

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

Status: Submitted

Last Updated: 07/30/2012 12:58 PM

## Technical Review Coversheet

Applicant: Woodland Educational Initiative, The (U282B120046)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum</b>		
1. Quality of Curriculum	15	15
<b>Assisting Disadvantaged Students</b>		
1. Disadvantaged Students	3	2
<b>Assessing Achievement</b>		
1. Assessing Achievement	15	14
<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	21
<b>Quality of the Management Plan</b>		
1. Management Plan	16	16
<b>Charter or Performance Contract</b>		
1. Performance Contract	15	15
<b>Degree of Flexibility</b>		
1. Degree of Flexibility	3	2
<b>Sub Total</b>	100	93
<b>Total</b>	100	93

# Technical Review Form

Panel #6 - Panel - 6: 84.282B

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

Applicant: Woodland Educational Initiative, The (U282B120046)

## 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 provides a profile of the framework guiding the school's educational program, the Waldorf curriculum and provides an explanation of the philosophy, instructional approach, curriculum structure, and teaching methods as well as citations for literature attesting to its effectiveness (pp. e24-e27). A bibliography also is included (p. e320). The application goes on to provide a detailed curriculum scope and sequence showing subject areas and their course topics for grades 1 through 7 and explanation of how the students are assessed in the program and how standards are integrated (pp. e28-e38). Also attached are the complete math, language arts, and science curricula with objectives, teaching strategies, skills, standards, and assessments detailed for each grade (pp. e70-e288).

#### Weaknesses:

None identified.

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:

Application provides an overview of the demographic make-up of the area the proposed school will serve indicating it is rural with fewer than 5000 total students; 67.5% of these students are eligible for free and reduced lunch (pp. e15; e23-e24). The application indicates the curriculum approach and how this particular school will implement and supplement it are well-suited to meet the needs of educationally disadvantaged and minority students (pp. 21-e22; e38-e40) and includes data from four schools in the state that use the Waldorf curriculum. These show robust student performance scores on the state tests (pp. e295-e308).

#### Weaknesses:

The application does not reference the source of the demographic data included (pp. e15; e23-e24). The bibliography does not include any demographic sources (p.e320).

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 provides objectives for both project implementation, in the management plan (pp. e45-e48; e290-e293), and student achievement (p.e52). The application includes the approaches the school will employ to measure student outcomes in the discussion of the curriculum program (pp. e28-e38; e70-e288). Specific assessment instrumentation and tests are also outlined (pp. e55-e56). In addition, the application includes goals and objectives for the school and staff, related to student achievement, as they implement the educational program (pp. e53-e55).

##### Weaknesses:

Application does not indicate what steps will be taken to remediate students not meeting achievement goals (pp. e52-e53).

Reader's Score: 14

### 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 indicates the minority population in their immediate area is a small percent of the total (about 14.56%), but notes the school will reach out to these minorities in particular to ensure there is diversity. In addition, the application notes there is an expectation that students will come to the school from nearby locations with higher concentrations of minorities (p. e21). The application describes the various strategies the school will use to promote and market the school and encourage enrollment by a wide range of students from many different locations. These strategies take advantage of traditional boots-on-the ground-distributing-flyers approaches as well as electronic and social media approaches (pp.e68-e69).

The application states there is a great deal of parent and community support noting that the school has received over 250 letters of support from families of prospective students and community members and that parents, community members, and local businesses have pledged \$55,000 for development activities (pp. e61-e62).

##### Weaknesses:

Even though the application states the school has received over 250 letters of support from families of prospective students and community members (p. e61), none are included and there are no letters of support or commitment included from the parents, community members, and local businesses that the application says have pledged \$55,000 as a result of development activities (p. e62).

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:**

In describing the school's organizational structure the applicant includes descriptions of two organizational entities comprised of parents and/or community members: the charter advisory board, which provides governance advice to the Board of the school and parent council, which acts much like a PTA (pp. e42; e44). The application states that parents and community members were the impetus to the establishment of the school originally and notes that parents helped determine the curriculum and methods employed by the school in addition to having the opportunity to be involved in activities associated with planning and implementation of the school as members of the Board, Advisory Board, and Administrative Committees. They also can volunteer (pp. e60- e61).

