

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

Status: Submitted

Last Updated: 08/29/2013 05:20 PM

Technical Review Coversheet

Applicant: Innovative Schools Development Corporation (U282B130014)

Reader #2: *****

| | Points Possible | Points Scored |
|---------------------------------------|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of Project Design | | |
| 1. Quality of Curriculum | 15 | 13 |
| 2. Disadvantaged Students | 3 | 3 |
| 3. Strategy for Achievement | 15 | 15 |
| 4. Community Support | 8 | 8 |
| Quality of Project Personnel | | |
| 1. Quality of Personnel | 22 | 21 |
| Quality of the Management Plan | | |
| 1. Management Plan | 18 | 16 |
| 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 | 100 |

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #2: *****

Applicant: Innovative Schools Development Corporation (U282B130014)

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 proposed curriculum that is to be implemented in AAA is replication of the Expeditionary Learning (EL) model in combination with the Two-Way Immersion instructional design. According to the applicant, these combined approaches were selected because they are aligned to the Common Core State Standards for Math and English Language Arts, Next Generation Science Standards, and Delaware content standards in all other subject areas. (p.e29) The applicant indicates that evidence of data from studies about implementation of EL, shows that students who participated in the EL curriculum score at the proficient or advanced achievement level at a higher rate on the state achievement tests in comparison to students in other schools using a different curriculum. (P.e30) The core practice of the EL include the five dimensions of learning expeditions, instruction, culture and character, assessment and leadership. The Two-way Immersion (TWI) is to provide an opportunity for students to become bilingual and bicultural. Instruction in the subject areas are to be in both languages. According to the applicant, the two models will accelerate learning and help to improve graduation rates and college enrollment rates for the students that will attend AAA.

Weaknesses:

It will be very complex to coordinate the two major programs as well as align them to the common core standards. There will be a need for extensive training and development to implement the proposed programs to yield successful student outcomes within the proposed timeline.

Reader's Score: 13

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

Students in the project will engage in learning in small flexible cooperative learning groups. Active teaching and differentiation and learner-centered pedagogy are built into the EL K-12 educational design. Immersion activities will be used to build student interest and engagement including using multiple strategies to scaffold student understanding and skill development. Students will use portfolios and exhibitions to present their work to parents, peers and teachers. (p.e35) Specific skills and content is to be reinforced through the integration of literacy social studies, science and the arts. According to the applicant, (p.e35) this will serve as a framework for the teaching of the Common Core Standards.

Multiple strategies are listed to address the needs of at-risk students on (P.e341) of the Academia Antonia Alonso Charter School Application to the Charter Management Company (CMO).

Weaknesses:

None noted.

Reader's Score: 3

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

Strengths:

The applicant indicates that multiple assessment tools will be used to measure AAA objectives that are a part of the Delaware Comprehensive Assessment System (DCAS). Every student in grades 2 and above is assessed yearly in reading, math, social studies (grade 4 only) and science (grade 5 only). The DIBELS (Dynamic Indicators of Basic Literacy Skills) will be used to screen students for measuring growth in reading and for diagnostic data to form flexible groups. The Universal Screening Tool for Number Sense (DDOE) will also be used to assess class needs as a whole. Other tools identified include the Benchmark Assessment System (BAS). The Sistema de Evaluacio'n dela Lectura and LAS Española for grades 3-5. Other objectives described on (p. e 46-48) include measurable outcomes for School Culture, Parental Involvement and Market Accountability. A timeline with tasks, who will responsible and how the task will be accomplished is on (P.e388) as an Attachment.

Weaknesses:

None noted.

Reader's Score: 15

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:

There is evidence of extensive parent and community engagement in development of the school's policies and programs. A number of letters are attached to the proposal from organizations in the community such as Delaware Business Roundtable Education Committee, the Latin American Community Center, the Department of Labor, prospective parents and the Risk Director at Barclay. The applicant will be implementing a marketing plan to engage parents and other community members in learning about the school. Meetings will be held throughout the area with distribution of materials in Spanish and English.

Reader's Score: 8

Sub Question

1. The extent of community support for the application.

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

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

Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

A number of letters are attached to the proposal from organizations in the community such as Delaware Business Roundtable Education Committee, the Latin American Community Center, the Department of Labor, from prospective parents and the Risk Director at Barclay. Preparation of the application for the grant involved community representatives and parents. (p.e50)per year.

