

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

Status: Submitted

Last Updated: 08/12/2013 07:56 PM

Technical Review Coversheet

Applicant: Columbus Collegiate Academy, Inc. (U282B130020)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	7
Quality of Project Personnel		
1. Quality of Personnel	22	22
Quality of the Management Plan		
1. Management Plan	18	18
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	4
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	1
Competitive Priority 3		
1. Military Families	3	0
Total	109	104

Technical Review Form

Panel #3 - Panel - 3: 84.282B

Reader #2: *****

Applicant: Columbus Collegiate Academy, Inc. (U282B130020)

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 outlines a comprehensive educational program comprised of curriculum that addresses the academic and development needs of students in kindergarten through grade 5. Elements of the program are detailed in the narrative. Elements of the program focus on the provision of a school environment conducive to learning (pages 4-5), extended learning time (pages 5-6), teaching for mastery using assessment for measuring student academic needs and mastery of standards (page 7); strategies and support for students (page 7-8); and an intense focus on literacy to be delivered through a research proven balance literacy program Standards (paged 7-17). Instructional practices align with the use of targets student groups (page 17); use of research based texts and Common Core Standards (pages 16-17); and a character education curriculum (page 17). The education program is a replication of the success of other Columbia Collegiate, Inc. Charter Schools, thus a proven program.

Weaknesses:

No weaknesses noted.

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 applicant presents a reasonable demonstration that the Charter will assist educationally disadvantaged students in meeting state content and academic achievement. Data is shown depicting the low academic performance of 3rd grade students enrolled in schools failing to prepare them (pages 18-19). It is the intent of the applicant to recruit students from the low-performing schools. Additionally, the applicant presents a sound strategy to of how the charter's program will support students with Limited English Proficiency (LEP). For example, the Charter will adopt a program of structured English immersion for all LEP students, thus allowing for students to quickly achieve English proficiency, while also upholding respect for language and culture for each student ([age 19). The Charter will support and assist students with disabilities by complying with the Public Law No. 108--446 section 613(a)(5) by adopting and implementing the Operating Standards for Ohio Education Agencies Serving Children with Disabilities (page 21).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

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

Strengths:

The applicant describes sound strategies for assessing achievement of the Charter's school objectives through the identification of 9 goals which will measure the school's success. The Charter will also administer the PARCC assessments in math and language arts each year starting in grade 3 and implement the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in reach and math each year. Assessment will yield results on the effectiveness of the education program and provide comparative measures locally and nationally (page 23). The academic goals and outcome specified for the project are measurable.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

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:

n/a

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

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 describes a sufficient strategy to involve the community (page 30). The Charter will seek partnerships to assist the Board of Trustees and leadership team. The partnerships will assist in efforts such as student recruitment, community advocacy on behalf of the school, the provision of mentorship, enrichment classes. The applicant has already established partnerships with an extensive list of organizations (page 30).

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).

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 describes sound strategies to involve parents in the charter school (page 28-29). The applicant intends to create a Parent Advisory Council of 5 members for one-year terms. Parents will be elected to the Council by a vote of parents of students currently enrolled in the school. In addition to the Council, the school will establish frequent, formal communication with parents to sup the school mission. Families will be welcomes to the school via orientation; parent conferences will be held; progress reports will be sent; teachers will phone parents of students in their classrooms; and a parent newsletter will be issued monthly.

Weaknesses:

It is unclear if the applicant used parents in the development of the program plan and design for the charter school program. Specifically, it is unclear if families were contacted for interest or other needs for the charter school.

Reader's Score: 3

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:

n/a

Reader's Score: 22

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 explains how it will recruit faculty and staff by extensive advertisement through colleges, Teach for America, and other outlets to cast a wide net to gain candidates. Focus will be applied for faculty and staff who are bilingual and Spanish speaking (page 38).

