

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

Status: Submitted

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Technical Review Coversheet

Applicant: Bend International School (U282B140082)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Curriculum	15	12
Significance		
1. Achievement Standards	5	5
Quality of the Project Evaluation		
1. Assessing Achievement	15	15
Quality of Project Design		
1. Community Support	10	10
Quality of Project Personnel		
1. Project Personnel	22	22
Quality of the Management Plan		
1. Management Plan	15	15
Quality of Project Design		
1. Existence of charter	15	13
Adequacy of Resources		
1. Degree of Flexibility	3	3
Priority Questions		
Improving Achievement and High School Graduation		
Competitive Preference Priority 1		
1. CPP 1	4	4
Support for Military Families		
Competitive Preference Priority 2		
1. CPP 2	3	0
Total	107	99

Technical Review Form

Panel #6 - Non-SEA Charter Schools - 6: 84.282B

Reader #1: *****

Applicant: Bend International School (U282B140082)

Questions

Selection Criteria - Quality of Project Design

1. Quality of the proposed curriculum and instructional practices. (15 points)

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 and content 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 designed a curriculum, which includes the Common Core State Standards, a thorough innovative education model of integrated international education, and Learning Blocks which will provide longer instruction time for deeper leaning skills.

Bend International School's curriculum will incorporated the highest standards for k-8 students, including the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). The applicant will incorporate the standards through the innovative model of integrated international education. The applicant will focus on 3 interactive themes: academic excellence, innovative teaching and international education. The school will achieve the academic excellence by having high expectations for all students and offering quality courses via innovative teaching. The applicant states the International Education is the spirit of the school which is included to help the school become globally competent.

Page 6

The school will divide the day into Learning Blocks, which are longer periods of instruction. This allows teachers to provide multi-disciplinary studies, project-based learning, and most important of all deeper learning skills. Page 15

The applicant will use the Singapore Math Curriculum to promote the highest levels of math achievement and understanding in the world, it promotes mastery and in-depth learning as well as applications of math concepts and skills, Page 10

Weaknesses:

The applicant did not provide details of performance measures for each content area and grade level. The applicant did not target objectives for each grade level from k-8th

Reader's Score: 12

Selection Criteria - Significance

1. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards. (5 points)

Strengths:

The applicant has a clearly thorough Significance section based on the detailed strategies to assist Educationally Disadvantaged, English Learners, and Students with Disabilities. The educational instructions include small classrooms, after school tutoring, an Integrated Education model, and an Inclusive Model for Special Needs students. The project also addresses State academic content standards and student achievement standards.

The applicant will provide small class sizes, before and after school tutoring, team teaching and an integrated education to develop meaningful activities in the classroom. The project will include the implementation of the Learning Blocks Model, which allows more instructional time. Page 17

The applicant will also execute the "STOP Model", which includes 8 skills and techniques for working with English Language Learners. The project will implement a high school graduation program for students with disabilities to increase their enrollment rates in college. The school curriculum is research based and is aligned with the Common Core Standards and the Next Generation Science Standards. The school will develop and operate 3 basic themes: academic excellence, innovative teaching, and international education. Page 16

The applicant will implement Before/ After School Tutoring to provide for student who are struggling or below grade level, including an after school homework club, and summer support depending on individual needs. Page 16

The embedded Integrated Education strategy will allow focus on all subject areas to make learning fun and meaningful for all students. The strategies will greatly increase disadvantaged students access to various school learning activities that are usually not available for students in regular school settings.

Page 16

The applicant also has included the Inclusive Model for Special Needs students, and the Least Restrictive Environment Strategy. Page 17

Weaknesses:

None found

Reader's Score: 5

Selection Criteria - Quality of the Project Evaluation

1. The quality of the strategy for assessing achievement of the charter school s objectives. (15 points)

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school 's objectives, including developing of performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the Performance Measures section of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The applicant has an adequate comprehensive plan for assessing achievement of the charter school's objectives based on the clearly designed Logic Model, the performance measures, and performance targets for the proposed project.

The applicant has provided a Logic Model with actions, indicators, and with target timelines for each objective. The application has a summary explaining the logic Model and the types of evaluations the school will implement. Page 22

The applicant has provided a chart with objectives, performance measures, indicators, and target timelines. The chart includes the objective to increase academic achievement using the Smarter Balance Assessment by 100% of 4th and 8th grade students. Page 24

The applicant has also contracted an Evaluator to assist with the evaluation plan. The overall performance goals and objectives are sound and measurable. Page 20

The applicant states the school's evaluations are mostly formative and developmental in nature to assess the extent to which they are meeting the school goals and objectives as proposed. Page 20

Weaknesses:

None found

Reader's Score: 15

Selection Criteria - Quality of Project Design

- 1. 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:**

(Please provide your responses in sub-questions 1 and 2.)

