academically (on page e31)
The applicant cites research literature for the educational approaches they use.
The applicant's curriculum is designed/aligned with the mission statement (page e32)
The applicant proposes innovative use of technology such as using technology for project based learning such as building robots and devices.
The applicant is committed to an educated way of purchasing technology to prevent the wastage of public money.
The applicant employs Researched based method of peer tutoring and tutoring on page (e 45)
The applicant innovative ways to engage students (i.e: Interest centers are being used as a tool to engage students)
The applicant's Curriculum is research proven and aligned to the schools mission on page e47
The applicant is committed to offer Enrichment programs to motivate students on page e48
Well-defined assistance programs for Special Ed students on pages e68-75

Weaknesses:

The applicant provided incomplete explanation how they will be able to integrate their curriculum with common core and the state's curriculum.

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's school is going to serve students from persistently low performing schools (18% elementary, 3 % Middle and 12 % High School are not making AY in the county) page e 25
The applicant has a clear mission to serve educationally disadvantaged students.

The school uses culturally responsive teaching method as explained on page e31
The applicant has an ambitious assistance programs for Special Ed students on pages e68-75
The applicant developed strategies and using tools (such as MAP of NWEA) to test students' skills and then develop intervention and remediation plans

Weaknesses:

None observed

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's educational model is based on Assessment driven instruction on e 44 and the assessment is an ongoing part of the instruction to make sure students' reach mastery level. E47
The applicant set clear and measurable academic and nonacademic objectives on page e50
Performance objectives are consistent with state accountability targets e53
Student assessment strategies, timeline and tools to be used are well defined.
Adoptive test (MAP of NWEA) is being used to find out students weaknesses and strengths to intervene and remediate for those who struggles or needs to be challenged e54
Intervention techniques for those who are at risk are listed nicely on page e56

Weaknesses:

There is no testing and data analysis schedule is provided explicitly.

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 has the notion of maximum connection between parent, home and community and the illustration on pages respectively e28 and e29
The applicant believes in researched based method of school-family community partnership and a research is cited for this approach on page e46
The methods how they will inform the general public about student enrollment are clearly described on pages e64 -66 .
The applicant conducted surveys, organized community events, visited libraries act to inform the public.
They partnered with elected officials when developing the charter proposals on page e65

They have a public relations plan on page e67 and 68

The applicant scheduled multiple open houses to inform the general public on page e67

Weaknesses:

There is no support or recommendation letters attached as evidence.

There is no evidence of survey results that the applicant conducted

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:

The applicant cited Research literature for the benefits of parent involvement in childrens education e59

The applicant included Strategies to involve parents and other community members are listed on page e59 and 60

The applicant developed strategies for two way communication on page e60

The applicant asserts that Satisfaction surveys will be administered twice a year on page e60

Parents can be board members, serve on the committees, etc e61

The ways how parents can participate in students education is listed on e61

Weaknesses:

None observed.

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 school is being replicated from an already proven model (page e48 and 49) and the model school is already a school with a distinction in the state.

It seems that the same board is running both the schools.

Parents are allowed to serve on the board

The principal is highly qualified for the job.

The most of the members of the founding Board's background is related with the mission of the school. (i.e: the founders are mostly successful scientist of academics)

The members of the board is already experienced by running a successful model school (e48 and 49)

The applicant has a policy to prioritize members of Underrepresented Groups in hiring as seen on page e11

Weaknesses:

There is no clear responsibility and titles for each members of the governing board.

The project manager is not identified explicitly. If the project manager for the grant is the principal, it is better to say and list the duties accordingly.

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 has a policy to prioritize members of Underrepresented Groups in hiring as seen on page e11

Weaknesses:

none observed

Reader's Score: 2

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

Strengths:

The school is being replicated from an already proven model (page e48 and 49) and the model school is already a school with a distinction in the state.

It seems that the same board is running both the schools.

Parents are allowed to serve on the board

The principal is highly qualified for the job.

The most of the members of the founding Board's background is related with the mission of the school. (i.e: the founders are mostly successful scientist of academics)

The members of the board is already experienced by running a successful model school (e48 and 49)

Weaknesses:

There is no clear responsibility and titles for each members of the governing board.

The project manager is not identified explicitly. If the project manager for the grant is the principal, it is better to say and list the duties accordingly.

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:

Managements hierarchic model is explained with a graph clearly

There is a due process for those who want to appeal on e48 and 49

The applicant explained the uses of fund on page e63

Weaknesses:

The project manager is not identified explicitly. If the project manager for the grant is the principal, it is better to say that and list the duties accordingly.

The main concern is that there is no grant management plan with specific tasks and milestones to achieve the objectives of this grant proposal.

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 had their charter approved on March 1,2012 and the signed charter contract is attached as an evidence.

Weaknesses:

none observed

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:

Charter Schools are exempt from the rules applicable to local board of education as seen on page e58

Weaknesses:

The applicant don't talk about the how the school governing board plans to exercise flexibility granted by the law in the governance of the school.