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:

The applicant describes qualified individuals assigned to work with the Charter, and outlines staff positions and responsibilities that are sufficient for the Charter academic operations. At present the lead founder will serve as the Chief Executive Officer (CEO) of the Charter. Chief Officers of the United Schools Network (the parent company of the Charter school) provide guidance, and are qualified to perform and leadership duties for the school (pages 32-36). Further, a leadership team will be hired for the Charter consisting of a School Director (page 36); a Director of

Sub Question

Curriculum and Instruction; a Dean of Students; and a Family and Student Support Coordinator (pages 36-37). Responsibilities for these positions are appropriate and clearly specified.

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 outlines a strong plan to ensure proper management of the Charter. The Charter will sign a management agreement with the United Schools Network (USN), a Charter Management Organization (referred to as Home Office). The Charter will also have oversight by a Founding Board of 7 individuals who have worked formally with the USN. The USN Home Office Staff provide clearly defined services necessary to help each Charter school in the network maximize resources and focus on the delivery of superior academic programming for students and families (page 39-40), including financial management, grant management, etc. (pages 39-43). The applicant also presents a timeline for initial implementation of the charter school that clearly specifies major project takes for a period of 3-6 months (page 44). The timeline is appropriate to guide individuals assigned to the Charter initiative.

Weaknesses:

No weaknesses noted.

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 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 documentation in Appendix G of the applicant to support the existence of a Charter. The Fordham Foundation intends to authorize the proposed Charter (Appendix G and page 44). Excerpts of the sponsorship contract pertaining to academic performance and success is also presented as evidence (pages 44-48).

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 describes a reasonable degree of flexibility afforded by the SEA (pages 48-49). Ohio charter schools are exempt from most, but not all, state laws and regulations dealing with public schools; thus leaving the administrative relationship between a charter school's board of trustees and the charter's schools sponsorship up to the two parties to define the contract. The applicant states that the degree of administrative flexibility a sponsor affords a charter school varies by sponsor. The academic, fiscal, operational and governance plans of each school are set forth in a school's application to the Fordham Foundation and upon approval, plans become exhibits to each school's Contract. The proposed sponsor for the Charter does not implement policies or practices that will restrict the administrative flexibility of any of the schools it sponsor (pages 48-49).

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 outlines methods that are sufficient to promote learning among students with disabilities and English Language Learners through school design and curriculum. For example, some methods include holding academic and behavioral expectations of students; engaging and growing strong school leadership and staff, and offering a rigorous academic program with student supports and character education program (pages 2-3). Methods are well thought out and align with efforts that would normally be implemented in the traditional school setting to increase student learning among students with disabilities and English Language Learners (ELLs).

Weaknesses:

No weaknesses noted.

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:

The applicant outlines a feasible plan that to ensure its student population is representative of a diverse population. The applicant intends to draw a student population representative of the student population in multiple schools in the City. It is expected that 90% or more of the students will qualify for Free/Reduced lunch, 60% will be Caucasian, 30% will be African American, 5 % will Latino, and 5% will be multi-racial (page 3). Legal compliance and fair enrollment practices will be ensured by a random public lottery for enrollment and a subsequent waiting list should the number of applications exceed seat availability (page 4).

Weaknesses:

The applicant does not describe specific recruitment strategies it intends to employ to help motivate decisions to enroll in the Charter school.

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:

NA - Priority not addressed.

Weaknesses:

NA

Reader's Score: **0**

Status: Submitted

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Technical Review Coversheet

Applicant: Columbus Collegiate Academy, Inc. (U282B130020)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	7
Quality of Project Personnel		
1. Quality of Personnel	22	21
Quality of the Management Plan		
1. Management Plan	18	18
Quality of Project Design		
1. Performance Contract	16	15
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	4
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	1
Competitive Priority 3		
1. Military Families	3	0
Total	109	102

Technical Review Form

Panel #3 - Panel - 3: 84.282B

Reader #3: *****

Applicant: Columbus Collegiate Academy, Inc. (U282B130020)

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 already been using the proposed educational approach in its existing middle schools, and plans to apply that approach in this new elementary school (e19). The application details the "most innovative elements" of its program (e19) and describes how (among other elements) its extended day, teaching for mastery, focus on literacy, and character education curriculum have and will boost student achievement (e21-32). A detailed education plan is also provided (e147-e172).