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of 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.

(10 points total)

General:

Reader's Score: 10

Sub Question

- 1. (i) The extent of community support for the application (up to 5 points).**

Strengths:

The applicant has documentation of community support based on the partnerships with a local university and other non-profit local agencies.

(A) The school has a working relationship with the Diversity Committee of Oregon State University who will help them design the staff outreach, applications for employment, and hiring practices to reflect the mission of the school
Page 26

(A) The applicant has also provided evidence of creating a diverse school community through several community

Sub Question

partnerships such as the Education for Chinese Orphans, the Central Oregon Families for Educating Ethiopians, the Japanese Club and Latin Club of Central Oregon Community College and the Diversity Center of Oregon State University-Cascades. The project includes partnerships with several local non-profit organizations such as healthy Start, and the Latinos Community. Page 26

Weaknesses:

None found

Reader's Score: 5

- 2. (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 5 points).

Strengths:

The applicant has proposed a project, which encourages parental and community involvement in the planning stage of the school.

(B) The applicant has administered 3 surveys to district groups in the community to evaluate the need for another school. The applicant has also invited the community to Steering Committee meetings to encourage public involvement. The applicant states, as the Steering Committee evolves into the Board of Directors, all qualified and interested parties will be encouraged to join. Page 26

Weaknesses:

None found

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

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

(Please provide your responses in sub-questions 1 and 2.)

Note: The Secretary encourages the applicant to provide evidence of the key project personnel' s skills, experience, and success in the following areas: launching a high-quality charter school; developing an innovative school design; managing or leading a non-profit organization; establishing or maintaining school governance by board of trustees; developing and implementing an effective curriculum; recruiting and evaluating effective educators; and strengthening fiscal management.

(22 points total)

General:

Reader's Score: 22

Sub Question

- 1. (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,

Sub Question

national origin, gender, age, or disability (up to 2 points).

Strengths:

The applicant states the project will recruit Bilingual teachers who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(A) The applicant states the nature of the school program will require Bilingual teachers which they will recruit native speakers for these type of positions Page 28-29

(A) The applicant will also recruit teachers from Teach of America and the University of Guadalajara.

(A) The applicant states they are working with the Diversity Community of Oregon State University -Cascades to help design and provide outreach training for the staff. The applicant plans to hire Bilingual teachers, native speakers for training and multicultural teachers with international education experience. Page 28

Weaknesses:

None found

Reader's Score: 2

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

Strengths:

The applicant has a clearly designed personnel section, which includes the qualifications, training and experience, of key project personnel.

(B) The applicant has provided a summary of the skills and experience of the Director of the school. She has sufficient skills and training for the position. The applicant has 10 resumes on file of teachers who are interested in teaching at Bend International. The applicant also has a summary of the skills and experience of 3 possible candidates scheduled for interviewing. Page 31

Weaknesses:

None found

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. 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. (15 points)

Strengths:

The Management Plan for the proposed project is complete and strong with clearly defined responsibilities, timelines, and milestones for the project tasks.

The applicant has provided a management plan summary with a volunteer board consisting of 5-12 persons. The board includes two parents, a teacher and other members. The board is responsible for the oversight of the school including

policies regarding staff hiring, salary, and the overall functions of the school. The applicant has also included a management plan with timelines, milestones, and responsible parties for the first year of the charter development process. Page 32

The applicant has a budget Page 8-13

The management plan includes a timeline, milestones, and person responsible Page 33-34

Weaknesses:

None found

Reader's Score: 15

Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter school 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. (15 points)

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 has provided an application for a charter contract with a local school district. The applicant has a strong well-written educational plan with sufficient community support that measures student performance. Page 34

Weaknesses:

The Bend International School is collaborating with an authorizing public agency, the Bend LaPine School District for District approval. The applicant does not have a written charter or performance contract at the time of submission of this proposal. Page 34

Reader's Score: 13

Selection Criteria - Adequacy of Resources

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points)

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, curriculum, and personnel in accordance with its State s charter school law.

