

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

Status: Submitted

Last Updated: 08/28/2013 05:02 PM

## Technical Review Coversheet

**Applicant:** Hawaiian Educational Council (U282B130068)

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

	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	3
3. Strategy for Achievement	15	14
4. Community Support	8	5
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	17
<b>Quality of Project Design</b>		
1. Performance Contract	16	10
2. Flexibility	3	2
<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	1
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	109	93

# Technical Review Form

Panel #2 - Panel - 2: 84.282B

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

Applicant: Hawaiian Educational Council (U282B130068)

## 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 ample evidence to support the curriculum and instruction the applicant is designing and plans to implement in the school. The applicant also details how these curriculum and instructional practices have been successful in other educational programs. (p9-11).

The applicant thoroughly describes the educational frameworks that will guide curriculum development and provides ample evidence to support why those frameworks are expected to be successful. Some of these frameworks are specifically designed to benefit a diverse student body including students with disabilities and LEP students (p12-13).

The applicant specifies the curriculum maps that will be built for each course and how those maps will address all areas of core curriculum standards. (p18)

The applicant details how instructional practices will be integrated with the curriculum, what those instructional practices are, and how they will meet or exceed state standards. (p18-25)

#### 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 provides many details of the efforts to be made to assist educationally disadvantaged students in meeting state academic content and student academic achievement standards. (p23-24)

**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 specifies the various proven assessments that the school will be using and details how they will inform the school's instructional practice. (p24-27). The assessments include both qualitative and quantitative elements and provide a broad range of feedback on which the school can understand and improve its instructional approach.

The applicant specifies the ways it will evaluate staff and assess the objectives around its governing board.

**Weaknesses:**

The school discusses assessments for high school students but the school does not serve high school students and does not provide the context for this detail. The application is unclear if the high school assessments are being used for alumni programs/advanced students or will be misused for younger students.

**Reader's Score: 14**

**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 provides much evidence regarding community support and how the school encourages parental and community involvement. It is not clear from the application the political climate in which the applicant operates and whether that could affect the school's success in the future.

**Reader's Score: 5**

**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--**

Sub Question

**(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 provides an ample number of letters of support to demonstrate the extent of community support for the application.

**Weaknesses:**

There are no letters of support or other information about support from government officials or the local traditional school district to indicate how the charter school would be welcome by those entities.

**Reader's Score: 3**

**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 has included evidence of how parents will be involved in the planning of the school including invitations to informational meetings, public forums, and individual meetings to provide their feedback and input on the development and vision of the school. (p36)

**Weaknesses:**

The applicant does not detail how parents will be involved in the implementation of the education program.

**Reader's Score: 2**

**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:**

The school provides extensive evidence through attached resumes and bios within the narrative of staff, advisors, and governing board members who demonstrate the qualifications required in this section.

There is also ample evidence of the efforts the applicant will put forth to recruit employment applications from a diverse population.

Overall, the applicant provides sufficient assurances that the project personnel will be qualified to carry the project out.

**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 details how it will recruit employees from traditionally disadvantaged groups (p38-39).

**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.

## Sub Question

### Strengths:

The applicant provides extensive evidence through resumes in the appendix and through bios in the narrative of key personnel's skills and experiences in the requisite areas. For example, the curriculum and assessment coordinator has over 10 years of experience in teaching, developmental learning, and board and leadership development. Also, the Parent and Community Liaison has a stated history of community trust, support, and volunteerism. The project director has experience in fundraising and managing funds.

The applicant provides detailed explanations of the board governance of the school and the board has diverse skill sets.

The applicant states that educational consultants will be contracted with to assist with effective curriculum development and implementation.

The applicant demonstrates a clear understanding of the necessary resources and staff for strong fiscal management of the school.

For staff not already hired, the school provides adequate job descriptions and qualifications desired for those staff in the appendix.

### 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 clearly defines project management roles. The applicant also notes that a project evaluator will be contracted with. (p45).

The applicant provides a table of key milestones for the three years of the grant period and outlines the responsibilities of the governing board. (p46).

Importantly, the applicant notes the types of internal controls to be implemented and how data and records will be maintained. (p47)

In appendix 14, the applicant provides a thorough description of the timelines, milestones, and responsibilities for completing project tasks. (p60-62)

#### Weaknesses:

The applicant does not provide salary information for some of the employees in the years of the project. This prevents evaluators from understanding if they are reasonable and subsequently evaluating whether the project has the potential to remain in budget for the course of the project.

Reader's Score: 17

### 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:**

As noted in the application, the charter application to the State Public Charter School Commission was one of two applicants approved and they received a perfect score from evaluators. (p48). It does state the date upon which it will submit the performance contract for approval.

