

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

Status: Submitted

Last Updated: 08/29/2013 05:33 PM

## Technical Review Coversheet

Applicant: Utah International Charter School (U282B130071)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	14
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	6
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	20
<b>Quality of the Management Plan</b>		
1. Management Plan	18	15
<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>98</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Utah International Charter School (U282B130071)

## 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 principal and teachers are being trained by International Network of Public Schools (INPS) with funds received from the Daniels Fund. (p.21) Teachers are to use differentiated assignments across content materials with regard to the students English ability. Authentic, project-based, interdisciplinary student-centered instruction will be implemented with groups of students working on authentic problems. Looping of core teachers is to occur to help foster strong relationships between students and teachers. Heterogeneous grouping is to take place rather than ability grouping where students help to scaffold one another's learning. (p.22) The applicant indicates that teachers will be guided by "the common core" and will develop their own curricula and lessons plans. (p.22)

#### Weaknesses:

There should have been some recognition given to the alignment of the educational program to state core content standards.

Reader's Score: 14

#### 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:

Most of the students attending Utah International will be disadvantaged. According to the applicant, students will participate in advisory periods four days a week as a way for the teachers to track academic progress and guide students to organize their work. In addition, a 21st Century grant that the school has received will be used to support six weeks of academic recreational programs during the summer along with year-round activities to practice English. One standard of measurement that is identified under the Goal on (p.28) relates to students testing as "proficient" or above on Utah's common assessments in math, language arts and science. The proposal also defines an expectation for students to show individual improvement on Utah's Assessment of English Language Proficiency. (p.28)

#### Weaknesses:

None noted.

Reader's Score: 3

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

**Strengths:**

Financial performance measures and sustainability factors are described within the performance contract to evaluate school operations as well as academic achievement. (P.e64-69) An ambitious student assessment strategy is outlined within the Charter School Agreement (p.e62). According to the agreement, the school will administer all state tests in the grade levels as required by law. Indicators to be measured include: the high school graduation rate, which has a goal of 85% for all students, and college entrance exams composite and subtests that has a goal of 65% of students reaching scores predicting college success. Also being assessed, is the percentage of students taking one Salt Lake Community College Course concurrently by the end of 12th grade with a goal of 50%. Proficiency levels on state assessments are set at a goal of 55% passing Language Arts CRT, 50% passing math CRT and 50% passing science CRT. (p.62) The applicant include goals and objectives with reasonable measurements on (p.e28-30). The goals include professional training and development, school improvement planning and school climate factors.

**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:**

Information in the proposal indicates that there is excellent and extensive involvement of the community and parents in the planning and development of Utah International. According to the applicant, marketing and recruitment efforts were targeted specifically at limited -English –proficient families. Efforts were made through local nonprofits and governmental Spanish- language radio, at free public events and low-rent housing complexes to inform and seek input into the development of the school. Meetings have been held to ask parents ideas for making improvements that can be incorporated into the school.

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**

**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:**

According to the applicant, the idea for the school emerged from local Somali refugees who were not succeeding in the traditional schools. A number of partnerships have been identified as working with Utah International and are listed on (p.18-19). Information about the partners describes specifically how each will assist Utah International. For example, the Utah Department of Workforce Services and the Refugee Services Office will recruit and place an Americore VISTA worker at the school to provide low-cost administrative support, coordinate volunteers and outreach to the refugee communities. Another example of one of the partnerships is the TRY Program (Transitions for Refuge Youth). This partner will provide after-school tutoring and support programs for refugee teens. (p.19).

**Weaknesses:**

No letters or other references were provided to affirm community involvement in the development of the grant.

**Reader's Score: 3**

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

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

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

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

**Strengths:**

In order to receive state funding for school improvement, all schools in Utah must have a school improvement committee. The committee must have parent representation. The committee analyzes data and is responsible for targeting goals to provide information about the school. Parent nights will be held once per quarter and is to provide an opportunity for parents to review their child's work and progress. Multiple language translators are to be available to translate between teachers and parents. One parent representative is to be elected by a parent organization to serve on the schools' Board. (p.17)

**Weaknesses:**

There was no evidence presented that parents were involved in the development of the grant application.

Sub Question

Reader's Score: 3

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

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

**General:**

The information provided for the principal, business manager seems appropriate for carrying out their roles in operating the school. The application includes an organizational chart that shows clear lines of responsibilities for administering an effective school.

