

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

Status: Submitted

Last Updated: 08/29/2013 05:23 PM

Technical Review Coversheet

Applicant: Intrinsic Schools (U282B130037)

Reader #2: *****

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

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #2: *****

Applicant: Intrinsic Schools (U282B130037)

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 curriculum, instruction and assessment of Intrinsic Schools have been aligned to the Illinois Common Core State Standards for English Language Learners, Arts, Mathematics, Next Generation Science Standards and College Readiness Standards. The program is to use a scope and sequence correlated to the order that skills are to be delivered (p.10). The use of technology will be integrated with processes to reinforce concepts across the content areas that will also allow teachers to assess the effectiveness of implementation of the curriculum. The Universal Design for Learning (UDL) is to be used as the framework for instruction and assessment. There is to be a heavy emphasis on both students and teachers using technology. Each student will be given an iPad with learning and assessment Aps to reinforce learning and to garner deeper learning on an individual basis. According to the applicant, only research-based materials that have shown to yield positive student outcomes for students will be used.(p.11) A summary of core and supplemental materials and programs are presented on (p12). Materials include St Math a secondary intervention program and ThinkCERCA a program designed to provide critical thinking and literacy instruction through the computer or tablet. Middlebury Interactive Language will be used to provide lessons in both English and Mandarin to develop language skills in listening, speaking, writing and reading. The Connected Mathematics Project and the Interactive Mathematics Project will also be used. Both of these programs have over 10 years of research supporting that students using the program attain significantly higher college entrance skills in comprehensive problem solving than students who had completed at least three years of college preparatory mathematic. (p.13)

Weaknesses:

None 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:

Intrinsic Schools will serve predominantly educationally disadvantaged students, According to the applicant, 80-90% of students will qualify for free and reduced lunch. The curriculum as described with the core and supplemental materials integrating technology has been researched and found to be effective in achieving positive results for disadvantaged

students. (p.18) Focus will be made on mastery with students having a role in guiding instruction. The proposal indicates that structures such as intentional learning, weekly goal setting, frequent feedback and technology will enable communication between teachers, parents and students and will be beneficial to disadvantaged students.

Weaknesses:

None noted.

Reader's Score: 3

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

Strengths:

Academic growth will be determined by the use of various assessment tools and strategies. Every spring, the charter school is required to participate in the Prairie State Achievement Examination (PSAE) and ACT for grade 11. The applicant will collect both summative and formative data and will use techniques to allow students found to be lagging behind to "catch-up." Educational goals will be measured using the Northwest Evaluation Association Measures of Academic progress (NWEA) assessment in middle grades. The EXPLORE, PLAN, ACT System (EPAD) is used in high school. Measurement is done annually based on the percentage of students making growth targets. The students normed for these systems are located in similar neighborhoods, and Intrinsic Schools indicates that targets are set to be equal to or above the highest performing levels. On (p.21) a chart is presented to show the Academic Growth Measures, which include the Benchmark, the Measuring Instrument, Grade level, period for review and the target performance level. Two additional metrics related to the ACT were added to give students the best post-secondary options and the school an ability to measure the percentage of students who achieve 26 or higher. The school plans to offer Advanced Placement classes and early college courses for juniors and seniors regardless of their PLAN or Act scores. In addition to assessing students' educational achievement, the Intrinsic Schools leadership will on a bi-annual basis assess and review the operational outcomes and report such findings to the Board.

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 in the application to show that some members of the general community have been supportive and engaged in supporting the development of the Intrinsic Schools. There is also evidence showing that parents have been

involved and engaged in various ways to establish policies and shape the school's educational program. The definition of the school implies that the school is to be integrated with the community. Intrinsic Schools will continue to engage parents through the use of the family compact, which will assure that parents support their children and understand the importance of helping them succeed. Parents and the community were involved in preparing the grant application. support and understanding to help their students succeed. Parents and the community were involved in the preparing the grant application.