#### **Weaknesses:**

The school does not yet have a performance contract with the Hawaii Public Charter Schools Commission but plans to obtain one in August 2014 because in Hawaii the schools don't receive their contracts until right before the school opens.

The applicant does not describe how the performance contract might address how students performance will be measured in the charter school.

Reader's Score: 10

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 sufficiently details the flexibility it has under its State's charter school law and that the school is exempt from significant State or local rules that could inhibit the school.

#### **Weaknesses:**

The applicant does not indicate if their teachers will be bound by the collective bargaining laws the applicant cites as one of the laws from which the school is not exempt.

Reader's Score: 2

## 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 thoroughly describes how the school will accelerate learning and improve high school graduation rates for students with disabilities including an inclusive environment, an afterschool study hall, individualized classroom accommodations, counseling, parent support and a summer remediation program. (p7-8)

#### **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 provides clear projections of the percentage of diversity of students it expects to serve which meets one of the requirements in the competitive priority.

**Weaknesses:**

The applicant did not address how they were committed to preventing racial isolation among its students.

**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:**

Not addressed in the application

**Weaknesses:**

Not addressed in the application.

**Reader's Score:** 0

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## Technical Review Coversheet

**Applicant:** Hawaiian Educational Council (U282B130068)

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

	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	3
3. Strategy for Achievement	15	14
4. Community Support	8	6
<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	10
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	93

# Technical Review Form

Panel #2 - Panel - 2: 84.282B

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

Applicant: Hawaiian Educational Council (U282B130068)

## 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 a rich and high quality curriculum and instructional models to fit the needs of their students. These curriculum incorporate some of best known strategies such as: developmental, critical exploration, critical pedagogy of place, culturally responsive education, depth over coverage, differentiated instruction, experiential learning, instructional core, praxis and professional learning community (p.10-11). All of the instructional practices have been found to be effective tools for instruction. In particular, these broad range of instructional models will meet the needs of all students regardless of ability and are successful in accelerating learning. The teachers are creating a curriculum framework based on: Teaching for Understanding, Universal Design for Learning, Understanding by Design and the Learning Spiral (12-13).

#### Weaknesses:

There were no weaknesses found in the 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 schedule designed by the school provides instructional time that exceed state standards. The applicant believes this allows for educationally disadvantaged students the needed instructional time. Students with a IEP and Personal Learning Plan (PLP) will have continuous support from teachers and staff. The student will also have on-going assessment and interventions as needed. Study halls and summer school are additional services to assist students in meeting state standards.

#### Weaknesses:

no weaknesses.

Reader's Score: 3

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

**Strengths:**

The applicant believes that assessment should be highly integrated with pedagogy. Students are given various forms of assessments in order to demonstrate how they learn and communicate knowledge. The applicant will use both formative and summative approaches to assessments. These approaches to assessment have been identified by leading researchers as fitting the needs of a diverse group of learners.

**Weaknesses:**

The applicant provided assessments of high school students and this school assessment when this is a K-8 school.

Reader's Score: 14

**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 provides a strong overall engagement for all stakeholders.

Reader's Score: 6

**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.**

**Sub Question**

**Strengths:**

The community support started with informal meetings envisioning a school to meet the needs of the children within the community. Eventually this group became the Governing Board. The support letters illustrate the a strong commitment and energy from the community (p.32-33). Both the parents and community are informed through community organizations, websites-technology, newsletters, open houses and varies others means.

**Weaknesses:**

There were no weaknesses found 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 community and Governing Board were a strong presence in the planning, program design and implementation. Teachers who are part of the community also were valued contributors to the project.

**Weaknesses:**

It appeared that parents were not involved in the planning, design or implementation. The parents were kept informed, but no solicitation for involvement was observed.

**Reader's Score: 2**

**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 reasonable plans for this criteria.

**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 does have a desire to have personnel who live within the community, ultimately they are looking for the most qualified. The goal is to hire both highly qualified and culturally competent employees. (p. 38).

**Weaknesses:**

There were no weaknesses found 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 applicant will hire a project director and principle investigator as well as central staff. The applicant will hire three senior managements position-Principal, Financial Manager and Director of the learning Resource Center (40-41) The job descriptions provided main responsibilities and qualifications. (Appendix 13) However, they do acknowledge the need of educators in the key senior position.

**Weaknesses:**

The applicant has filled the project director and principal investigator with people who are not credentialed within the education field.

**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 provides a detailed management plan in Appendix 14. Time lines and clearly defined responsibilities are included. The overall plan is manageable for experienced personnel.