The applicant indicated on (p.e51) that the school principal in collaboration with the Board and the Latin American Community Center will assure that the target of an enrollment of 300 students is met by August of 2014. The recruitment strategies will focus on Spanish-speaking parents of 3 and 4 year old children in New Castle County. There is also to be a Marketing Plan implemented by Innovative Schools (IS). The plan calls for distribution of materials in Spanish and the AAA principal will work with IS Project Manager to implement strategies that respond to cultural traditions and needs of the community. Community meetings will be held in community agencies to reach parents and students. For the first year the outreach will begin in July and conclude in January 2013. Should the school have an access of applications for the available seats, a lottery will be held after January and continue on a monthly basis until enough students have enrolled.

Weaknesses:

None 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.

Sub Question

Strengths:

According to the applicant, the development of the application and the proposed program for AAA have had extensive parent and community involvement. (p.e50) Preparation of the application for the grant involved all members of the founding Board which includes parents and community representatives. The process to assure parent and community involvement was done by Innovative Schools (IS) the non-profit support organization hired by the AAA Board. Parents will be represented on the Board of Directors, the Citizen Budget Oversight Committee (CBOC) and serve on other committees to be established by the AAA Board. Parents of students will be asked to contribute at least 4 hours of service that may be accrued by assisting in classrooms, chaperoning field trips, scoring student exhibitions and serving on the Family Engagement Committee and the Parent Teacher Association. There are also to be three parent conferences per year.

Weaknesses:

None noted.

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

- (i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and**
- (ii) The qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

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

General:

The credentials and experiences of key leaders of the school and Board members are included in an Attachment to the proposal. The information about key staff as well as Board members is extensive and key leaders appear to be capable of establishing and managing an effective charter school that is targeted to improve learning and increase high school graduation of English learners.

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**

Sub Question

Strengths:

The proposal includes the statement (p.e51) "Innovative Schools values and celebrates diversity." According to the applicant, professionals whom they work with and support come from their staffing initiatives referred to as "Delaware leadership Project and Talent management."

Weaknesses:

The reviewer could not locate a policy or assurance relative to employment of persons who are members of groups that have been traditionally underrepresented based on race, disability and so on.

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 credentials and experience of the Project Director affirms that she is well qualified to oversee operations of the AAA Charter School. Her background includes being a curriculum specialist, teacher consultant, professional development consultant and she has worked with school districts in the replicability of effective models. The proposed principal's experience and credentials show that he is qualified to manage the charter school. He is currently a principal in Wilmington and is responsible for directing and evaluating the instructional staff. His responsibilities also include promoting leadership and professional development of staff. He has been a bilingual teacher campus coordinator and served as an adjunct faculty. Both of the leadership candidates hold advanced degrees related to leadership and education. Other key personnel identified including the Director of Finance and Operations of IS appear to be satisfactorily capable and qualified for their positions. Together with the Board, the two leaders in concert with the Management Company should be able to effectively implement and manage a high quality Charter School.

Weaknesses:

None 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:

During the first 5 years of the school's operation, management staff including the Operating manager, the principal, the Board and the Citizens Budget Committee (CBOC) to assure that the school achieves its objectives. The management plan must conform to elements of the Delaware Comprehensive Performance Framework. The Framework sets the academic, fiscal, and organizational standards which will be evaluated, informing the authorizer and the Charter school of its performance and sustainability. On (p.e61) the applicant presents a diagram of inputs, outputs and outcomes related to investments, activities and participants related to the amount of time needed to achieve outcomes of the project.

Weaknesses:

A more detailed management plan with real tasks, timelines and who is responsible beyond the first year or two of operations would have been helpful. The management should include criteria or standards of measurements that will define the quality of the school's implementation.