Strengths:

The applicant has acknowledged the flexibility afforded under its State's charter school law regarding the administrative relationship between the charter school and the authorized public chartering agency. The applicant has identified the terms in which the project will implement the degree of flexibility.

The applicant plan to implement flexibility regarding the hiring process, the school budget, expenditures, the daily operations, the multicultural curriculum, and personnel. Page 35

Weaknesses:

None found

Reader's Score: 3

Priority Questions

Improving Achievement and High School Graduation - Competitive Preference 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 the 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: The Department encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this Competitive Preference Priority.

Strengths:

The applicant has met the Absolute Priority based a clearly designed proposal which addresses improving achievement, high school graduation rates, and college readiness based the target population of English Learners, and Students With Disabilities in high poverty areas.

(A) The Bend International School (BIS) proposes to improve achievement and high school graduation rates in high-poverty schools based on documentation of having at least 50% of the students' population eligible for free or reduced priced lunches. Page 1

(A) By locating the school on the east side of town, the applicant will tackle head on the educational issues of disadvantaged students by attracting students from poor neighborhoods as well as students from other areas of the District to create a diverse student population. Page 1

(B) Bend International School will accelerate learning and help improve high school graduation and college enrollment rates for students with Disabilities by offering an innovative and inclusive environment. Page 3

(B) & (C) The applicant has a GEPA Statement which says Bend International anticipate a target population of low socio-economic, ELL, minority, and special education students which would have difficulty accessing information about the school because of Limited English proficiency, lack of knowledge about school choice, and general division among our community between the higher and lower socio-economic groups. Page is not numbered (BIS GEPA Statement)

Weaknesses:

None found

Reader's Score: 4

Support for Military Families - Competitive Preference Priority 2

1. Competitive Preference Priority 2 - Support for Military Families.

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

Note: To receive points under this priority, an applicant's project must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policies and practices must comply with the State's 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 found

Weaknesses:

The applicant did not include military students in this project.

Reader's Score: 0

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Technical Review Coversheet

Applicant: Bend International School (U282B140082)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Curriculum	15	13
Significance		
1. Achievement Standards	5	5
Quality of the Project Evaluation		
1. Assessing Achievement	15	15
Quality of Project Design		
1. Community Support	10	10
Quality of Project Personnel		
1. Project Personnel	22	21
Quality of the Management Plan		
1. Management Plan	15	13
Quality of Project Design		
1. Existence of charter	15	13
Adequacy of Resources		
1. Degree of Flexibility	3	3
Priority Questions		
Improving Achievement and High School Graduation		
Competitive Preference Priority 1		
1. CPP 1	4	4
Support for Military Families		
Competitive Preference Priority 2		
1. CPP 2	3	0
Total	107	97

Technical Review Form

Panel #6 - Non-SEA Charter Schools - 6: 84.282B

Reader #2: *****

Applicant: Bend International School (U282B140082)

Questions

Selection Criteria - Quality of Project Design

1. Quality of the proposed curriculum and instructional practices. (15 points)

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 and content 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:

- This proposed charter school has met the Absolute Priority by providing evidence of how the program will accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.
- The project design's is comprehensive and the application has provided detail regarding how Bend International School will accelerate learning and help to improve high school graduation rates and college enrollment rates in high poverty schools. As noted on page one, at least 50% of the student population will be eligible for free or reduced price lunches, and the Bend International School will be located on the east side of the city, where there is a higher percentage of low-income and minority families. Bend International School projects to serve K-8 students in the fall of 2015, and notes that of the 65 students who have already completed 'Intent to Enroll' forms, 57% are low-income, minority, and/or English Language Learners (p. 2).
- Bend International School has selected to use internationally benchmarked curriculum and teaching methods that are associated with the high rates of academic achievements for all students (p. 8). The applicant provided an overview of curricular material specific to academic areas and aligned with grade levels (pp. 9-12).
- The application detailed the instructional practices that will be used to enable all students to meet challenging State student academic achievement and content standards. This includes Integrated/Interdisciplinary Teaching (p. 13), Project Based Learning, student-centered classrooms (p. 14), and Learning Blocks instructional methods (p. 15).