##### **Weaknesses:**

The application does not outline any outreach strategies for enlisting parents to serve on the Board, Advisory Board, or Administrative Committees (pp. e42; e44; e60-e61).

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 application states that the school follows strict non-discriminatory practices in its recruitment and hiring practices (p. e48). It provide thorough descriptions of the qualifications for the administrative and teaching staff positions and an overview of its recruitment and hiring processes (pp. e49-e52). The application notes the school will offer competitive compensation packages to attract qualified candidates (p.50) and outlines a plan for special recruitment of individuals from traditionally underrepresented groups to apply for employment (pp. e48; e50-51).

##### **Weaknesses:**

The application does not say how the school will recruit members of underrepresented groups (p.e48).

Reader's Score: 21

##### **Sub Question**

#### 1. The extent to which the applicant encourages applications for employment from persons who are

**Sub Question**

**members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability**

**Strengths:**

The application states that the school follows strict non-discriminatory practices in its recruitment and hiring practices (p. e48) and indicates it will take steps to bring on staff that match the diversity it expects in the student body (pp.e50-e51).

**Weaknesses:**

The application does not say specifically how the school will recruit members of underrepresented groups (p.e48).

**Reader's Score: 1**

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

**Strengths:**

The application provides thorough descriptions of the qualifications for the administrative and teaching staff positions and an overview of its recruitment and hiring processes (pp. e49-e52). The application notes the school will offer competitive compensation packages to attract the most qualified candidates (p.50) and outlines a plan for recruitment of individuals who match the diversity expected in their student population (pp. e48; e50-51).

**Weaknesses:**

None identified.

**Reader's Score: 20**

**Selection Criteria - Quality of the Management Plan**

**1. Quality of the management plan.**

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

**Strengths:**

The application describes the management of the school -- including its organizational structure and staff responsibilities -- and the areas where the Board and LEA exercise oversight (pp. e41-e45). The application includes a project management plan that shows the major goals of project implementation and lists objectives associated with each, time frames for accomplishing each, and key persons responsible for each (pp. e45-e48). An exposition of the management plan activities and timelines, presented as a chart, also is attached (pp. e290-e293).

**Weaknesses:**

None identified.

**Reader's Score: 16**

## 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 application states that the school holds a charter approved by the LEA January, 2012 and the charter is valid until June 2015 (pp. e56-e57; e318). A copy of the letter affirming the charter is included (p. e319).

### **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 applicant describes the administrative relationship the school expects to have with its authorizer and the areas where state charter law provides flexibility for charter schools (pp. e56-e60).

### **Weaknesses:**

Although the application lists the areas where state charter law provides flexibility for charter schools, the discussion of the relationship with the LEA authorizer does not elaborate on how this school specifically will exercise the flexibility (pp. e56; e-e57-e60).

**Reader's Score:** 2

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**Status:** Submitted  
**Last Updated:** 07/30/2012 12:58 PM



Status: Submitted

Last Updated: 07/29/2012 03:07 PM

## Technical Review Coversheet

Applicant: Woodland Educational Initiative, The (U282B120046)

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

	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	2
<b>Assessing Achievement</b>		
1. Assessing Achievement	15	14
<b>Community Support</b>		
1. Community Support	8	6
<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	16
<b>Charter or Performance Contract</b>		
1. Performance Contract	15	15
<b>Degree of Flexibility</b>		
1. Degree of Flexibility	3	3
<b>Sub Total</b>	100	93
<b>Total</b>	100	93

# Technical Review Form

Panel #6 - Panel - 6: 84.282B

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

Applicant: Woodland Educational Initiative, The (U282B120046)

## 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's school will utilize the Waldorf teaching methodology (e15-16), a proven approach that uses experiential learning as a key to student growth (e21). Additionally, applicant provides information and a convincing rationale to the Waldorf approach and use in the modern era of the educational landscape (financially and with academic achievement) (e23). Applicant provides further detail on aspects of Waldorf that align with both high quality literacy content and assessment methodology (e37) for ensuring achievement and success. In addition, applicant gives a focused and documented review of the curriculum and approach the school will be utilizing, with detail on topics and themes and their timelines for introductions (e24-35/Appendix A).