Weaknesses:

There are no weaknesses in this section.

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 application notes the educationally disadvantaged demographics of its surrounding schools, and their performance (e33-34). The application describes how its model will enable all students, including educationally disadvantaged students, meet challenging state standards (e21-33).

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 3

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

Strengths:

The abstract lists the school's objectives for academic and character development of students, their preparation for middle school upon leaving the school, and the school's comparative performance compared to the schools previously opened by the applicant (e14). The application includes nine goals in three areas: "academic performance, the school as an organization, and faithfulness to the charter" (e38). Goal statements, measurable targets and time for measuring progress toward the goals are included (e38-43).

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 15

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:

Strengths and weaknesses are contained in the following sections.

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's process for recruiting students demonstrates how all students are given an equal opportunity to attend the school (e46). Community support is evident in the long list of existing partnerships (e45).

Sub Question

Weaknesses:

There are no weaknesses in this section.

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:

Parents serve on the advisory council, which reports annually to the board, ensures materials are available in English and Spanish, and plans parent events to support the academic mission of the school (e43-44). Community partnerships that already exist are listed (e45).

Weaknesses:

The application does not outline how parents or community members were involved in the design of the school.

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:

Strengths and weaknesses are contained in the following sections.

Reader's Score: 21

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 will comply with its stated recruitment policy (e11).

Weaknesses:

That recruitment policy, though referenced, is not provided. So, it is unclear to what extent the applicant will encourage applications from underrepresented groups.

Reader's Score: 1

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:

The current project personnel have experience in all of the relevant areas (e47-49, e93-111). The proposed school founder has already opened a high-quality charter school. The chief school officer has served as school director for another charter school. Other proposed founders have experience in school finance and student culture (e47-49). Personnel and board members have experience in management, leadership, governance, and curriculum development. (e47-49, e93-111) The applicant also explained the qualifications that will be required of the teachers and staff yet to be hired (e50-53).

Weaknesses:

There are no weaknesses in this section.

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 includes a breakdown of the roles of the sponsoring entity and each school (e54-55). Financial management practices and oversight are outlined (e56-57). A timeline for and specific oversight roles for project tasks are provided (e57-59).

Weaknesses:

There are no weaknesses in this section.

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 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 included a letter from the chartering agency specifically stating its intent to authorize the applicant (Attachment G) and the detailed academic performance measures that will be part of the contract -- including academic assessments, indicators and expectations -- are noted (e59-62).

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 15

- 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 describes how the flexibility afforded varies by authorizer, and how the applicant's authorizer has provided it the most flexibility (e63-65). The school will be free to design and implement its own curriculum, organize its own management and staffing (free from otherwise applicable collective bargaining laws), and, within applicable accounting requirements, develop its own annual budgets (e63-65). The applicant's discussion of flexibility manifested its understanding of what it can and cannot do, and why it is making the operational choices in each of those areas to benefit its students.

Weaknesses:

There are no weaknesses in this section.

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 application describes how the applicant's program will improve elementary school learning and high school graduation rates for students with disabilities and English learners (e16-18). The application narrative includes research justifying the school's chosen approach to serving English learners (e34-36) and students with disabilities (e36-38).

Weaknesses:

There are no weaknesses in this section.

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:

The applicant described briefly how it would promote diversity through its enrollment practices (e18-19).

Weaknesses:

The applicant provided only a cursory explanation of the anticipated benefits of the diversity - and those benefits were in the future, not during enrollment at the school (e18).