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:

According to the applicant (p.29), the school is designed to integrate with the community and reflect the community's needs. The Chicago Public Schools' district leadership supported the school's charter application. There were 650 applications for only 186 slots at Intrinsic, indicating high demand for and interest in the school. Before finalizing the location, Intrinsic Schools held three community meetings with approximately 50 attending at each one to gather input about the school design, services, dress code and behavior policies. (p.30) The District Alderman has pledged his support and helped with recruitment, facility design, traffic and safety issues.

Weaknesses:

The proposal did not include many letters to affirm support for the grant application and the school. It appears that community involvement and establishment of community partnerships could be much greater than what is presented in the application.

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.

Sub Question

Strengths:

Parents of prospective students attended multiple Chicago Board of Education meetings to express support for the school. (p.30) According to the applicant, during the planning and design phase, parents worked closely with the school leaders to learn about the academic and cultural models being considered. The project plan includes a list of various ways that will be implemented to communicate and engage with parents. The list includes a weekly newsletter, the schools website and blog, and access to a portal that will allow them to access and monitor their children's performance and receive information. Twice per year students are to lead conferences with their parents and teachers. A Parent Advisory Council will also be created to provide additional ways to engage parents as well as to gather feedback and suggestions. (p.31)

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:

Clear roles and responsibilities for all staff members are spelled out in the grant application, which also indicates that staff members were successful at similar jobs with similar responsibilities in their previous places of employment. According to the applicant, recruitment efforts to encourage applications from persons who are members of groups that have been traditionally underrepresented was a high priority. The hired staff has extensive experience in school leadership and the development and implementation of innovative schools. Approximately 50% of the employees during the school's first year of operations were minorities.

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**

Sub Question

Strengths:

According to the applicant, efforts have been intentional to recruit and encourage applications from peoples who are members of groups traditionally underrepresented.(p.32) Personal networks of underrepresented groups were used to help with recruiting. Job openings were posted on websites that reach or target diverse settings and individuals. The current staff reflects a very diverse group and includes many ethnic minorities and women.

Weaknesses:

None 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 Board of Directors and the management team have a depth of leadership and oversight experience to successfully accomplish the objectives of Intrinsic Schools. The CEO has had extensive experience in successfully leading schools in Chicago. Her educational leadership experiences have shown positive results for students at all levels and with very different populations, including disadvantaged and English learners. Examples of her successes are presented on (p.33). Her credentials and extensive experiences over 20 years in the Chicago Public Schools demonstrate that she will be able to do an excellent job in managing the school. Other key personnel including the Finance and Operations Director, the School Principal and the Curriculum Coordinator have advanced degrees, necessary certifications and prior experiences in their assigned roles. (P34-35) All teachers are Highly Qualified.

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:

The Board will oversee management of the school in major areas including outreach and funding, as described on (p.40-41). A summary of who will manage day-to-day operations at the school, and a description of how this management will take place, is provided on (P.-41). The activities critical to opening Intrinsic Schools are outlined on (p.48). The management plan identifies Key Success Factors, Milestones, Timelines and Responsibilities. The milestones includes designing learning templates for each student, engaging in research about using technology, developing measurement and feedback strategies, adopting a curriculum and an instructional approach, and providing ongoing professional development. The budget narrative is included as an attachment and presents a four-year projection of how funds will be used throughout the grant period.

Weaknesses:

It was difficult to follow how specific aspects of the plan will be managed and what measurements will be used to determine quality. It would have been helpful if the applicant had aligned functions of staff aligned to benchmarks.

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 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 Performance Contract for Intrinsic Schools was approved to open as a charter school on April 24, 2013 and was granted a five-year charter. A copy of the Charter Accountability Plan for 2011-2012 school year is included and contains requirements relative to performance, financial management and compliance, pupil performance including standardized tests performance indicators and data about attendance, AP exam metrics and yearly progress. (P.e72-74) A letter from the Chief of Innovation and Incubation of the Chicago Public Schools affirmed that the school has approval to operate for five years. The letter also gives assurance that Intrinsic Charter Schools is "on track to open in the fall of 2013."

Weaknesses:

The actual contract for 2013 has not been negotiated.

Reader's Score: 15

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

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy the

charter school will have over such matters as the charter school's budget, expenditures, daily operations, and personnel in accordance with its State's charter school law.