Reader's Score: 16

Selection Criteria - Quality of Project Design

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

Strengths:

The Delaware Department of Education Charter School Application for Academia Antonia Alonso is included as a part of the application. (p.e311-403) A letter is also included from the Secretary of Education affirming that the State Board of Education approved the Academia Antonia Alonso School's charter application at the May, 2012 meeting. Under the area of Goals for Student Performance, assurance is required that AAA will provide academically demanding, integrated education. The Student Performance goals require that by the end of the third year of operations and for each year thereafter, students are to meet or exceed the average performance of comparable students as measured by the Delaware Comprehensive Assessment System in Literacy. This same standard is required related to proficiency in Spanish as demonstrated by the LAS Links. Students are also required to perform at or above average in the areas of math, social studies and science after the first three years and every year afterwards as measured by the Mandated DCAS. (Pe330-331)

Weaknesses:

None 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:

According to information in the proposal, the school determines its own budget and operating procedures, may bid and acquire interest in property, accept gifts, establish applications and admission procedures and hire and terminate its staff. (p.263) Charter Schools in Delaware are not covered by collective bargaining and therefore have flexibility in setting salaries and other benefits for staff. Charters can solicit competitive bids for services or provide the services internally and may keep the funds for operations, whereas traditional schools must use those funds specifically for transportation purposes.

Weaknesses:

None 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 Academia Antonia Alfonso (AAA) plans to open as a charter school in the 2014-2015 school year in Wilmington's Hilltop section, which has the highest percentage of Hispanics of any area in Delaware. According to a 2008 Delaware Hispanic Needs Assessment indicates that where the AAA will be located 57% of those surveyed live in household with 66% not being proficient in English and 45% had incomes less than \$20,000 per year and 32% were not employed. According to the applicant, Students will be organized using an inclusion model with a special education teacher tethered to each of the vertical teams that are to be formed within each classroom. AAA will use a Response to Intervention (RTI) process for students who are having difficulty with the general curriculum as based on grade level benchmarks and interim assessment tools. Academia Antonia Alfonso (AAA) is proposing to open as a Charter School in the State of Delaware in the 2014-15 School Year. The program of the school is to implement a two-way bilingual program. The school is being developed with the involvement of Innovative Schools (IS) a non-profit organization that support public

charter schools in Delaware become independent operations. The school plans to replicate the research-based Expeditionary Learning (EL) Model, in combination with the Two-Way Immersion (TWI) instructional strategy. Wrap – around services will be offered through Latin American Community Center (LACC). According to research which is included as an Attachment (p.e154-155) Project-based Learning reports positive outcomes related to student learning in content knowledge. The EL schools combine learning in all major academic content areas with nutrition, health and social justice.

Weaknesses:

None 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 school will seek to have 50% male and 50% females with a diverse population of Spanish speaking children and non-Spanish speaking children. According to the applicant, 75% of the students who will likely attend the school will be eligible for free or reduced lunches and the school will qualify as a high poverty school. (p.3) Key elements of the proposed Two-way Immersion Instructional approach will be that students will become bilingual and bicultural. According to the applicant, (p.e20), research findings indicate that students from low socio-economic benefit from language immersion programs.

Weaknesses:

No reference was made to reach out to or include different races and cultures beyond the Hispanic Community for attendance at AAA.

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:

None noted.

Weaknesses:

No reference was made to serving military families.

Reader's Score: **0**

Status: Submitted

Last Updated: 08/29/2013 05:20 PM

Status: Submitted

Last Updated: 08/30/2013 09:05 AM

Technical Review Coversheet

Applicant: Innovative Schools Development Corporation (U282B130014)

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 | 8 |
| 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 | 10 |
| 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 | 2 |
| Competitive Priority 3 | | |
| 1. Military Families | 3 | 0 |
| Total | 109 | 100 |

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #1: *****

Applicant: Innovative Schools Development Corporation (U282B130014)

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 describes replicating and combining two nationally recognized learning models, Expeditionary Learning and Two-Way Immersion instructional design. The two programs were selected by the applicant because elements from each program will support students in meeting State academic content and achievement standards. Pages e 29-30

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 details how the proposed project will support and help educationally disadvantaged students meet the rigors of the State content and student achievement standards. The applicant indicates that the proper implementation of a "high-quality" program design with a "proven track record of success" with the targeted population will allow students to gain the skills and knowledge required to meet content and academic standards.

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 a comprehensive strategy for measuring the charter school objectives and clearly defined targets. Using the data from multiple skill exams the applicant will monitor and make appropriate interventions needed to chart student growth. An annual assessment of the school will also be conducted. Pages e41/e50

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:

(i)The applicant documents in detail strong support from parents, community partners, businesses, US Congress-House Representatives, and the State Secretary of Education.