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

Status: Submitted
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Status: Submitted

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Technical Review Coversheet

Applicant: Columbus Collegiate Academy, Inc. (U282B130020)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	7
Quality of Project Personnel		
1. Quality of Personnel	22	22
Quality of the Management Plan		
1. Management Plan	18	18
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	3
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	1
Competitive Priority 3		
1. Military Families	3	0
Total	109	103

Technical Review Form

Panel #3 - Panel - 3: 84.282B

Reader #1: *****

Applicant: Columbus Collegiate Academy, Inc. (U282B130020)

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 plans to have a rigorous curriculum for all students, high quality staff, high academic and behavior expectations. Character education will be included. Frequent assessment will be utilized to monitor student progress. Abn after school to provide enrichment and tutorials will be included in the school day. Additional support for ELL and special education students will be provided. (e22-23).

Weaknesses:

There are no weaknesses in this section.

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 applicant 's data shows that their partner schools outperformed the public schools on the Ohio Achievement test (e82). The applicant includes a plan for working with special education and ELL students (e21-22).

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 3

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

Strengths:

The applicant will recruit students from low performing schools (e34). Partner schools have had success in improving academic achievement for educationally disadvantaged students. Data shows that partner schools achievement exceeded the public schools on the Ohio Achievement Test (e82). After school tutoring programs will be provided for students.

Weaknesses:

There are no weaknesses in this section.

Reader's Score: 15

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 outlined numerous strategies for community and parental support.

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 will create a parent advisory committee, recruit parent volunteers, and survey parents annually (page e28). An extensive list of community organizations will assist the school in providing educational and enrichment activities for students (page e30). The applicant will continue to seek additional partnerships to provide mentoring and program supports for students.

Sub Question

Weaknesses:

There are no weaknesses in this section.

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 will create a parent advisory committee and have volunteering opportunities for parents. The applicant has secured partnerships with numerous organizations to provide tutoring and enrichment services for students (e45).

Weaknesses:

There is no mention of parents or the community being involved in the planning and program design of the school.

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:

Board members have been selected and have been in place since 2011. Key personnel have the necessary qualifications to manage the school (pages 49-53). The responsibilities of key personnel are clearly stated and relevant to the organization. A complete staffing plan is included in Attachment O. The applicant will focus on diverse groups in their recruitment practices.

Reader's Score: 22

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 discusses a recruitment plan that focuses on hiring a diverse staff. The applicant plans to advertise in a wide variety of publications, colleges, and teacher preparation programs to ensure diversity in hiring (page e53).

Weaknesses:

There are no weaknesses in this section.

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:

The key personnel selected have the necessary qualifications to manage the school. Board members have been selected and have been in place since 2011. The responsibilities of key personnel are clearly stated and relevant to the organization. A complete staffing plan is provided in Attachment O.

Weaknesses:

There are no weaknesses in this section.

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 included a comprehensive management plan that included the roles and responsibilities of key personnel as well as timelines and milestones to accomplish tasks to ensure implementation of the school (pages 54-59).

Weaknesses:

There are no weaknesses in this section.

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 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:

A contract between the Fordham Foundation and the charter school is provided.p on page 44.

Weaknesses:

There are no weaknesses in this section.

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 outlines the flexibility afforded to the charter school by the state of Ohio on page 48.

Weaknesses:

There are no weaknesses in this section.

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 will have a rigorous curriculum for all students, high quality staff, high academic and behavior expectations, character education, research based curriculum and frequent assessments to ensure student success (e17-18). The applicant proposes to improve academic achievement in a community made up of students who are disadvantaged and at risk of failure (e16). The school plans to engage a large ELL population. (e17).

Weaknesses:

This applicant does not state how they will improve graduation rates and increase college enrollment for rural students and students with disabilities.

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:

The applicant states that they have a diverse population of students in the area. A public lottery will be held for admissions. Over 90% of students in the targeted area qualify for free lunch (e18).

Weaknesses:

There was no evidence provided as to how this school will recruit a diverse population.

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:

This priority was not addressed.

Weaknesses:

This priority was not addressed.

Reader's Score: 0

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