

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

Status: Submitted

Last Updated: 08/22/2013 02:36 PM

## Technical Review Coversheet

Applicant: Our Piece of the Pie Inc. (U282B130026)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	<b>109</b>	<b>106</b>

# Technical Review Form

Panel #3 - Panel - 3: 84.282B

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

Applicant: Our Piece of the Pie Inc. (U282B130026)

## Questions

### Selection Criteria - Quality of Project Design

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

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

#### Strengths:

The applicant outlines a comprehensive educational program that utilized curriculum and instructional practices that are specifically designed to re-engage, under-credited (OU) students, ages 14-21 years old and in traditional grades 9-12 (page 8). The school will leverage the integration of technology, project-based learning, and extended learning time to promote and support student mastery of skills and concepts aligned with the Common Core Standards. Strategies are embedded into eight core clearly specified and appropriate philosophies that guide the school (pages 9-12). Curriculum has been designed to focus on specific subsets of standards. The curriculum is the result of a backward design process modeled after the Understanding by Design framework. The framework is a sufficient model to be used as a guide, as it is guided by theoretical research in cognitive psychology and results of student achievement studies, focus on students being able to transfer learning through performance (page 13). Instruction will also occur via computer-assisted instruction modes that are research-based and has shown positive results for academic outcomes (page 14). Use of reDesign's Framework for Effective Instruction (FEI) is appropriate as it has a deep research base, drawing in two areas of research-based practices- a cadre of instructional practices that provide teachers with a coherent way to address struggling student needs and a set of learning strategies (page 15-17).

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

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

#### Strengths:

The applicant presents a reasonable explanation of how the Charter will assist educationally disadvantaged students in meeting state content and academic achievement. The applicant specifies the intent of the school is to support students to mastery of academic goals and objectives through an academic program using rigorous curriculum and instructional practices (page 20). Additionally, the school design process takes into consideration the needs of the student. Special education services will be provided in accordance with IDEA and Section 504 laws. The applicant also intends to utilize supports through the Scientific Research-Based Intervention (SRBI) framework, which is a proven tool (pages 21-22).

SRBI is designed to help schools focus on classroom instruction and interventions that are matched to student needs. Through SRBI, students receive services based on academic or behavioral needs. When a need is identified using assessment data, interventions are developed.

**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 sound strategy for assessing achievement of the Charter's school objectives. Charter objectives will be measured via the schools' plan for continuous internal and external assessments. Goals will be tracked through benchmarks on the Performance Framework (Appendix C). Student competency will be measured via instruments such as statewide mastery examinations (Smarter Balance), internal nonstandard assessments, and mid-cycle assessments. Additionally, the Board of Directors will be responsible for approving and monitoring overarching goals using data to continuously assess the school's progress toward its overall objectives (page 24). Objectives are included for fiscal goals as well.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 15**

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

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

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

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

**General:**

n/a

**Reader's Score: 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**

**Sub Question**

**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 demonstrates how community members were informed of the proposal for the school. The applicant spent 18 months engaging the host community for the school in the initial planning and program design (page 27) as documented by the list of meetings held in the Appendix F). The applicant reached out to leaders of community-based organization for future partnerships that will likely help strengthen the school model. This is document with letters of support (pages 27-28., Appendix). Other appropriate avenues of engaging and informing the community include attendance at community meetings, distribution of school information to local groups, and open houses (page 30).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

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

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

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

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

**Strengths:**

The applicant describes appropriate outreach to engage parents prior to application development. Outreach to parents consisted of the hosting of several forums with parents groups associated with the high school in the target area (page 28). Parents and students were informed of the lottery based recruitment plan for the school. Other outreach efforts include neighborhood canvassing, posters, and the launching of an internet site (page 30).

**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:**

n/a

**Reader's Score: 22**

**Sub Question**

**1. Quality of project personnel.**

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

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

**Strengths:**

The applicant states that not person will be denied employment based on ethnicity, race, age, gender, or national origin (page 31). The school and managing organization will work together to implement the plan to ensure staff are diverse. The applicant will provides diversity (page e-11) through various recruitment strategies (pages 46-47, an d appendix J).

