

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

Status: Submitted

Last Updated: 08/15/2013 10:25 PM

## Technical Review Coversheet

**Applicant:** Chief Tahgee Elementary Academy, Inc. (CTEA) (U282B130065)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	14
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	13
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	20
<b>Quality of the Management Plan</b>		
1. Management Plan	18	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	8
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	3
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	109	92

# Technical Review Form

Panel #1 - Panel - 1: 84.282B

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

Applicant: Chief Tahgee Elementary Academy, Inc. (CTEA) (U282B130065)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. I. 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 presented a complete discussion of the proposed curriculum and instructional practices for this K-6 school and includes as a specific outcome that students will meet State academic achievement standards. The applicant outlines the framework of the program and provides specific curricular and instructional practice examples to support that framework. Language and culture are central to this program, and the applicant provides significant research to support its programmatic design. The applicant provides compelling rationale for the use of particular curricula. The kindergarten curriculum example that is provided gives a strong and clear view of how the program will look and feel. The school's approach is grounded in research and founded on the cultural strengths of the students and community. Examples are provided of similar approaches nationwide that have achieved strong academic results on State standards, including in Flagstaff, AZ.

#### Weaknesses:

The applicant includes significant narrative focusing on language arts, but provides minimal discussion of math curriculum and instruction.

Reader's Score: 14

#### 2. 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 has directly and completely addressed this question, focusing on the support the school will provide to students with disabilities, the professional development provided to all teachers, and the language and cultural approach implemented by the school. Key strategies to support educationally disadvantaged students include sheltered instruction, cooperative learning, thematic units and Total physical response.

#### Weaknesses:

None identified.

**Reader's Score: 3**

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

**Strengths:**

The applicant has provided a strong framework for assessing student academic achievement that includes the use of state required assessments, curriculum based assessments, written and oral language assessments and rubrics. In addition, the applicant has indicated that the school will analyze information gathered from content-based assessments, portfolios and grades on a monthly basis to intervene as necessary. The school has set clear measurable academic objectives that will measure the performance of students who have been at the school for three consecutive years, thus providing clear data that can speak to the impact of the program over time. The applicant has provided a particularly comprehensive discussion of the assessment that will be used to gauge student progress in the Shoshoni language.

**Weaknesses:**

The school has set clear objectives with related assessment for students who are enrolled for 3 consecutive years, and while it is clear that the school will implement assessment for all students, it is unclear how the school will systematically assess and report on students enrolled for less than 3 years.

**Reader's Score: 13**

**4. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points); and**
- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.**

**General:**

The applicant has provided a strong summary of the community and parent support for the school as well as community and parent participation in the planning, design and implementation of the school.

**Reader's Score: 8**

**Sub Question**

**1. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points)**

**Note: In describing the extent to which the proposed project encourages parental and community**

### Sub Question

**involvement in the charter school, 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.**

#### **Strengths:**

The applicant has provided significant evidence of the strong community and parent support for this school and the application itself. Included with the application are memoranda and letters from a number of organizations and individuals documenting their support for the school. This support has included reduced or waived fees and volunteer support for services and activities. The applicant indicates that at a recent event, several hundred community members were present to celebrate the school and that additional recognition from local media and agencies resulted. The school has met enrollment targets for 3 of the grades to be served, indicating strong parental support for the program.

#### **Weaknesses:**

None identified.

**Reader's Score: 4**

### **2. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

**(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.**

#### **Strengths:**

The applicant provides strong evidence documenting parent and community involvement in the school. The board of directors includes a combination of community members and parents, and parents are given the opportunity to serve on various committees. The applicant indicates that the school will encourage parents to participate in the development of school policies, cultural activities, field trips and classrooms activities, provided multiple avenues for participation. The applicant has outlined a number of strategies that will be used to inform parents and community about the school, and upon enrollment to ensure parents are fully informed about activities at the school and progress of their children. Additionally, the school will engage parents in school-wide evaluations. The applicant has provided a comprehensive discussion of its multi-pronged approach to parent engagement and participation at the school, providing a clear sense that this is a school of, for and by the parents and community, not something external to them.