### Weaknesses:

There were no weaknesses found 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 was one of two charters approved by the Hawaiian legislatures. They were given a perfect rating by evaluators based on the educational program design, organizational plan, financial plan and evidence of capacity (p.48)

### Weaknesses:

The charter was not approved by the state and there was not enough information given in regards to the how the school will be assessed/measured.

Reader's Score: 10

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 state grants autonomy over the operation of the school. The day-to-day operations are the responsibility of the school, as well as the fiscal management, hiring of personnel, curriculum design and facilities. The state does set academic benchmarks for the school (p.49).

**Weaknesses:**

There were no weaknesses found 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 targeted population is in a community designated as a "Hawaiian Home lands" with a population of 5, 500. The community has a large population of educationally disadvantaged due to poverty and disability. The focus for accelerating learning is provided by additional needed support by certified teachers. The applicant will provide innovative curriculum in order to reach a broader spectrum of students with diverse educational needs. All students have a Personal Learning Plan which involves the student, parent and teacher (4-6).

**Weaknesses:**

There were no weaknesses found 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:**

There were no strengths found in this section.

**Weaknesses:**

The applicant did not demonstrate a plan to promote diversity and reduce isolation. It appears that the applicant felt the question was addressing how assisting the Native Hawaiian students rather than a diverse ethnic group.

**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:**

This priority was not addressed.

**Weaknesses:**

This priority was not addressed.

**Reader's Score:** 0

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**Status:** Submitted  
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## Technical Review Coversheet

Applicant: Hawaiian Educational Council (U282B130068)

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	3
3. Strategy for Achievement	15	14
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	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	10
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	1
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	<b>109</b>	<b>95</b>

# Technical Review Form

Panel #2 - Panel - 2: 84.282B

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

Applicant: Hawaiian Educational Council (U282B130068)

## 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 school founders have spent significant time selecting a STEM/culturally sensitive/place-based/individualized instructional model for the K-8 school and have secured partnerships with experts with significant experience in designing and implementing these models. (e18, e19, e21, e22)

Their plan to begin with a multi age K-2 group and expand to grade four during the three year grant project and grow by year seven to include grades K- 8 allows time for curriculum development for each added grade level. (Appendix 14) The elements of the curricular model have been researched and selected to create an innovative yet comprehensive whole. (E23-e28) The Curriculum construction process is well defined and appears manageable within the time frames proposed. (E28-e34) The sample curriculum (Appendix 2) and sample lesson plan (Appendix 3) demonstrate the level of quality they plan to provide.

The amount of professional development time provided to board members, administration and staff speaks to the commitment to excellence and their chance of success.

Multiple academic and non-profit partnerships have been formed. Foundation support has been committed for the development of the curriculum in upcoming years.

#### 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 target area has high numbers of low income disadvantaged students (pg e20- e21) and at-risk Native Hawaiian students. (E24-25) The founders plan to heavily market to these groups through traditional marketing methods and outreach through community non-profits.

The models the school will use to serve students with special needs include RtI, proven IEP processes, full inclusion, accommodations, counseling, parent support and after school study halls. The selection of these models provides

evidence of a commitment to intervene early and to appropriately serve special education students. (E21-e24 and e39-40)

**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 assessment plan is comprehensive and provides multiple types of data at multiple points in time. The assessment plan includes the state mandated tests; standardized testing such as MAPS or a similar test; formative assessments; data points such as attendance and graduation rates, demonstrations of learning and portfolios. (E40-43)

The inclusion of a Principal Investigator (pg e55) adds credibility to the assessment model and process.

Plans have been included for the handling of student data. A school wide student information system will be used. Also, time is built into the schedule for administration and staff to review and analyze student and school wide data and to problem solve based on that data. (E42- e45)

Significant amounts of board training and board self assessments as well as school wide assessments are included in the plan to ensure successful implementation. (e46)

The external evaluator is tasked with making regular reports to the board and administration related to the progress of the school and students to ensure accountability at the board level. (e40)

Performance Measures (e14) are comprehensive and ambitious.

**Weaknesses:**

Time is spent discussing PLAN, EXPLORE and ACT, but the school is projected to only grow to grade 4 during the three years of the grant. (E41- e42) These standardized assessments are not appropriate for the grade levels served by the school during the period of the grant.

**Reader's Score: 14**

**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 narrative describes a high level of parent, community and board 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:**

Evidence of support for the school includes the collaborations and partnerships that have been created with multiple high level organizations listed on pages e17- e20, e31and e48-49. Multiple letters of support also included in Appendix 10.