**Weaknesses:**

No weaknesses were 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.

## Sub Question

### Strengths:

The applicant describes personnel assigned to work with the Charter. Staff will include the Board of directors, school teachers and staff, and employees of the charter management organization. Qualifications, expertise, and requirements are aligned with the State of Connecticut guidelines for school leadership and instructional staff (pages 33-34). School staff will consist of a Principal, Director of Pathways, teachers, Youth Development Specialists, Career Coordinator, Postsecondary Education Coordinator, and an Enrichment Activities Specialist (page 34). Requirements, qualifications, and assigned duties as reflected in the position descriptions for the positions in the Appendix are sufficient to yield employment from qualified and experienced individuals. Resumes provided in the Appendices evidence that individual working with the Charter are qualified and experienced, including employees of the Charter Management Organization (EMO) (pages 3-4-39, Appendix), and the Board of Board Members.

### Weaknesses:

No weaknesses noted.

**Reader's Score: 20**

## Selection Criteria - Quality of the Management Plan

### 1. Quality of the management plan.

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

### Strengths:

The applicant outlines a management plan that is feasible to ensure proper management of the Charter. A clear organization structure is presented for the Charter demonstrating sufficient lines of authority within the Charter (page 41). The Charter will be overseen by a Board of Directors to the school. The Principal will oversee school-related staff. The Charter will contract with the developing group (Our Piece of the Pie (OPP) as the charter management organization (CMO) (page 42). The CMO has previous success with at-risk youth. The timeline present is feasible to guide staff in the startup and implementation of the charter model (pages 45-47). The timeline presented to guide staff in the startup and implementation of the charter model with milestones to help ensure staff is on the right path to accomplish project tasks and goals.

### Weaknesses:

No weaknesses were 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 applicant demonstrates that the State of Connecticut State Board has approved the charter application. An Award Letter from the Commissioner of Education is provided in the Appendix (page 47 and Appendix M). The Charter will adhere to academic guidelines established for traditional public schools under the authority of the State Board.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 16

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

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

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

**Strengths:**

The applicant describes the degree of flexibility afforded the Charter School (pages 48-49). The Commissioner of Education is responsible for ongoing oversight of approved charters and reviews annual reports on the charter's progress in specified areas. Flexibility is afforded in the areas of personnel, operations, and budget (page 49). For example, state charter schools are not required to hire teachers who participate in local bargaining units; through a waiver, charter schools may be allowed to break free from restrictions applied to traditional schools; and according to the guidelines for state charter school applications, "the grantee will have complete management control of any grant awarded" (page 50).

**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 clearly indicates that it will address Competitive Priority 1- Improving Achievement and High School Graduation Rates among English Language Learners. The proposed Charter will help the target area's over-age, under credited English Language Learners improve their academic achievement. Seventy-five percent of students targeted for enrollment in the Charter school will be from the Winham region school district where 41.5% of K-12 students have a dominant language other than English, and 26 % are identified as English Language Learners (ELLs). Students in this group often become OW because of language acquisition difficulties (page 5). With assistance from state experts in the area of programming and instruction for ELLs, the intent of the applicant was to develop a design that seamlessly integrates a strong English for Speakers of Other Languages (ESOL) program into the general education school model (page 6).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 4**

**Competitive Priority - Competitive Priority 2**

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

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

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

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

**Strengths:**

The applicant outlines a plan to help ensure its student population is representative of a diverse population. It is the applicant's intent to complete student recruitment and enrollment in a race-neutral fashion as outlined by USDOJ and USDE (page 6). A market strategy is provided (page 25) to ensure a diverse student body. The applicant's explanation of comparing three small urban districts and composite of the remaining 16 urban/rural districts for the development of a 19-district catchment results in promoting a reduction in racial isolation, especially in when the focus of the Charter is mainly on English Language Learners.