#### **Weaknesses:**

None identified

**Reader's Score: 4**

### **Selection Criteria - Quality of Project 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--

- (i) 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 (up to 2 points); and
- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

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

### General:

The applicant provided a complete and convincing narrative and supporting evidence of the quality of the project personnel.

**Reader's Score: 20**

### Sub Question

#### 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--

- (i) 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 (up to 2 points); and

### Strengths:

The applicant directly addressed this question, indicating specific outlets through which it would attempt to attract applications for employment from members of underserved groups. Outlets include Indian Country Today and the Sho-Ban News, as well as directly on all Shoshoni speaking reservations. The current staff reflects a reasonably high level diversity, including what appears to be diversity of age.

### Weaknesses:

None identified

**Reader's Score: 2**

#### 2. 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--

- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

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

#### Sub Question

#### management.

#### Strengths:

The applicant has provided a brief narrative outlining the quality of the project personnel, supported by resumes of key staff, board members. The school director has previous charter school experience including managing federal programs. In addition, he brings strong experience with language programs and curriculum and instruction. Board members bring skills in key areas including non-profit management, finance, and Shoshoni language and culture. The applicant has indicated that other key consultants will bring additional expertise to the team, particularly in the areas of curriculum and instruction and finance.

#### Weaknesses:

The applicant has not provided compelling evidence of the experience and skills of the project personnel in the area of governance.

Reader's Score: 18

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

##### 1. Quality of the management plan.

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

#### Strengths:

The applicant has provided a thorough narrative outlining the roles and responsibilities across a number of areas related to school start-up and operations. This includes a description of the governance structure and responsibilities of the board (p. 115) as well as clear areas of responsibility for school management in key organizational areas (p.55-7). The school will be working with experienced past superintendents to help guide implementation of certain areas of the project. The applicant included a comprehensive timeline of project activities that includes specific goals and objectives, dates and responsible parties. This timeline closely reflects the budgeted activities outlined in the proposed grant budget.

#### Weaknesses:

None identified.

Reader's Score: 18

#### Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter schools and its uauthorized public chartering agency. The existence of a written 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 other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

**Strengths:**

The applicant included a letter of approval from the Idaho State Board of Education granting approval for the school and indicating that the school has been granted LEA status. The applicant also included the original charter application that was approved.

**Weaknesses:**

The applicant fails to provide information regarding the nature of the agreement or contract between the school and the authorizing agency. The approval letter from the State Board of Education also does not provide clarity on the nature of the charter or contract and what performance expectations govern the charter.

**Reader's Score: 8**

**2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and 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 operations, and personnel in accordance with its State's charter school law.**

**Strengths:**

The applicant has provided clear information, including statutory citations, that indicate that the charter school has significant flexibility and autonomy, including exemption from the general rules that apply to traditional public schools. The school has authority over budgeting, curricular materials, and the school calendar among other things.

**Weaknesses:**

None identified.

**Reader's Score: 3**

**Priority Questions****Competitive Priority - Competitive Priority 1****1. Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]**

This priority is for projects that are designed to address one or more of the following priority areas:

**(a) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students in rural local educational agencies (as defined in the notice).**

**(b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for students with disabilities.**

**(c) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for English Learners.**

**Note: This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.**

**Strengths:**

The school will be located on the Fort Hall Indian Reservation which is designated as a rural area. The applicant has indicated that the school qualifies for federal programs related to rural schools. The applicant indicates that the school will also serve a relatively high percentage of students with disabilities as the local school has a population of over twice the state average. The applicant also contends that the school will serve English learners given that many of the students speak an American Indian variation of English known as "Red" English. In the narrative, the applicant provides indicates a commitment to these student and a clear goal to reverse the historical under achievement of these students. The school has presented an instructional program designed specifically to serve students in this rural area as well as to improve graduation rates of its students including special education and ELs. The culturally relevant curriculum and language immersion model are designed to improve graduations rates of these students.