(ii)The applicant provides adequate documentation that parents and community were involved in the early planning and program design stages of the charter. Parents and community members also serve on the school's board.

Reader's Score: 8

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

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

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

Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Sub Question

Strengths:

The applicant documents in detail strong support from parents, community partners, businesses, US Congress-House Representatives, and the State Secretary of Education.

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 provides adequate documentation that parents and community were involved in the early planning and program design stages of the charter. Parents and community members also serve on the school's board. Pages e231-41

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

Quality of project personnel.

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points); and

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

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

General:

(i) Throughout the application the applicant has clearly stated the organizations focus on diversity. However, in response to this question the applicant provides inadequate documentation and refers the reader to their website for more information.

(ii) The qualifications of key leadership are sound and provide evidence that this leadership team can carry out the scope of work and accountability required to achieve the goals and objectives set forth in the proposal. The Innovative Schools Leadership Team will be the lead and point of contact in planning, program design and implementation activities needed to ensure the successful launch of the charter school.

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 has developed a website which contains information encouraging applications for employment from persons who are members of groups that have traditionally been underrepresented.

Weaknesses:

Throughout the application the applicant has clearly stated the organizations focus on diversity. However, in response to this question the applicant provides inadequate documentation and refers the reader to their website for more information. Page e 51

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 years and qualifications of key leadership are sound and provide evidence that this leadership team can carry out the scope of work and accountability required to achieve the goals and objectives set forth in the proposal. The Innovative Schools Leadership Team will be the lead and point of contact in planning, program design and implementation activities needed to ensure the successful launch of the charter school. Strengths: Pages e52-56

Sub Question

Weaknesses:

No weaknesses noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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

Strengths:

The applicant has prior experience in managing charter schools and has submitted a very comprehensive two fold management plan. The Board of the charter school has contracted with Innovative Schools to serve as the Charter School Management Organization for the first five years of the school start up. Pages e 56-61

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 uauthorized public chartering agency. The existence of a written charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

Strengths:

The applicant has provided adequate documentation from the State Board of Education to become a charter school. (Attachment V).

Weaknesses:

The school has been approved, but at this time the performance contract between the applicant and the SEA has not been finalized. (Attachment N)

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 has documented the powers and flexibility of charter schools as defined by the State's charter school law. The law allows for a high degree of flexibility aligned to high achievement levels. Pages e63-65

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 applicant describes a partnership with Innovative Schools, a CMO, and the Latin American Community Center that calls for opening Academia Antonia Alonso Charter School at the start of the 2014-15 school year. The applicant purposes a multiple approach model to accelerate learning and improve graduation rates of students living in the largest major poverty areas in the State of Delaware. Page e18/19

Weaknesses:

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 clearly states that this school is being developed "to be an elementary charter school for a diverse population of students." Pages e24-25

Weaknesses:

No weaknesses noted

Reader's Score: 2

Competitive Priority - Competitive Priority 3

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

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

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

Strengths:

No strengths noted

Weaknesses:

The applicant did not respond to this question.

Reader's Score: 0

Status: Submitted
Last Updated: 08/30/2013 09:05 AM

Status: Submitted

Last Updated: 08/20/2013 03:35 PM

Technical Review Coversheet

Applicant: Innovative Schools Development Corporation (U282B130014)

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 | 8 |
| 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 | 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 | 3 |
| Total | 109 | 107 |

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #3: *****

Applicant: Innovative Schools Development Corporation (U282B130014)

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 proposed charter school will serve students K-5. The application provided adequate information about core practices, curriculum overview, and instructional methodology to be implemented. The Two-Way Immersion and Expeditionary Learning are research based and proven to be best practices. The research data included with the application provides strong evidence that the program is designed to meet the needs of the targeted student population. The application provides a detailed description of strategic planning that will allow the charter school to meet its objectives.

Weaknesses:

No weakness is 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 application provides detailed descriptions based on the research data and analysis that the proposed project will assist the disadvantaged students through the RTI process. The proposed RTI process is structured to identify and support the disadvantaged students.

The application also provides plans to meet the needs of special education student population. The school intends to target elementary-aged Hispanic Latino ELLs and has chosen the Expeditionary Learning model because of its tracking record of success in closing the achievement gap for ELLs.