#### Weaknesses:

Applicant includes curriculum reference from other schools but it is unclear what the applicability to the proposed charter school is and how much of the program will apply to the school (throughout appendix).

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:

Applicant makes a strong argument for ensuring that a relatively homogeneous population will be diversified (e22) and provides information on how a Waldorf program is a feasible and appropriate educational environment for assisting educationally disadvantaged students (e39). In addition, applicant provides additional detail on a child study for students who show a lack of progress (e40) and ensuring that said students will make academic growth.

#### Weaknesses:

Applicant does not provide evidence to support the claims of a Waldorf education meeting the needs of educationally disadvantaged students (e39), either through other schools that have found success, with similar populations, or through research-based claims.

**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 specifies approaches charter school will use to assess and record student achievement (e35-36) and gives a comprehensive overview of how the Waldorf curriculum will align and exceed state standards (e36). In addition, applicant provides details on development for a mapping and alignment strategy of the charter schools curriculum to that of the common core (e37) and provides information about a sound process for setting academic goals and evaluating teachers and students (e53-56).

##### **Weaknesses:**

Applicant provides goals for grade levels expectations but provides an inadequate response for students who fail to meet AYP (e52-53) and what the appropriate strategy for said students will be. In addition, applicant provides inadequate response to time lines and frequency of assessing achievement of the charter schools objectives (e71-83).

**Reader's Score: 14**

### **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 details out where marketing for school will take place (e11 and 66) and references over 250 letters of support from families of prospective students and other community members (e61).

##### **Weaknesses:**

Applicant lacks actual letters of support and recommendations for proposed charter school from prospective parents and community members.

**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 references a parental survey to determine satisfaction of proposed charter school (e56) and applicant documents areas where parents would be involved with planning and implementation of charter school and provides evidence for 20 parents doing so (e61).

**Weaknesses:**

Applicant does not provide evidence to support weaknesses.

**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:**

Applicant provides a list of personnel who have experience in non-profit leadership and management, capacity building, financial management, and board experience.

**Weaknesses:**

Applicant does not specifically address how they will recruit teachers from a diversified pool and background.

**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:**

Applicant does not provide evidence to support strengths.

**Weaknesses:**

Applicant provides an adequate response to their non-discriminatory clause (e48-49) but does not specifically address how they will recruit teachers from a diverse pool and background.

**Reader's Score: 0**

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

#### Sub Question

##### **Strengths:**

Applicant provides an exhaustive list of personnel who will bring with them: non-profit leadership and management, capacity building, financial management, and board experience (e42, 310-312).

##### **Weaknesses:**

Applicant does not provide evidence to support weaknesses.

**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:**

Applicant provides a detailed organizational chart to the structure of the proposed charter school (e289) and provides documented overview for time lines for key measures in ensuring that school is prepared for project goals (e290-293). Further, applicant provides adequate detail on responsibilities of staff in ensuring project goals are completed and defines key project goals (e42-45 & 290-293). Finally, applicant details out the process by which a quality management plan will be developed and utilized (e45-48) for proposed charter school.

##### **Weaknesses:**

Applicant does not provide evidence to support weaknesses.

**Reader's Score: 16**

#### **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 documents evidence for a charter contract between the charter school and its authorized public chartering agency (e318).

**Weaknesses:**

Applicant does not provide evidence to support 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 provides a descriptive and detailed review of the organizations that will provide support of the charter school (e41-45) and a thorough and exhaustive overview of the relationship with SEA and areas of flexibility (e56-60).

**Weaknesses:**

Applicant does not provide evidence to support weaknesses.