**Weaknesses:**

It is not clear that the students identified by the applicant as English Learners qualify as such under state and federal guidelines. No evidence is provided to support the contention, such as the implementation of a home language questionnaire and appropriate assessments for ELs.

**Reader's Score: 3**

**Competitive Priority - Competitive Priority 2**

**1. Competitive Preference Priority 2--Promoting Diversity.**

**Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.**

**Note: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.**

**Note: For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, *Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools* at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.**

**Strengths:**

As a school founded on preserving Shoshoni language and culture and based on its location and partnerships, the school will undoubtedly draw a high percentage of American Indian students. The applicant indicates that the school will also serve non-Indian community members living on the reservation and in surrounding communities. The location of the school provides easy access for families in three different school districts which is likely to support increased diversity. Census data provided by the school indicates that the school has the opportunity to draw a diverse groups of students (e. 180) and the instructional approach that includes cooperative learning and other student focused approaches will likely lead to benefits related to diversity.

**Weaknesses:**

None identified.

**Reader's Score:** 2

**Competitive Priority - Competitive Priority 3**

**1. Competitive Preference Priority 3--Support for Military Families.**

This priority is for projects that are designed to address the needs of military-connected students (as defined in this notice).

**Note:** For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State charter school law and CSP program requirements (for information on admissions and the lottery under the CSP, see Charter Schools Program Nonregulatory Guidance at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).

**Strengths:**

The school does not address this competitive priority.

**Weaknesses:**

The school does not address this competitive priority.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/15/2013 10:25 PM

Status: Submitted

Last Updated: 08/16/2013 02:46 PM

## Technical Review Coversheet

**Applicant:** Chief Tahgee Elementary Academy, Inc. (CTEA) (U282B130065)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	2
3. Strategy for Achievement	15	13
4. Community Support	8	7
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	20
<b>Quality of the Management Plan</b>		
1. Management Plan	18	9
<b>Quality of Project Design</b>		
1. Performance Contract	16	8
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	0
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	109	81

# Technical Review Form

Panel #1 - Panel - 1: 84.282B

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

Applicant: Chief Tahgee Elementary Academy, Inc. (CTEA) (U282B130065)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. I. 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 well-researched the educational approach to ensure students meet national Common Core Standards, tribal, and state standards in all content areas while ensuring students are able to read, write, and speak in two languages. Similar programs have been implemented in New Zealand, Canada, Hawaii, and Arizona with positive long-term effect of improved test scores and reducing the dropout rates. The program also infuses cross-curricula activities/enrichment with the support of local business to connect the classroom to real-life which also supports active community involvement in the charter/project (pp. 20-25). Singapore Math and FOSS Science curricula align with the Common Core Standards as well as Rigby's Literacy by Design all provided in more detail in attachments. The curriculum supports the Native language focus being included and support will be provided to teachers via professional development sessions (p. 25). The project is also adaptive for students who are non-Native American and those who are proficient in English to provide them similar cultural experiences and academic enrichment via curriculum themes. Kindergarten class will be in a two-way immersion models. Students who only speak English will be in a one-way model (p. 19).

#### Weaknesses:

No weaknesses found.

Reader's Score: 15

#### 2. 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 decision to create the charter was based upon at-risk students needing other options for a quality education therefore data presented in the application reflect students who are not achieving at or above grade level. All students will be served and various instructional strategies would be used such as team teaching of general education and special education teachers, small groups, and consultative services that focus on special education which would support learning needs of all students (pp. 3, 26).

**Weaknesses:**

The applicant did not clearly connect this section to the educationally disadvantaged students but it focused only on special education services to ensure students met standards (p. 26).