Strengths:

Illinois State Charter School law exempts charter schools from most all regular school requirements that would inhibit flexible operation and management of charter schools. The purpose of the law is to provide a vehicle for the creation of innovative educational programs. (p.49) The law states that a charter school is responsible for its fiscal affairs. Charter schools are granted autonomy to select vendors and autonomy regarding hiring and selecting school personnel. The school sets its own schedule, employment policies and discipline procedures. (p.50)

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 Intrinsic Schools' mission is to prepare students for 21st Century post-secondary success. Students enrolled at Intrinsic with disabilities (12 percent) will receive support as required by the Chicago Public Schools. Technology will be used as a tool to provide some accommodations, and differentiated instructional techniques based on each student's IEP will provide support for English Language Learners (ELL). Success in serving students with disabilities will be measured using the criteria of: individual growth, growth compared to similar populations, progress toward academic, behavioral and social goals; and (as required by law) student and parent assessments. (p.2-3)

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:

Of the students enrolled at Intrinsic, 42% are African-American, 44% Latino, and 9% are Asian/Pacific Islanders. According to the applicant, the school will continue to recruit students from a variety of neighborhoods to further diversify the student body. The curriculum models and techniques that are to be used are research-based and demonstrate positive results for diverse students. (p.11) The pod structure, the use of technology, professional development and differential instruction are all aimed at promoting diversity and various ways to avoid racial or group isolation. (p.3)

Weaknesses:

None 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:

None noted.

Weaknesses:

No reference was made to serving students of military families.

Reader's Score: 0

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Technical Review Coversheet

Applicant: Intrinsic Schools (U282B130037)

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	6
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	15
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	4
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	2
Competitive Priority 3		
1. Military Families	3	0
Total	109	103

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #3: *****

Applicant: Intrinsic Schools (U282B130037)

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 application provided an overview of the main curriculum and a supplemental curriculum, which together will serve high school students. The program is designed to provide a rigorous curriculum to all students and at the same time meet individual student's needs. This curriculum includes AP courses and technology will be incorporated into the curriculum to support differentiated instruction. The learner driven model gradually releases the responsibility for learning to students, with teachers becoming learning facilitators. See page e24-33.

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 provided target student population data and information about the strength of the academic program and instructional practices to be implemented to meet the needs of disadvantaged students, 80-90% of whom qualify for Free and Reduced lunch. Programs are research based and proven to use the best practices for assisting the target student population. The Universal Design for Learning will guide the design of the curriculum, instruction, and assessment for the school. The selected model allows teachers to create a flexible learning environment in which students become more actively involved in their learning and progress. Technology integration will allow students to track their own progress. (p. e25)

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 provided a detailed description of goals and metrics to monitor the progress of the school's achievement. Academic growth measures, academic attainment measures, participation measures, and Habits of Mind measures are clearly outlined with target goals including operational goals. See page e34-42.

As an example, in the category of Academic Attainment Measures, EXPLORE is a benchmark assessment to track students for college readiness. It will be administered annually in grade 8 with a target goal that 41% of students will score 17 or higher on the test. (p. e37)

Weaknesses:

No weakness is 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:

The charter school has obtained community support in various ways. For example: parents attended multiple Chicago Board of Education meetings to express their support for the school and the need for a more personalized and effective high school option such as Intrinsic Schools; and the Chicago Public Schools district has supported the charter application. See page e43.

Letters of support are included in the application as well.

The school has made extensive efforts to encourage parent involvement in planning and implementing the program by: holding community meetings partnered with Chicago Public Schools; working closely with the parents to reach a decision to add a second foreign language in the curriculum based on parents' feedback; and involving parents in selection of the facility. Parents and community will be continuously involved and informed through emails, workshops, and parent conferences. A Parent Advisory Council will be established as an official forum to give feedback and make suggestions to the school. (p.e44-46).

No evidence is provided (such as the existence of a lottery) to indicate that all students who are interested in attending the charter school will have an equal opportunity enroll.

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.