**Weaknesses:**

No weaknesses were 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:**

NA - Priority not addressed.

**Weaknesses:**

NA

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 08/22/2013 02:36 PM

Status: Submitted

Last Updated: 08/22/2013 10:01 PM

## Technical Review Coversheet

Applicant: Our Piece of the Pie Inc. (U282B130026)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	109	106

# Technical Review Form

Panel #3 - Panel - 3: 84.282B

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

Applicant: Our Piece of the Pie Inc. (U282B130026)

## Questions

### Selection Criteria - Quality of Project Design

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

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

#### Strengths:

The applicant has already been using the proposed educational approach in schools and colleges (e14). The applicant explains how its philosophical bases support improving graduation rates for overage and under-credited students (e23-26). A scope and sequence for courses is included (Appendix A). The applicant notes how it will refine all courses into full curriculum units during the start-up year (e29). The actual instructional approach is explained concisely, and demonstrates a fine understanding of what tools are for college preparation and what it will use for remediation (e.g., AP courses v. Khan Academy) (e29). Research underpinning the design is included, and instructional practices were carefully chosen to support the learning strategies of the applicant (e30-32). The applicant compares its proposed program to other programs that were inspiring (e33). The applicant also relies on appropriate endorsement or research entities for its online tools (INACOL). And the applicant clearly recognizes the unique demands its practices and tools will impose upon teachers (e.g., sophisticated differentiation) (e33).

#### Weaknesses:

There are no weaknesses in this section.

Reader's Score: 15

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

#### Strengths:

The application notes the state required and other standards it will help its students meet and exceed, and explains how its design supports those outcomes (e34-35). The application also explains how its model will enable all students, including educationally disadvantaged students, meet those standards (e35-36). Students will be taught using Common Core framework-based instruction, and 21st Century Learning skills. Progress will be measured using formative and summative assessments (e34-35). Personalized academic and non-academic supports will be provided to engage educationally disadvantaged students who have become disengaged from school (e35-36).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 3**

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

**Strengths:**

The application includes academic objectives for students, with benchmarks for achieving those goals in the performance framework (e37-39, Appendix C). The applicant included several other objectives for the school: school specific goals such as youth development, fiscally solvent operations, maintaining a diverse student body (e40-41). The applicant describes how and when those objectives will be measured (e40-41).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 15**

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

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

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

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

**General:**

Strengths and weaknesses are listed in the following sections.

**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**

**Sub Question**

**will be given an equal opportunity to attend the charter school.**

**Strengths:**

The applicant's process for recruiting students demonstrates how all students are given an equal opportunity to attend the school (e43-44). The application includes several letters of support (e42, Appendix G). A thorough communication plan for informing families about the school is included (e44-46).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 4**

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

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

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

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

**Strengths:**

The application followed more than a year of focused meetings with community organizations, schools and colleges (e42). Parents were also consulted in the public school district as the school plan was developed (e43).

**Weaknesses:**

There are no weaknesses in this section.

**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:**

Strengths and weaknesses are listed in the following sections.

**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 included a clear explanation of its attempts to have a diverse staff, and how that aligns with its commitment to making the school accessible to and successful for a diverse group of students (e10-11, e46-47).

Staff diversity will be included in regular reviews of the school, and a third-party will evaluate its efforts in this regard. The school and CMO will collaborate to ensure employment of a diverse staff (e11). The applicant will publicize openings with training and educational institutions with diverse enrollments (e47). The applicant's current leadership--which consists of people from diverse racial and other backgrounds--provides evidence of this philosophy (Appendix J).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 2**

**2. Quality of project personnel.**

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

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

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

**Strengths:**

The current project personnel have experience in all of the relevant areas, including organizational leadership, federal and state policy development, board governance, operations and fiscal management, teaching and curricular design (e47-55, Appendix J). The applicant's inclusion of the qualifications that will be required of the teachers and staff yet to be hired was also impressive (e48-50).