**Reader's Score:** 2

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

**Strengths:**

The frequent and various student performance data to be collected will allow the applicant to monitor progress of the academic objectives designed for students such as content-based assessment and rubrics to measure growth in math or language arts. The annual administration of state assessments and curriculum-based assessments that are administered and reviewed more frequently will also provide the applicant an analysis to make adjustments to services/instructional practices timely to have a positive impact on student performance. Since one of the goals of the charter is for students to be proficient in two languages, it will administer the Shoshoni Oral Language Proficiency Assessment twice per year to students. This assessment tool may also be used for diagnostic purposes as well for adequate placement of students especially when the language immersion program extends beyond kindergarten students (pp. 28-30).

**Weaknesses:**

The applicant did not clearly discuss how systematically data would be collected on all students to measure academic achievement. It was not clearly indicated that all grade levels grades would be administered the with state assessment or what other method would be used for those grades that would not normally be administered the assessment (p. 28).

**Reader's Score:** 13

**The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points); and**
- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.**

**General:**

Comments made.

Reader's Score: 7

Sub Question

1. The extent of community support for the application.

The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(i) The extent of community support for the application (up to 4 points)

**Note:** In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.

**Strengths:**

The applicant provided letters federal, state, local government officials and well as local business that supported the application and the charter such as the dean of the college of education at Idaho State University and their plans of assisting with professional development of project staff. The board of directors which is made up of members with various backgrounds, education, and financial levels of which parents and community members are encouraged to join, attached a copy of a resolution supporting this application. Memorandum of agreements from entities such as the Shoshone-Bannock Tribes Language and Cultural Preservation Department outlining services it will provide to the charter (pp. 31-33).

**Weaknesses:**

No weaknesses found.

Reader's Score: 4

2. The extent of community support for the application.

The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--

(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).

**Note:** In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.

**Strengths:**

There was extensive community involvement in the planning and design of the project which is evident by the contributions of the tribal entities supporting language immersion. Materials to be distributed about the charter and project that included student enrollment, open house, or programs would be in various languages that include Shoshoni, Bannock, English, and Spanish that the preservation department aided in the translation (p. 17, 31). Improving the communication between the applicant and the community to ensure that parents and community members have the opportunity to have input of the implementation of the charter such as the development of school policies not already governed by the board, field trips for students, and cultural/classroom activities to promote learning was also included (p. 33).

## Sub Question

### **Weaknesses:**

Parents were not involved in the planning for the charter or project and did not have input on the design of programs/curriculum to serve at-risk students (p. 33). Encouraging parents to participate on committees or volunteer at the school does not always result in parent involvement therefore additional information is needed from the applicant on how it would ensure participation of parents in these roles would occur (p. 33).

**Reader's Score:** 3

## **Selection Criteria - Quality of Project 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--**

- (i) 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 (up to 2 points); and**
- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

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

### **General:**

Comments made.

**Reader's Score:** 20

## Sub Question

### **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--**

- (i) 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 (up to 2 points); and**

### **Strengths:**

The applicant is located on a tribal reservation that is governed not only by federal law but by Tribal Employment Rights which it will adhere to in its selection of personnel for employment, contracts and training that must be provided to project/charter staff. There are specific publications available to the applicant where advertisements would be placed to ensure contact with the traditionally underrepresented groups as well as being reflective of the diversity of the surrounding community such as Indian County Today and the local newspaper, Sho-Ban News. Two

**Sub Question**

board of directors members will have the responsibilities of overseeing the operation of the project serving in the director and coordinator positions.

**Weaknesses:**

No weaknesses found.

**Reader's Score:** 2

**2. 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--**

**(ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

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

**Strengths:**

Two board of directors members will have the responsibilities of overseeing the operation of the project serving in the director and coordinator positions. The director is the current director of programs of the charter and has over nine years of experience in education and holds a masters degree in education. The coordinator has over fifteen years of experience and holds doctorate. Resumes for all board members are attached to the application. The project will hire a translator/cultural specialist who would be responsible for translation of the curriculum to Shoshoni (pp. 36-38).