Reader's Score: 20

Sub Question

1. Quality of project personnel.

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

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

**Strengths:**

According to the applicant (p.11), Utah International is actively recruiting immigrants and refugees as school employees. Three of the recently hired seven staff members have been immigrants to the US who have become English proficient. The applicant indicates that advertisements for jobs will be done through networks and organizations that serve refugees, immigrants and low-income families. On (p.e63) the Granite School District and Utah International Charter School presents a personnel policy that indicates that the school will not discriminate in program benefits, participation, employment or treatment on the basis of race, color, religion, national origin and so on.

**Weaknesses:**

None noted.

Reader's Score: 2

2. Quality of project personnel.

**Sub Question**

**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 resume of the proposed principal and the financial manger indicate that they are both adequate to serve in their perspective roles. The principal has been an assistant principal, dean of students, an accreditation Coordinator and a high school teacher. She has licenses as a k-12 school administrator, secondary social studies teacher and as a social worker. The proposed financial manager has extensive experience in accounting, grant management and technology. (P.e61-63) All references in the application have been made to hire highly qualified teachers. Training related to instruction and other professional development will be done by the International Network of Public Schools (INPS).

**Weaknesses:**

The proposed principal does not have experience in development and training in implementation of curriculum. Given the direction of the project to employ themes from the INPS to create and plan individual instructional learning plans, leadership experience in building curricular will be important.

**Reader's Score: 18**

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

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

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

**Strengths:**

There are several areas in the grant application that demonstrates that the applicant has a good handle on steps necessary for management of the charter school. The Board is to hire and oversee the principal. The parameters of the school's mission and policies are included within the charter agreement as well as on (p.28-29) and spells out goals, objectives and standards of measurement.

**Weaknesses:**

A more specific timeline correlated to when elements are to be achieved and identification of the responsible party would have been helpful.

**Reader's Score: 15**

**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 Utah International School is chartered by the Granite School District. A copy of the charter agreement is attached to the grant application. According to the applicant, a process for monitoring by the Granite School District has not been established so the school will participate in monitoring and evaluation processes that are provided by the State. (p.13) The charter school agreement is located on (p.58-70) Signatures by the Superintendent and the Board Chairman affirm that the agreement was effective June 21, 2013. The agreement addresses the lottery process for eligible students, Board performance and stewardship, operations of the school, student records, student discipline, student assessments and mandates for participation in other Standardized Tests related to student academic achievement.

**Weaknesses:**

None noted.

**Reader's Score: 16**

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

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

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

**Strengths:**

Utah International sets its own budgets, employs its own business manager, and is responsible for establishing its curriculum, and for establishing its own hiring practices. According to the performance agreement, Utah International has the same degree of flexibility as an independent charter school in Utah. (p.14) The school is free of collective bargaining agreements and can establish its own compensation rates for teachers.

**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 major purpose of Utah International is to improve graduation rates and college enrollment for English learners. In the Granite District where the school is to be located the rate of graduation for English learners is 28% in comparison to all students' graduation rates of 65%. (p.15) The schools whose property adjoins that of Utah International has a free and reduced lunch qualification rate of 92%. South Salt Lake and Roosevelt Elementary which are also located in the district have 86% of students that qualify for free or reduced lunch. According to the applicant, the area around the school attracts immigrants seeking jobs. Within the Granite District 34% of the population speaks a language other than English. Marketing strategies will be targeted to low-income limited English proficient families that do not have alternatives to the local schools. (p.4)

**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:**

According to the applicant, at the time that the proposal was written, a very diverse set of students had already registered to attend the school. Registered were 42% Hispanic, 28% Black, 28% Asians, and 5% white and Non-Hispanics. (p.19) Of the 65 registered, 13 different languages are spoken in their homes including Somali, Dinka, Spanish, Russian, Swahili and Kirundi. The applicant indicates that the Utah International will promote and honor diversity through the curriculum, its mission, values and marketing materials. (p.19) Partnerships are to be established with refugees and other community groups to build leadership among the immigrant and refugee students. The applicant indicates that the school will be the most diverse school in the state of Utah. Students are to study global history, geography, religion and literature, linguistic differences and similarities, and racial and ethnic issues with the support of culturally competent teachers.

**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 relative to serving students of military families.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 08/29/2013 05:33 PM

Status: Submitted

Last Updated: 08/20/2013 03:53 PM

## Technical Review Coversheet

Applicant: Utah International Charter School (U282B130071)

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	6
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	15
<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>101</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Utah International Charter School (U282B130071)

## 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 curriculum overview and supplemental curriculum serving students in Grades 7 -12. The charter school has adopted content-based and sheltered English instruction models which are the best practices to serve the target student population. (e.21).