Weaknesses:

No weakness is noted.

Reader's Score: 3

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

Strengths:

The application provides specific measurable performance goals to assess the progress of the charter school. The goals include student academic performance indicators and other indicators such as school culture, parental involvement, market accountability, and Hispanic culture.

Weaknesses:

No weakness is 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:

It is evident from the supporting letters included with the application that the community supports this charter school. The school encourages parent involvement in planning and implementing the program through participation on the board, committees, the parent-teacher association, and other functions. The school encourages parents to contribute to the school by volunteering at least 4 hours per year.

The school will adopt a lottery process to ensure all students will be given an equal opportunity to attend the charter school.

The application provides strategic plans for working with other organizations such as Latin American Community to recruit students.

Reader's Score: 8

Sub Question

1. The extent of community support for the application.

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

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

Sub Question

Note: In describing the extent to which the proposed project encourages parental and community involvement in the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

Strengths:

It is evident from the supporting letters included with the application that the community supports this charter school. The school will adopt lottery process to ensure all students will be given an equal opportunity to attend the charter school.

Weaknesses:

No weakness is 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 school encourages parent involvement in planning and implementing the program through participation on the board, committees, parent teacher association and other functions. The school encourages parents to contribute to the school by volunteering at least 4 hours.

The application provided strategic planning on working with other organizations such as Latin American Community to recruit students.

Weaknesses:

No weakness is noted.

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

Quality of project personnel.

The Secretary considers the quality of the personnel who will carry out the proposed project. In determining the quality of project personnel, the Secretary considers--

(i) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national

origin, gender, age, or disability (up to 2 points); and

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

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

General:

The applicant states that the school celebrates diversity to encourage applications for employment from persons who are members of groups that have traditionally been uncerrepresented.

The key project personnel are highly qualified to launch a high-quality charter school. The team consists of members with expertise in school designing, curriculum development, fiscal management, and school development. In addition, the school contracts other educational services to support its operation.

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 states that the school celebrates diversity by encouraging applications for employment from persons who are members of groups that have traditionally been underrepresented.

Weaknesses:

The application lacks strategies that will encourage applications for employment 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.

Sub Question

Strengths:

The key project personnel are highly qualified to launch a high-quality charter school. The team consists of members with expertise in school designing, curriculum development, fiscal management, and school development. In addition, the school contracts other educational services to support its operation. (See page e256-271).

Weaknesses:

No weakness is noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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

Strengths:

The applicant provides a thorough management plan containing a timeline, milestones, and a budget. The information is adequate to assess the progress of the school. The management plan also provides a description of each leader's responsibilities to ensure the success of the school. (See page e60-61 & e388-389).

Weaknesses:

No weakness is 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 uauthorized public chartering agency. The existence of a written charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. Note: The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter applicant before resubmitting it to the authorized public chartering agency.**

Strengths:

The contract is presented. The contract was approved by the State Board on Education on May 17, 2012. (See page e311-404).

Weaknesses:

No weakness is 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:

It is clearly stated in the application that the charter school is treated just like a regular public school district in terms of how they receive their funding and the degree of autonomy and control they have over their budgets and expenditures. See page e 63.

Weaknesses:

No weakness is noted.

Reader's Score: 3

Priority Questions

Competitive Priority - Competitive Priority 1

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

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

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

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

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

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

Strengths:

The applicant provides a thorough and in-depth response to address this priority area of accelerating learning and helping to improve graduation rates for students with disabilities and English Learners. Supportive data and analysis on the population the charter school will serve are presented. The applicant also provides research data that supports the curriculum and teaching methodology and provides evidence that the needs of students and the school objectives will be

met through the school's use of Two-Way Immersion and Expeditionary Learning.

Weaknesses:

No weakness is 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 application proposes a bilingual charter school implementing programs to promote diversity.

Weaknesses:

Implementing bilignual education program alone limits the impact on promoting diversity and avoiding racial isolation. Other strategies are needed to recruit students with diverse backgrounds.

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 strength is noted.

Weaknesses:

No information is included on providing support for military families.

Reader's Score: 3

Status: Submitted

Last Updated: 08/20/2013 03:35 PM