**Weaknesses:**

The applicant provided a vague in its description of qualifications needed for the vacant translator/cultural specialist position since this position is outlined in the management plan to translate the curriculum for all grade levels.

**Reader's Score:** 18

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

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

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

**Strengths:**

The applicant provided adequate information three domains of the management plan. There is a five-year plan in place for board members to oversee the charter. The applicant has partnered with two former superintendents to provide day-to-day oversight of the project. The resume is attached for one project director showing experience with the local schools districts from teacher to superintendent and letters of commitment from both as well as a commitment from a literacy/special education consultant to provide services to implementation of the project (pp. 40-43, appendix). The board

members appear to have active roles in implementation of the charter which crosses over into the project such as school management and the fiscal operations.

**Weaknesses:**

It is unclear if the responsible contacts in the work plan for the project (appendix) are the board members or the former superintendents who are partners. There is not a clear separation of the activities for the three-year project and the five-year charter. A listing of credentials for one superintendent who would assist with overseeing the programmatic components of the project was not included (pp. 41-44). Year one of the project addresses acquisition of curriculum and translation of curriculum with no other objectives or activities.

**Reader's Score: 9**

**Selection Criteria - Quality of Project Design**

- 1. Existence and quality of a charter or performance contract between the charter schools and its authorized public chartering agency. The existence of a written 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 other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

**Strengths:**

The applicant submitted its charter application to the Idaho Public Charter School Commission with approval to open fall 2013. A copy of the charter school application for the Academy was included with sections relating to student assessment information. The applicant provided limited information of its plans to administer state assessments per grade level to measure academic achievement and the Shoshoni language fluency test to determine level of language acquisition on students in the immersion programs (pp. e112-113).

**Weaknesses:**

A copy of the performance contract or the approval letter for the charter from the commission was not provided to adequately address this criteria.

**Reader's Score: 8**

- 2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and 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 operations, and personnel in accordance with its State's charter school law.**

**Strengths:**

The applicant identified exemptions afforded it by state law to operate with complete control of its educational programs to be offered, goals to be set for the charter, methods of measurement, and data collection. All charters must adhere to federal statute and the governing board will ensure that occurs (pp. 44-45).

**Weaknesses:**

No weaknesses found.

**Reader's Score: 3**

**Priority Questions****Competitive Priority - Competitive Priority 1****1. Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]**

**This priority is for projects that are designed to address one or more of the following priority areas:**

**(a) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students in rural local educational agencies (as defined in the notice).**

**(b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for students with disabilities.**

**(c) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for English Learners.**

**Note: This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.**

**Strengths:**

The proposed project would develop an educational setting with focus on academics and full language immersion supporting the local language and culture. The applicant by definition based upon its physical location is a rural local education agency and plans to serve high needs students currently enrolled on campuses on the Fort Hall Reservation. Per elementary student data gathered from the state department of education for the 2012-13 school year, 91.6% of students were considered low-income while having higher numbers, 97.4%, of junior/high school students based upon state achievement test takers. Students for the program will come from the Reservation schools and three sounding school district where students have already been identified to receive special education services that will have the option of attending this charter; therefore all students regardless of race, color, origin, gender, or disability will be served. The largest student population to be served is Native American students who speak variations of English but as per state data 2009-11, 74% of elementary student tested limited English proficient which will be the target group for total language immersion the first year of the project (pp. 6-9).

**Weaknesses:**

No weaknesses found.

**Reader's Score:** 4

**Competitive Priority - Competitive Priority 2**

**1. Competitive Preference Priority 2--Promoting Diversity.**

Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.

**Note:** An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

**Note:** For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

**Strengths:**

No strengths found.

**Weaknesses:**

The applicant indicated that the school would be located on the boundary lines of two schools and a third school will be included to recruit students but did not clearly discuss the student demographics of the three schools to provide adequate discussion of its plan to ensure student diversity in the charter (p. 9).