Reader's Score: 2

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Status: Submitted

Last Updated: 07/30/2012 11:55 AM

Technical Review Coversheet

Applicant: TRIAD MATH AND SCIENCE ACADEMY COMPANY (U282B120070)

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	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	16
Quality of the Management Plan		
1. Management Plan	16	6
Charter or Performance Contract		
1. Performance Contract	15	15
Degree of Flexibility		
1. Degree of Flexibility	3	1
Total	100	74

Technical Review Form

Panel #6 - Panel - 6: 84.282B

Reader #2: *****

Applicant: TRIAD MATH AND SCIENCE ACADEMY COMPANY (U282B120070)

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 provides a comprehensive overview of the proposed charter school, explaining that the program will offer inquiry-based curriculum focused on math, science and technology learning opportunities for students to develop the capacity to succeed in college and pursue challenging scientific careers through: research-based and proven teaching methods, performance based accountability measures, and dedicated leadership (e17). In addition, applicant's proposed charter school will take its roots from educational philosophers and learning theorist and applicant provides a few areas that the school will target (e.g. student-focused learning, cognitively oriented instruction, small groups, assessment-drive instruction) (e27, 31-32, 44-47). In addition, applicant provides details about the overall academic objectives and goals that must be met and includes non-academic objectives to ensure a holistic approach to educational outcomes (e50-51).

Weaknesses:

Though applicant references charter school that they will be replicating from (Triad Math and Science Academy model) (e24), applicant does not detail out previous successes with approaches and instructional practices, or highlight other schools that utilize this approach of a STEM focus (beyond replicating school). Further, the applicant provides for a confusing framework of the Triangle Math and Science Academy (e29) as their model for curriculum practices and does not fully explain how the well-designed curriculum will be including standards, merely stating that the program will be implemented by a caring, competent and dedicated instructional team (e28).

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:

Applicant recognizes efforts the school site can do to help educationally disadvantaged students in meeting State academic content standards and achievement standards (e55-56). Further, applicant details out how they will work with academically disadvantaged students (e68-75) to improve their educational outcomes.

Weaknesses:

Applicant does not demonstrate complete understanding of how to work with educationally disadvantaged students, specifically stating that after two years of interventions, the initial deficiency shall be totally removed from the Charter School's report (e56). In addition, applicant does not cite present numbers or percentages of disadvantaged students that will be within the school or locally zoned area.

Reader's Score: 2

Selection Criteria - Assessing Achievement

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

Strengths:

Applicant provides information about the various adaptive assessment practices and approaches that will be utilized at applicant's proposed charter school (e47 and 53-55), which will inform instruction. In addition, applicant details that the proposed charter school will target both academic and non-academic standards (e50).

Weaknesses:

Applicant provides a limited overview of how proposed school will actually meet AYP through the use of strong curriculum, highly qualified teachers, enhanced parent involvement and improved community partnership (e25). Further, applicant does not include a schedule for proposed testing or the proposed instructional program.

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:

Applicant gives a highlighted review of the outreach efforts that will engage students and their parents to attend the proposed charter school (e11).

Weaknesses:

Though applicant states that politicians have expressed their interest in the proposed charter school, the applicant does not include supportive letters for the proposed school.

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:

Applicant fully understands the importance of school-family-community partnerships and provides details about benefits for such partnerships (e46).

Weaknesses:

Though it is clear that the applicant expects to form relationships, they do not specify how parents will be involved within the planning process of the proposed school.

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:

Applicant provided a clear non-discrimination policy for the recruitment of teaching staff. Further, applicant provides resumes for potential board members and principal.

Weaknesses:

Applicant fails to describe, in a clear fashion, the roles and responsibilities for all resumes attached, including any potential additions to staff of the proposed charter school.

Reader's Score: 16

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:

Applicant provides an overview of the affirmative action procedures that will be utilized at the school site for hiring staff (e11).

Weaknesses:

Applicant does not provide evidence to support weaknesses.

Reader's Score: 2

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

Sub Question

Strengths:

Applicant provides resumes of potential staff that will be employed by the charter school (principal e122 and board members e106) and it is clear that staff will benefit from already running a charter school (e48-49).

Weaknesses:

Applicant fails to describe project manager's role and personnel identified. Further, though resumes were attached, the applicant does not describe who additional personnel are and specific positions they will be serving in (e106-123).

Reader's Score: 14

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:

Applicant provides an overview of the management structure for the organization (e49) and an overview of what the relationship will look like with its board (e49). Further, applicant provides evidence that an appeal process is in place, which will be utilized when necessary (e48-49).

Weaknesses:

Applicant fails to provide and document specific time lines, outcomes, roles and responsibilities within proposed project.

Reader's Score: 6

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 states that the proposed charter school's application was among 9 that were approved to operate this upcoming school year (e58).

Weaknesses:

Applicant does not present evidence for weaknesses.

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:

Applicant states that charters within North Carolina are considered their own LEA and are exempt from traditional areas owned by districts (e58).

Weaknesses:

The applicant fails to provide an impact of the summarized charter school law and areas of flexibility specific to proposed charter school (e56-58).

Reader's Score: 1

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