A comprehensive plan of disseminating information about the school will be undertaken to ensure enrollment and reach area families. (e50)

Recruitment, admissions, and enrollment plans are consistent with federal requirements. A lottery is proposed if more students apply than openings, and the lottery process is consistent with normal requirements. (Appendix 8)

The inclusion of a shadowing day and an intake process (pg e53) increase the potential that parents will understand the model the school is delivering. These are voluntary so these processes should not exclude any student.

**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:**

Parents and community members were included to a significant degree in the planning and design aspects of the proposal.

**Sub Question**

All players were included in the planning and design to this point in time. (pg e40)

Parents and community members have signed up to help after the school opens. (e52 –e53)

**Weaknesses:**

The role of parents after implementation appears to be limited to support of students and serving as volunteers. (e50 –e51) The plan does not include a description of parent involvement in the ongoing governance of the school or in future planning.

**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:**

Current personnel are of high quality and have a significant amount of experience. The board represents a diverse skill set and has solid community connections. Underrepresented groups are encouraged to apply for all levels of positions. However, details concerning processes related to future hires were lacking.

**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 school will encourage and actively seek applicants from underrepresented groups. (e54)  
The founders and current board include a diverse group.

## Sub Question

### 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 founding board members have expertise in board development and governance, finance, professional development, educational administration, curriculum, assessment, special education, and legal and fiduciary areas and have significant connections to partnerships and resources. (e48 –e49)

The position descriptions are well written and comprehensive. (Appendix 13)

The experience and qualifications of the existing personnel (Principal Investigator and Community Relations Specialist and Parent Community Liaison) are of high quality. (e55 – e57)

### Weaknesses:

More detail related to the hiring process was required to determine the level of quality that can be expected in future hires. (e58)

Reader's Score: 18

## Selection Criteria - Quality of the Management Plan

### 1. Quality of the management plan.

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

### Strengths:

The management plan and time line are comprehensive and achievable and the methods to monitor progress are comprehensive. (Appendix 14)

The sample policies (Appendix 5 and 6) and the Bi-laws (Appendix 7) are comprehensive and provide evidence of the founding board member's ability to create the remaining documents, policies and procedures.

Appropriate accounting, auditing and data backup procedures are in place. (E63- e64))

Continued operation will be funded with state aid monies and funds secured by the governing board, collaborating partners and foundations that are committed to the project. (E 53)  
Sustainability of leadership is assured by the fact that the current president and vice president of the board have agreed to stay actively involved for five years. (e62)

**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 application to the state authorizer was one of only two that the state evaluators approved. This application to the state received a perfect 16 out of 16 rating. The application required four benchmark areas – educational program design, organizational plan, financial plan and evidence of capacity. (E 64) This speaks to the readiness of the group to proceed with planning and implementation.

The application was recommended for approval by the National Association of Charter School Authorizers and authorized by a unanimous vote of the State Public Charter School Commission. (e64 – e65)

**Weaknesses:**

A contract was not included because the Hawaiian process includes a Pre-Opening Assurance process and the contract goes into effect in conjunction with the opening of the school in August 2014. (e65)

No statement was included that the measures in the contract and the measures in the material submitted in this application are identical. This lack of information concerning the inclusion of the same measures in the contract was needed to fully meet this requirement.

**Reader's Score: 10**

- 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 state issued charter will give the school autonomy over operations and frees it from state laws that do not involve collective bargaining, discriminatory employment practices, safety requirements and the Hawaii Performance standards (HCPSIII). (e66)

The school will have autonomy over governance, budget, staffing, policy, curriculum and evaluation.

The State Accountability Committee oversees any issues related to charter schools, reviews and evaluations ensuring proper oversight of the school. (e66)

**Weaknesses:**

No weakness 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 plan to serve students with disabilities is comprehensive. (e22) and articulated throughout the narrative of the grant)

The target population resides in a low income homestead community with the highest ratio of Native Hawaiians for communities on Oahu (80%). The plan for the school directly addresses the needs of these students. (e19)

The performance ratings of the two public elementary schools in the target area were 166 and 214 out of 237. (e20) These ratings support the need for the school.

**Weaknesses:**

No weakness 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 ethnic diversity in the Hawaiian population (e24) and the 80% ratio of Native Hawaiians living in the target population provide a diverse population from which to draw students. (e19)

Recruitment plans are comprehensive and targeted in an attempt to ensure diversity. (e24)

#### **Weaknesses:**

This section was lacking in details related to the issue of how students will be brought together and isolation will be prevented.

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:**

No strengths noted.

#### **Weaknesses:**

Not addressed.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/17/2013 05:00 AM