**Reader's Score:** 0

**Competitive Priority - Competitive Priority 3**

**1. Competitive Preference Priority 3--Support for Military Families.**

This priority is for projects that are designed to address the needs of military-connected students (as defined in this notice).

**Note:** For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State charter school law and CSP program requirements (for information on admissions and the lottery under the CSP, see **Charter Schools Program Nonregulatory Guidance** at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).

**Strengths:**

Applicant did not address this priority.

**Weaknesses:**

Applicant did not address this priority.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/16/2013 02:46 PM

Status: Submitted

Last Updated: 08/16/2013 01:41 PM

## Technical Review Coversheet

**Applicant:** Chief Tahgee Elementary Academy, Inc. (CTEA) (U282B130065)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	13
2. Disadvantaged Students	3	2
3. Strategy for Achievement	15	10
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	10
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	1
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	1
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	109	86

# Technical Review Form

Panel #1 - Panel - 1: 84.282B

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

Applicant: Chief Tahgee Elementary Academy, Inc. (CTEA) (U282B130065)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. I. Quality of the proposed curriculum and instructional practices

**Note:** The Secretary encourages the applicant to describe the quality of the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used. If the curriculum and instructional practices have been successfully used in other schools operated or managed by the applicant, the Secretary encourages the applicant to describe the implementation of such practices and the academic results achieved.

#### Strengths:

The applicant provides information about the CTEA curriculum. It will be thematically integrated, flexible, focused on language immersion methodologies, and other related features (page e38). The applicant indicates that the Shoshoni Kindergarten curriculum has been designed and developed. The charter school will serve students in grades K – 6 and will open its doors for students on September 4, 2013 (page e20). The applicant provides some information about how the Global Themes and four Thematic Units as the instructional practice will be implemented (pages e38 and e39). The applicant provides adequate information about the curricular materials for science, math, social studies, and English language arts (page e40).

#### Weaknesses:

The applicant provides limited information about the typical instructional day in subject areas other than English/Language Arts. The kindergarten instructional program will be a Shoshoni language immersion classroom with students taught 90 percent of the day through the use of the Shoshoni language. In grades 1 to 6, the applicant provides limited information about the time that will be allocated to subject areas other than English/Language Arts.

Reader's Score: 13

#### 2. 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 adequate information about the higher than the national average number of special education population at an elementary school located in the target area. The proposed project will follow the students' Individualized Educational Program (IEP) (page e41) and various models will be used to meet the needs of students as well as an intervention system for students in grades 3-6 who read below grade level (page e41). The applicant provides a list of

seven different instructional strategies that teachers will be trained in (page e42).

**Weaknesses:**

The applicant provides limited information about the extent to which the proposed project will assist students, other than students with an IEP, to meet State content and academic achievement standards.

**Reader's Score: 2**

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

**Strengths:**

The applicant provides sufficient information about the seven objectives related to the State Achievement standards and the Shoshoni Oral Language Proficiency Assessment (SOLPA) that the proposed project has adopted (pages e44 to e45). The applicant presents a clear description of the target performance level and how the results will be measured. For example, the applicant states that 75% of the students continuously enrolled will have a Student Growth Percentile (SGP) equal to or greater than their Adequate Growth Percentile in the area of reading (pages e42 and e43). The applicant provides details about the plan to systematically collect data and report progress (page e43).

**Weaknesses:**

The applicant's description of the strategy for assessing achievement is not fully developed. The applicant fails to provide sufficient information to explain the role of key personnel, including, but not limited to, the teaching staff and the charter school leadership for delivering instruction. The applicant fails to provide a convincing discussion about the processes that will inform the charter school staff of student progress prior to the administration of State assessments.

**Reader's Score: 10**

**The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points); and**
- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.**

**General:**

Overall comments are not provided.