Strengths:

The charter school has obtained community support in various ways. For example: parents attended multiple Chicago Board of Education meetings to express their support for the school and the need for a more personalized and effective high school option such as Intrinsic Schools; and the Chicago Public Schools district has supported the charter application. See page e43.

Letters of support are included in the application as well.

Weaknesses:

No evidence is provided (such as the existence of a lottery) to indicate that all students who are interested in attending the charter school will have an equal opportunity enroll.

Reader's Score: 2

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 has made extensive efforts to encourage parent involvement in planning and implementing the program by: holding community meetings partnered with Chicago Public Schools; working closely with the parents to reach a decision to add a second foreign language in the curriculum based on parents' feedback; and involving parents in selection of the facility. Parents and community will be continuously involved and informed through emails, workshops, and parent conferences. A Parent Advisory Council will be established as an official forum to give feedback and make suggestions to the school. (p.e44-46).

Sub Question

Weaknesses:

No weakness is 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 charter school has made efforts in recruiting persons who are members of groups that have traditionally been underrepresented such as women and ethnic minorities. Personal networks are utilized to encourage referrals for underrepresented groups for employment.

The key project personnel are highly qualified to launch a high-quality charter school and experienced in educational leadership, finance, curriculum development, and technology integration which are evident through included resumes. See page e46-54.

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 charter school has made efforts in recruiting persons who are members of groups that have traditionally been underrepresented such as women and ethnic minorities. Personal networks are utilized to encourage referrals for underrepresented groups for employment.

Weaknesses:

No weakness is noted.

Sub Question

Reader's Score: 2

2. Quality of project personnel.

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

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

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

Strengths:

The key project personnel are highly qualified to launch a high-quality charter school and experienced in educational leadership, finance, curriculum development, and technology integration which are evident through included resumes. See page e46-54.

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 application provided a quality management plan which included a timeline, milestones, and a budget proposal. The information is adequate to assess the progress of the school. See page e58-62. As an example, the Curriculum Director will develop a template for personalized learning plans for the key success indicator of designing around individual students by Fall 2013.

The management plan provided descriptions of each leader's responsibilities to ensure the success of the school.

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 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 application before resubmitting it to the authorized public chartering agency.**

Strengths:

The charter was approved by the Chicago Public Schools Board of Education on April 24, 2013 to open a charter school in fall 2013 with a five-year contract. A letter of confirmation is presented in the application. It is the practice of the Chicago Public Schools Board of Education to approve a charter first and then negotiate the contract at a later date, a practice that made it impossible for the applicant to include a copy of the contract with the application.

Weaknesses:

No contract is presented with the application.

Reader's Score: 15

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

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operations, and personnel in accordance with its State's charter school law.

Strengths:

The application clearly defined the ways in which and the degree to which the charter school can be flexible. For example, the school can set its own school calendar and schedule, develop its own curricula, and hire its own employees. (p.e63-64)

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 application provided a thorough in-depth response to address the priority areas of accelerating learning and providing help for English Learners and students with disabilities. The response included data indicating that 12.9% of students attending a Chicago Public School have a disability, providing evidence that the need is great for a school providing the educational program planned for Intrinsic . The application also provided a detailed description of the academic program and instructional practices to be implemented to increase student performance such as co-teaching best practices, setting RTI (Response to Intervention), and family out-reach efforts. (p.e17-20)

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 provided a strategy to support Intrinsic's efforts to recruit students with diverse backgrounds and design professional development for teachers that will promote diversity and inclusion. A presentation was made to 8th graders at 25 elementary schools serving diverse student populations. The breakdown percentage of current enrolled students in racial and ethnic composition is stated in the application which serves as evidence that the school makes efforts to reach students with diverse backgrounds. See p.e20.

Weaknesses:

No weakness is 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 strength is noted.

Weaknesses:

No information is presented with the application.