Research-based instructional practices to be implemented are Quality Teaching for English Learners, Cognitive Academic Language Learning Approach, and Sheltered Instruction Observation Protocol.

A structured professional development plan will enable teachers to create curriculum to be aligned with the standards.

#### 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 entire project is to assist educationally disadvantaged students such as immigrant and refugee students. The selected educational philosophies and instructional approach are research-based best practices to enable students to meet state academic content and achievement standards. (See page e 21-24).

#### 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:

Teachers will create authentic assessments to measure student progress. A structured professional development plan is in place to guide teachers to create valid and reliable assessments.

School objectives are clearly stated with specific metrics to measure its progress. As an example, the school will use percentage of students taking the ACT or SAT, percentage of students taking one or more concurrent enrollment courses, graduation rate, and college placement rate to measure the school's objective of maintaining high academic expectations and college focus.

#### Weaknesses:

No weakness is noted.

Reader's Score: 15

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

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

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

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

#### General:

The school encourages parent involvement through quarterly parent nights and having parent representatives on the board. Information and media materials are translated to be distributed in different languages. Translators will be provided to assist parents at the community events.

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

The school involves the community in planning and implementation through partnerships with various organizations, including some like TRY Program (Transitions for Refugee Youth) that have experience working with immigrant populations. (p.e31-32)

Letters of support are not presented.

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)**

**Sub Question**

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

**Strengths:**

The school encourages parent involvement through quarterly parent nights and having parent representatives on the board. Information and media materials are translated to be distributed in different languages. Translators will be provided to assist parents at the community events.

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

**Weaknesses:**

Letters of support are not presented.

**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 involves the community in planning and implementation through partnerships with various organizations, including some like TRY Program (Transitions for Refuge Youth) that have experience working with immigrant populations. (p.e31-32)

**Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

**Selection Criteria - Quality of Project Personnel**

**Quality of project personnel.**

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

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

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

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

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

**General:**

The school intends to hire qualified applicants and encourage applications from underrepresented groups. Of seven people hired so far, three are immigrants with two key leaders representing minority groups. Job openings are advertised in the network of supporting organizations that serve refugees, immigrants, and low-income families.

The key project personnel are highly qualified in launching a high-quality charter school and experienced in leading educational agencies. The team consists of experts in school designing, curriculum development, fiscal management, and leadership. See p. e50-56

**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 school intends to hire qualified applicants and encourage applications from underrepresented groups. Of seven people hired so far, three are immigrants with two key leaders representing minority groups. Job openings are advertised in the network of supporting organizations that serve refugees, immigrants, and low-income families.

**Weaknesses:**

No weakness is 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 key project personnel are highly qualified in launching a high-quality charter school and experienced in leading educational agencies. The team consists of experts in school designing, curriculum development, fiscal management, and leadership. See p. e50-56

**Weaknesses:**

No weakness is noted.

**Reader's Score: 20**

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

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

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

**Strengths:**

The applicant provided a 3-year budget proposal. An organizational structure chart is evident. The management plan included clearly defined objectives, timelines, and milestones to assess the progress of the school. The information is sufficient. (p. e42 - 47 & e26-29).

**Weaknesses:**

The management plan lacks description of the leaders' responsibilities.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Design**

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

**Strengths:**

The contract with the Granite School District is presented.

**Weaknesses:**

No weakness is noted.

**Reader's Score:** 16

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

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

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

**Strengths:**

The degree of autonomy is clearly defined such as in the hiring process, academic program adopting and implementation, and the establishment of personnel policies.

**Weaknesses:**

No weakness noted.

**Reader's Score:** 3

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

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

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

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

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

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

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

**Strengths:**

The applicant provided a thorough in-depth response to address the priority criteria. The response included supportive data and analysis on the population the charter school will serve, including many English language learners. The applicant

also addressed how the proposed programs will improve achievement of students in the target area. A major purpose of Utah International is to improve graduation rates and college enrollment for English learners. See page e17-18.

**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 currently registered students present diverse background as an evidence that the charter school promotes diversity. Many registered are Hispanic (42 percent), African American (28 percent), or Asian (28 percent). The applicant provided the strategies to reach the community, such as partnering with refugee groups and other community organizations. See page e19-20.