**Reader's Score: 8**

**Sub Question**

**1. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (i) The extent of community support for the application (up to 4 points)**

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.**

**Strengths:**

(i) The applicant provides a convincing discussion about the broad-based support that exists to save and preserve the Shoshoni language and the education of the children in the target area. The community support includes the Business Council who allocated a 20-acre site for the charter school (pages e45 and e46). The applicant provides information that shows that the community support extends to the donation of modular units to serve as temporary facilities, a Shoshoni Language Specialist, a Memorandum of Agreement with the Jr/Sr high school, a number of contributions through waived or reduced fees, assistance with professional development from a State university, and overwhelming attendance at the charter school's Ground Breaking Ceremony (page e45 to e48).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 4**

**2. The extent of community support for the application.**

**The Secretary considers the extent of community support for and parental and community involvement in, the charter school. In determining the extent of community support for, and parental and community involvement in, the charter school, the Secretary considers--**

- (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 4 points).**

## Sub Question

**Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, 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.**

### **Strengths:**

(ii) The applicant provides comprehensive information about the extent that the proposed project encourages parental and community involvement. The applicant states that parents and the community initiated the grassroots efforts to originate the charter school. The applicant provides an extensive list of opportunities to participate in the development of several key administrative/program components of the proposed project (page e48). The list includes activities such as the development of school policies, cultural activities, field trips, and classroom activities (page e48). Additionally, the applicant states that parent and community involvement in the planning and program design of the proposed project is evidenced by their initiation of the proposed project to become an authorized charter school (page e48). Parents and community members are advised of the activities and enrollment drives through tribal and local newspapers, signs and applications in key community gathering locations, the tribes' website, Facebook pages, and the charter school's website (page e49).

### **Weaknesses:**

No weaknesses noted

**Reader's Score: 4**

## Selection Criteria - Quality of Project 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--

- (i) 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 (up to 2 points); and
- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

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

### **General:**

Overall comments are not provided.

**Reader's Score: 22**

## Sub Question

Sub Question

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--

(i) 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 (up to 2 points); and

**Strengths:**

(i) The applicant provides adequate information about 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. The applicant states that the Indian Preference guidelines are followed. The applicant advertises in prominent Native American publications and engages in partnerships with the Shoshone-Bannock Tribes, Idaho State University, and Utah State University to recruit American Indian students (pages e51 to e52).

**Weaknesses:**

No weaknesses noted

Reader's Score: 2

2. 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--

(ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).

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

**Strengths:**

(ii) The applicant provides adequate information concern the qualifications of key personnel. The applicant provides sufficient documentation that shows personnel in leadership positions have appropriate educational credentials and relevant experience (pages e52 to e53). The Director of School Programs has State Principal Certification, advanced education degrees, and relevant related work experiences (pages e258 to e266). The Coordinator of Curriculum and Instruction has State certification as a secondary teacher and has advanced education degrees (Ph. D.), and relevant work related experiences. The two consultants will serve the charter school are qualified as well (pages e267 to e269). The resumes of board members are provided by the applicant and demonstrate that the board is representative of the community and the members have various backgrounds.

**Sub Question**

**Weaknesses:**

No weaknesses noted

**Reader's Score: 20**

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

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

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

**Strengths:**

The applicant provides adequate information about the format of the Strategic Management Plan. The three domains for the 2013-2014 school-year are listed (page e55). The applicant discusses ten topics that range from Roles of Board members and key personnel to the five-year fiscal plan (pages e55 to e59). The charter school will use curriculum based measurements (such as AIMSWeb) to monitor progress toward each measureable educational standard (page e112). The objectives of the proposed project are discussed in TAB 4: Assessment of Student Educational Progress in the charter (pages e112). The applicant provides information about the Management Plan. The Strategic Management Plan has been updated and the three domains (academic performance, non-academic performance and management performance) are provided and note is made that there is an outlined Accountability Plan for each domain (page e55).