**Reader's Score:** 3

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**Status:** Submitted  
**Last Updated:** 07/29/2012 03:07 PM

Status: Submitted

Last Updated: 07/31/2012 04:57 PM

## Technical Review Coversheet

Applicant: Woodland Educational Initiative, The (U282B120046)

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

	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	2
<b>Assessing Achievement</b>		
1. Assessing Achievement	15	12
<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	17
<b>Quality of the Management Plan</b>		
1. Management Plan	16	16
<b>Charter or Performance Contract</b>		
1. Performance Contract	15	15
<b>Degree of Flexibility</b>		
1. Degree of Flexibility	3	3
<b>Sub Total</b>	100	85
<b>Total</b>	100	85

# Technical Review Form

Panel #6 - Panel - 6: 84.282B

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

Applicant: Woodland Educational Initiative, The (U282B120046)

## 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 model is being replicated from an existing model ( e15)  
The applicant uses developmentally appropriate curriculum and teaching methods, and hands on experiential learning, and arts integration ( page e25)  
Core teaching is enriched by specialty subjects ( e27)  
The arts education is interwoven ( page e28) which facilitates diversity of learning.

#### Weaknesses:

The applicant failed to include data showing the existing schools successful academic track record.

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:

There is 68% Free and Reduced Lunch qualifying students in the community where the school is being located ( e15)  
The educational model includes multiculturalism throughout the curriculum ( e22)  
The applicants model includes a benchmarking test for at risk students at the time of the entry point to provide required intervention or remediation and necessary PD for the teachers.

The school teaches diversity as part of their educational model so that minority students don't feel isolated (e21)

#### Weaknesses:

It is clear that the school does not serve mainly minority students (e21)

**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 school set clear objectives ( e52)

Teachers are expected to set clear goals for each student and the goal setting is monitored by an administrator (e54)

The Performance Evaluation of the staff is outsourced to experienced experts and Evaluation criteria is clear.

The administration, teachers, parents, and the board are all involved in School Improvement Plan development.

##### **Weaknesses:**

The applicant provides inadequate response to the timeline of the assessments and data analysis afterwards.

**Reader's Score: 12**

### **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 planned to attend community events, developed marketing materials such as fliers, and used technology to attract students.

It seems that the school is already reached their enrollment goal that is only 75 students for the first year.

There are 20 active community members helping during the foundation of the school (e61)

The applicant developed a database of volunteers and requested parents to volunteer 20 hours ( e61)

The applicant state that there are 250 letters of support but no evidence is shown in the attachments.

##### **Weaknesses:**

There is no letter of support from any members of the community or

There are no recommendation letters or proof of partnerships with any community organizations

**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 project employs 20 active community members including parents (page e61)

The applicant is going to develop a volunteer database and all parents are requested to volunteer.

Applicant received 250 letters of support but no evidence is provided with the application

#### Weaknesses:

The applicant did not provide any letter of support as evidence from community based organizations and parents.

**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 has identified a title who is responsible for being the project manager of the grant and who is responsible to the board ( e43) and who qualification is described on (Page e49)

Offers Competitive salary and benefits to attract better staff ( page e48)

The applicant has an hiring committee with clear expectations on (page e51)

#### Weaknesses:

There is no policy included in the application stating that the under represented communities may be prioritize in hiring decisions.

**Reader's Score:** 17

#### 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:

None observed

**Sub Question**

**Weaknesses:**

There is no policy included in the application stating that the under represented communities may be prioritize in hiring decisions.

**Reader's Score: 0**

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

**Strengths:**

The applicant has identified a title who is responsible for being the project manager of the grant and who is responsible to the board ( e43) and who qualification is described on (e49)

Offers Competitive salary and benefits to attract better staff e48

The applicant has an hiring committee with clear expectations on page e51

**Weaknesses:**

The is no evidence that any personnel hired yet.

**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 management plan is well laid out with specific tasks and milestones to achieve the objectives of the grant.

**Weaknesses:**

None observed.

**Reader's Score: 16**

**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:**

There is an approved charter the local district.

**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:**

There is a strong degree of autonomy granted to the LEA on e56 and 60

**Weaknesses:**

None observed

**Reader's Score:** 3

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**Status:** Submitted

**Last Updated:** 07/31/2012 04:57 PM