**Sub Question**

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 20**

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

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

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

**Strengths:**

The application includes a breakdown of the roles of the sponsoring entity, the school operator and the charter management organization (e55-60). The project tasks are organized with specific dates of completion and staff responsible for completion (e60-62). The project personnel's experience, the detailed budget (with school and project budgets for three years [e71-72]), and these other materials provide great confidence that the applicant will be able to complete the project on time and within budget.

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 18**

**Selection Criteria - Quality of Project Design**

- 1. Existence and quality of a charter or performance contract between the charter schools and its 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 a performance contract with the chartering agency, since the application, which includes performance measures, became the contract for operation (e62-63, Appendix M and N).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 16**

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

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

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

**Strengths:**

The applicant breaks down the autonomy provided through state law for personnel, operations and budgeting. For each area, the applicant explains how it will use that flexibility to deliver its proposed program and help students improve academic achievement (e64-66).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 3**

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

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

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

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

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

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

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

**Strengths:**

The application includes a clear demonstration of the need for serving English learners and the applicant's intent to serve those students (e19-20). The program was specifically designed to serve English Learners, following extensive research on the supports needed for English Learners to improve their academic outcomes (e19-20). The applicant notes the limitations in the data analysis, but reliably predicts the opportunity to serve a large number of EL students (e20). Staffing and parental involvement projects are also focused on enabling these students to graduate from high school at the same rate as non-EL students (e21).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score:** 4

**Competitive Priority - Competitive Priority 2**

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

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

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

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

**Strengths:**

The application illustrates the diversity of the districts the school will draw from, and notes how the school aims to improve the educational experience of all students through a diverse student body, and how the school will track those benefits (e22-23). Students will be exposed to diversity with the student body, through community engagement projects and staff recruitment (e22-23). Cross-cultural competence is one of four non-academic achievement measures the school will track, facilitating the ability to bridge differences and use diversity to "increase innovation and quality of work" (e22).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score:** 2

**Competitive Priority - Competitive Priority 3**

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

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

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

**Strengths:**

The applicant did not address this priority.

**Weaknesses:**

The applicant did not address this priority.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/22/2013 10:01 PM

Status: Submitted

Last Updated: 08/15/2013 10:35 AM

## Technical Review Coversheet

Applicant: Our Piece of the Pie Inc. (U282B130026)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	18
<b>Quality of Project Design</b>		
1. Performance Contract	16	16
2. Flexibility	3	3
<b>Priority Questions</b>		
<b>Competitive Priority</b>		
<b>Competitive Priority 1</b>		
1. Rural/SPED/ELL	4	4
<b>Competitive Priority</b>		
<b>Competitive Priority 2</b>		
1. Promoting Diversity	2	2
<b>Competitive Priority 3</b>		
1. Military Families	3	0
<b>Total</b>	109	106

# Technical Review Form

Panel #3 - Panel - 3: 84.282B

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

Applicant: Our Piece of the Pie Inc. (U282B130026)

## Questions

### Selection Criteria - Quality of Project Design

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

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

#### Strengths:

The applicant outlines a comprehensive curriculum that included academic supports to assist the targeted population of overage, under credited students. The curriculum to be used is aligned with Common Core and state standards. Benchmarks are included to ensure that students are on track for graduation(p. 9-14). Accelerated learning, project based learning, extended time, blended learning are some of the strategies thhat will be utilized to reengage high risk students.

#### Weaknesses:

No weaknesses were found in this response.

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:

Various instructional strategies to assist disadvantaged students are included (p.9). The applicant outlines recruitment strategies to target disadvantaged students. The school will serve students with a history of low performance, behavior difficulties, and students with disabilities (p.26).

#### Weaknesses:

No weaknesses were found in this response.

Reader's Score: 3

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

**Strengths:**

The applicant plans to conduct initial assessments to determine starting points for students, in addition to continuous internal assessments to ensure that students are progressing toward meeting their goals. A Performance Framework in Appendix C provided detailed academic and non-academic goals. Standardized state tests and college prep tests will be utilized. The applicant has a plan to use data to assess student progress.