**Weaknesses:**

The applicant fails to provide an adequate plan that shows how objectives will be achieved on time and within the budget. The applicant's discussion about the Strategic Management Plan is incomplete. There is no indication of the person(s) responsible for conducting any activity related to accomplishing the objectives of the proposed project. The applicant fails to provide information that addresses The Strategic Management Plan. Appendix D, which the applicant refers to, is not available. Page e77 indicates that the Management Plan is page 68, not under TA 8: Business Plan. The Year 1 – Project Objective work Plan (page e333) for 2013 addresses Acquisition of Curriculum and Translation of Curriculum only. The Project Objective work Plan appears incomplete. The For instance, the applicant fails to show that there are plans designed to address components such as professional development for school Year 1 (2013).

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design**

**1. Existence and quality of a charter or performance contract between the charter schools and its**

authorized public chartering agency. The existence of a written 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 other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. **Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

**Strengths:**

The applicant provides adequate documentation to show that a written charter between the charter school and its authorized public chartering agency exists (page e72). The charter clearly states that all enrolled students will meet the statewide performance standards developed by the State (page e113). Section 4.3.1 indicates that students at the charter school will be tested as other students in the State. The information provided in Section 4.5.1 indicates that if the charter school is ever determined, based on student performance, to be "in need of improvement", the leadership will develop a legally compliant comprehensive plan for improvement of performance (page e113).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 16**

**2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

**Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and 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 operations, and personnel in accordance with its State's charter school law.**

**Strengths:**

The applicant provides sufficient information that describes the considerable autonomy that the State charter school law permits. The charter school has control over educational programs and goals and the autonomy to determine how goals will be measured and data collected, all curricular materials and instructional requirements, budgeting, purchasing, expenditures, and several other educational program components (pages e59 and e60).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

## **Priority Questions**

### **Competitive Priority - Competitive Priority 1**

#### **1. Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners]**

This priority is for projects that are designed to address one or more of the following priority areas:

- (a) Accelerating learning and helping to improve high school graduation rates (as defined in this notice) and college enrollment rates for students in rural local educational agencies (as defined in the notice).**
- (b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for students with disabilities.**
- (c) Accelerating learning and helping to improve high school graduation rates (as defined in the notice) and college enrollment rates for English Learners.**

**Note:** This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

#### **Strengths:**

The applicant provides helpful information about students in rural local education agencies, students with disabilities, and English Language Learners (pages e22 and e23). For instance, the location of the charter school is designated as 100% rural. Additionally, the percentage of students receiving IDEA services is higher than the national average.

#### **Weaknesses:**

The applicant fails to present a satisfactory discussion about improving achievement and high school graduation rates. The applicant does not provide information about the programs that will be implemented to identify students who are at-risk of not becoming high school completers. The applicant does not discuss how it will initiate contact with the parents of students at risk of dropping out of high school and gain their support in the educational programs that the charter school will provide. The applicant's information for this priority is not well developed.

**Reader's Score:** 1

### **Competitive Priority - Competitive Priority 2**

#### **1. Competitive Preference Priority 2--Promoting Diversity.**

Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.

**Note:** An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

**Note:** For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

**Strengths:**

The applicant provides some information about the Shoshoni language immersion program and the physical location of the school. The applicant states that the language immersion program will serve low-income, impoverished, and disadvantaged community members. Furthermore, the applicant states that the location of the school, by design, is in a position to recruit a diverse student body (page e24).

**Weaknesses:**

The applicant fails to present a well developed discussion about improving student diversity. The applicant states that the proposed project will continue to actively recruit students and families who fit high-needs criteria (page e24). There is no explanation as to how the recruitment activity will promote student diversity.

**Reader's Score:** 1

**Competitive Priority - Competitive Priority 3**

**1. Competitive Preference Priority 3--Support for Military Families.**

This priority is for projects that are designed to address the needs of military-connected students (as defined in this notice).

**Note:** For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State charter school law and CSP program requirements (for information on admissions and the lottery under the CSP, see **Charter Schools Program Nonregulatory Guidance** at <http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>).

**Strengths:**

The applicant did not address this priority.

**Weaknesses:**

The applicant did not address this priority.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/16/2013 01:41 PM