**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 because no information is presented.

**Weaknesses:**

No information is presented to address this priority.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/20/2013 03:53 PM

Status: Submitted

Last Updated: 08/30/2013 04:25 PM

## Technical Review Coversheet

Applicant: Utah International Charter School (U282B130071)

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	2
3. Strategy for Achievement	15	12
4. Community Support	8	7
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	12
<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>95</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Utah International Charter School (U282B130071)

## 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 is building curriculum and instructional practices based on a model from the International Network for Public Schools (INPS), which has research supporting its approach. Supportive data from high schools affiliated with the Network show high success rates for ELL learners, who are able to complete high school and make a successful transition into college. The first INSP schools, which opened in in 1985 in high poverty ELL communities in New York and California, support the practices. Pages e73-74

#### Weaknesses:

None are 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 appropriately describes that one of the major objectives is strengthening students English proficiency skills aligned to "Common Core curriculum and in academic English". Pages e78-79

#### Weaknesses:

The applicant does not account for such task in the objective and measurement chart in this section. This section is lacking a connection to how the listed objectives will specifically assist "students" meet content and student academic achievement standards.

Reader's Score: 2

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

**Strengths:**

The applicant has developed a reasonable chart that outlines the program objectives and measurement. Pages e79-80

**Weaknesses:**

It is unclear what strategies will be implemented to determine and make adjustments as needed to meet achievement and objective measures. A broad outline does not provide the level of details needed in this section.

Reader's Score: 12

**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 adequately describes partnerships and support agencies that relationships have been established.
- (ii) The applicant describes the involvement and significant input from parents and community to start the school. The board by-laws require once the school opens, one parent representative to the board be elected by the parent organization.

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.**

**Sub Question**

**Strengths:**

The applicant adequately describes partnerships and support agencies that relationships have been established. Pages e 80-82

**Weaknesses:**

The applicant clearly describes the need for the schools and support from community, parents and other organizations however; the application is lacking supporting evidence.

**Reader's Score:** 3

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

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

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

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

**Strengths:**

The applicant describes the involvement and significant input from parents and community to start the school. The board by-laws require once the school opens, one parent representative to the board be elected by the parent organization. Pages e 32/80

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 4

**Selection Criteria - Quality of Project Personnel**

**Quality of project personnel.**

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

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

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

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

**General:**

(i) The applicant is currently recruiting school personnel from the diverse immigrant community where the school will be located. Partner local organizations will also post information in the community in support of this effort.

(ii) The applicant provides adequate support specifically targeting key leadership staff. The Principal/Planning Year Director and Business Manager will be the major point of contact during the three years start up period. Other staff and teaching personnel are factored into the budget in year 2 and 3.

**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 is currently recruiting school personnel from the diverse immigrant community where the school will be located. Partner local organizations will also post information in the community in support of this effort. Page e 83

**Weaknesses:**

None are 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 adequate support specifically targeting key leadership staff. The Principal/Planning Year Director and Business Manager will be the major point of contact during the three years start up period. Other staff and teaching personnel are factored into the budget in year 2 and 3. Pages e83/e51-56

**Weaknesses:**

None are noted.

Sub Question

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 role of the Board in governance and leadership staff is appropriate for the scope of their responsibilities.

**Weaknesses:**

This section is lacking details aligned to Internationals Network for Public Schools information practices. It is noted in the applicant's response that the many of the policies and practices follow are based upon the INPS model. Pages e 27-28/Pages e 83-84

Reader's Score: 12

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 secured approval and charter agreement from the Granite School District. Utah International is the first school chartered by the school district. The school will have the same degree of autonomy as a school chartered by the State. Page e85

**Weaknesses:**

None are 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 charter contract between the applicant and LEA allows for flexibility and freedom under restrictions in developing hiring and establishing personnel policies. Page e 86

**Weaknesses:**

None are noted.

**Reader's Score: 3**

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

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

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

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

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

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

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

**Strengths:**

The applicant provides sound evidence and development of a grades 7-12 charter school in a high poverty of area of South Salt Lake Valley. The purpose of the school is aligned to improving academic outcomes and graduation rates and college readiness for ELL and economically disadvantage students. Pages e13-15

**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 details inclusion model and targeting outreach to low-income, limited English proficient, new immigrant and refugees. e 15-16

**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:**

The proposed project does not address this priority.

**Weaknesses:**

No response noted.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/30/2013 04:25 PM