**Weaknesses:**

No weaknesses were found in this response.

**Reader's Score: 15**

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

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

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

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

**General:**

The applicant outlines numerous strategies for community support.

**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 has support from the local school district (p.26). Community service providers, colleges, teachers and parents were have expressed support for the school (p.e42). The applicant has developed a plan for keeping parents informed. Additionally, a recruitment strategy that encourages all students to attend is included.

**Sub Question**

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 4**

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

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

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

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

**Strengths:**

The applicant spent 18 months engaging parents and community organizations in the program design. They also reached out to community leaders, politicians, and businesses (p.10 & 27). Parent forums were held (p.10). A robust marketing and parent engagement plan has been developed to ensure that parents are informed and students have an equal opportunity to attend (p.28).

**Weaknesses:**

There are no weaknesses in this section.

**Reader's Score: 4**

**Selection Criteria - Quality of Project Personnel**

**1. Quality of project personnel.**

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

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

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

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

**General:**

The applicant is committed to equal opportunity employment (p.31). Appendix J contains a detailed plan for minority staff recruitment.

The applicant intends to hire management and teaching personnel certified by the state (p.33). To assist the high risk population, specialists in youth development, workforce development, and post secondary education preparation will be

hired (p.34). Employees of the Charter Management Organization with expertise in leadership, academics, human resources, marketing , and finance management will work with the 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 a commitment to promoting diversity (p.2). The applicant will provide multicultural experiences, diverse enrollment, and target a diverse population for enrollment (p.25). A marketing strategy has been developed to ensure a diverse student population (p.25).

**Weaknesses:**

There were no weaknesses in this section.

**Reader's Score: 2**

**2. Quality of project personnel.**

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

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

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

**Strengths:**

The instructional leaders and teachers are meet state standards for certification. Specialists in youth development, workforce development, post secondary education preparation will be hired to assist the at risk population proposed to be served at this school. Employees of the Charter Management Orgnaization have expertise in leadership, academics, human resources, finance, marketing, and performance management (p.35).

**Weaknesses:**

There were no weaknesses found in this section.

**Reader's Score: 20**

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

## 1. Quality of the management plan.

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

### Strengths:

The board for this school has a diverse range of leadership skills (page 42). The management plan includes timelines and milestones for program implementation. (pages 45-47). The applicant includes an organization and management chart for proposed staffing (page 41). A memorandum of understanding with the charter management organization is included in Appendix L.

### Weaknesses:

There are no weaknesses in this section.

Reader's Score: 18

## Selection Criteria - Quality of Project Design

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

### Strengths:

Appendix N includes a performance contract between the charter and the authorizing agency that describes how student performance will be measured.

### Weaknesses:

There are no weaknesses in this section.

Reader's Score: 16

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

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

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

**Strengths:**

The applicant describes the state's requirements for a charter school (p.48-50). The applicant also provides a detailed explanation of the flexibility it is afforded by the state and how they plan to utilize it (p.49-50).

**Weaknesses:**

There are no weaknesses in this section

**Reader's Score: 3**

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

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

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

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

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

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

**Strengths:**

The applicant is targeting overage, under credited students who are at high risk of failure (p.1) The school plans to reenroll and reengage dropouts and underachievers and turn them into graduates who will attend college. English acquisition support will be provided to the large ELL population to ensure that they receive a high school diploma and move on to graduation. (p.6).

**Weaknesses:**

There were no weaknesses found in this section.

**Reader's Score: 4**

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

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

**Note:** An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to

discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

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

**Strengths:**

Applicant will provide multicultural experiences to students. Applicant has developed a marketing strategy to ensure that they are recruiting from a diverse population (p.25). The school design is focused on providing a diverse experience through multicultural curriculum elements (p.e10).

**Weaknesses:**

There are no weaknesses in this section.

**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:**

This priority was not addressed.

**Weaknesses:**

This priority was not addressed.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/15/2013 10:35 AM