Reader's Score: 0

Status: Submitted
Last Updated: 08/20/2013 03:42 PM

Status: Submitted

Last Updated: 08/30/2013 09:49 AM

Technical Review Coversheet

Applicant: Intrinsic Schools (U282B130037)

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	8
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	98

Technical Review Form

Panel #4 - Panel - 4: 84.282B

Reader #1: *****

Applicant: Intrinsic Schools (U282B130037)

Questions

Selection Criteria - Quality of Project Design

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

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

Strengths:

The applicant outlines a very forward-thinking and innovative project design, which crosses disciplines and grade levels and is aligned with the Common Core State Standards. The proposed curriculum and instructional practices are designed to prepare students to enter college upon successfully completing grade 12. Page e24

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 describes a sound, feasible approach in the development of a curriculum aligned to State standards and college readiness. It is projected that over 80% of students will qualify for free and reduced price lunch. Page e 33

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 has developed a sound approach for measuring growth and benchmarks and making modifications for students as needed. The measurements are aligned with school objectives and will allow the school's staff and teachers to track student achievement patterns. Pages e 34-38

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 describes support from district leadership and from local elected officials. From the start the school was designed to engage the community and create school community partnerships. Local support for this application was endorsed by elected community officials.

(ii) The applicant appropriately engaged community and parents during the planning and development of the school. Feedback from the community and parents informed and helped guide decisions during the development period and will continue throughout the planning, program design and implementation stages.

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:

The applicant describes support from district leadership and from local elected officials. From the start the school was designed to engage the community and create school community partnerships. Local support for this application was endorsed by elected community officials. Page e 43

Sub Question

Weaknesses:

No weaknesses noted in this area

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 appropriately engaged community and parents during the planning and development of the school. Feedback from the community and parents informed and helped guide decisions during the development period and will continue throughout the planning, program design and implementation stages. Page e 44

Weaknesses:

No weaknesses 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:

(i) The applicant adequately describes a focus on recruitment and increasing staff from underrepresented groups.

(ii) The applicant provides a thorough outline of the qualifications of project personnel. The staff has the skills and background experience essential to developing a strong professional leadership team. The Founder-CEO has a strong track record and vast experience developing district leaders and working with communities throughout Chicago.

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 adequately describes a focus on recruitment and increasing staff from underrepresented groups. Pages e 46

Weaknesses:

No weaknesses noted.

Reader's Score: 2

2. Quality of project personnel.

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

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

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

Strengths:

The applicant provides a thorough outline of the qualifications of project personnel. The staff has the skills and background experience essential to developing a strong professional leadership team. The Founder-CEO has a strong track record and vast experience developing district leaders and working with communities throughout Chicago. Pages e46-51

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 describes a strong management and scope of work plan outlining key success factors, targets, and timeline and Board/personnel responsibilities for assigned targets. Documented in the plan the Board and school leadership will be held accountable for students' academic achievement. Pages e 54-62

Weaknesses:

No weaknesses noted.

Reader's Score: 18

Selection Criteria - Quality of Project Design

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

Strengths:

The applicant has approval and also a letter from CPS for the charter school to open in fall 2013. Page e 62

Weaknesses:

Weaknesses: At the time of this application the school district has not issued the contract.

Reader's Score: 8

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

Note: The Secretary encourages the applicant to describe the flexibility afforded under its State's charter school law in terms of establishing an administrative relationship between the charter school and the authorized public chartering agency, and whether charter schools are exempt from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy the charter school will have over such matters as the charter school's budget, expenditures, daily operations, and personnel in accordance with its State's charter school law.

Strengths:

The Illinois State Charter School law exempts charter schools from nearly all state laws and regulations that inhibit flexibility. Pages e63-64

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Priority Questions

Competitive Priority - Competitive Priority 1

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

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

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

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

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

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

Strengths:

The applicant addresses this priority by providing a sound and targeted approach to improving student achievement. The applicant indicates that its goal is to have all students complete high school, and the school plans to provide sufficient support for all students from high-risk students at risk of academic failure. Page e17

Weaknesses:

None are 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's approach for promoting diversity is a good fit for the area and community. Outreach plans to connect with students and families from different backgrounds are well documented.

Page e20

Weaknesses:

None are 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 does not respond to this question. Page e20

Reader's Score: 0

Status: Submitted
Last Updated: 08/30/2013 09:49 AM