Weaknesses:

- The application provided general information about the use of instructional practices. The narrative was vague, however, regarding how instructional practices would be differentiated between grades. Additionally specifics were not provided regarding how the implementation of instructional practices would enable all students to meet challenging State student academic achievement and content standards. [-2]

Reader's Score: 13

Selection Criteria - Significance

1. The extent to which the proposed project will assist educationally disadvantaged students in meeting

State academic content standards and State student academic achievement standards. (5 points)

Strengths:

- The significance of the proposed project is clearly delineated to assist educationally disadvantaged students in meeting State academic content standards and State student academic and achievement standards.
- Bend International School has demonstrated that they will assist educationally disadvantaged students in meeting State academic content and achievement standards. The school will form a CARE (Children at Risk Excel) team to identify and support at-risk students who are struggling (p. 17). The CARE team will meet monthly to evaluate the needs of referred students and will interact with classroom teachers and parents on an as-needed basis (p. 17).
- Teachers at Bend International School will be trained in using the TRIBES SEL Program, which creates a caring and inclusive environment for educationally disadvantaged students (p. 18).
- The applicant has provided a Logic Model (p. 22) which details outcomes aligned with the assistance of educationally disadvantaged students. These include but are not limited to student retention, demonstrated academic progress and increased levels of student engagement.

Weaknesses:

- No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of the Project Evaluation

1. The quality of the strategy for assessing achievement of the charter school s objectives. (15 points)

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school 's objectives, including developing of performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the Performance Measures section of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

- Bend International School has provided goals which are consistent with performance measures and the Absolute Priority (pp. 24-25). Staff has obtained assistance from Education Northwest to effectively integrate evaluation into the school design, development and operations (p. 20). Outcomes were presented in a Logic Model (p. 22) and included (e.g.) a stronger learning community, increased levels of student engagement, and 100% student retention. Four objectives were noted (pp. 24-25) and included "to increase high school graduation rates", and "to increase academic achievement".
- The applicant's strategy for assessment includes student academic and non-academic goals and the use of Criterion Referenced Tests (or other standardized assessments) to provide evidence of goal attainment (p. 25). The Bend International School will continuously evaluate the program through the use of the Program Monitoring System, which includes objectives, performance measures, indicators and targets. Results will be included in the annual report to the Charter Schools Program (p. 23).
- Applicant clearly defined ambitious and achievable performance targets (p. 22 and pp. 24-25) and noted corresponding responsibilities and baseline data.

Weaknesses:

- No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. **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:**

(Please provide your responses in sub-questions 1 and 2.)

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of 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.

(10 points total)

General:

Reader's Score: 10

Sub Question

1. **(i) The extent of community support for the application (up to 5 points).**

Strengths:

- Applicant states that they have created partnerships with several local non-profit organizations, including Healthy Start, Latino Community Association and Together for Children (p. 2). The Bend International School Director has met with numerous community organizations to develop the Bend International school model (p. 26) and hosted a series of community meetings (p. 27). Additionally, three separate surveys have been administered to community groups to evaluate the need for a school (p. 26).

Weaknesses:

- No weaknesses noted.

Reader's Score: 5

2. **(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 5 points).**

Strengths:

- Bend International School has committed to a strong school community with family engagement (p. 19). Board by-laws require that at least two parents be elected to the Board by the Parent Teacher Committee (p. 26), and that Bend International School job responsibilities will include the need to connect with students and families (p. 19).

Sub Question

Weaknesses:

- No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

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

(Please provide your responses in sub-questions 1 and 2.)

Note: The Secretary encourages the applicant to provide evidence of the key project personnel' s skills, experience, and success in the following areas: launching a high-quality charter school; developing an innovative school design; managing or leading a non-profit organization; establishing or maintaining school governance by board of trustees; developing and implementing an effective curriculum; recruiting and evaluating effective educators; and strengthening fiscal management.

(22 points total)

General:

Reader's Score: 21

Sub Question

- 1. (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).**

Strengths:

- Applicant states (pp. 28-29 and GEPA Statement) that they are committed to hiring staff that will mirror the diverse characteristics of the community served and will encourage applications for employment from persons who are members of traditionally underrepresented groups.

Weaknesses:

- No weaknesses noted.

Reader's Score: 2

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

Strengths:

- Key project personnel includes the Director who is a licensed teacher and administrator with international experience in developing schools and promoting innovative education (p. 29). Other skills include the development of curriculum for at-risk youth (p. 30) and board governance. Steering Committee members were listed (Appendix) with focus areas noted that are in alignment with school and project objectives.

- Bend International School has listed additional prospective staff that reflect the qualifications and experience related to school objectives (pp. 31-32).

Sub Question

Weaknesses:

- No information was provided regarding the qualifications and/or experience required of the business manager (p. 32), teachers, librarian (Organizational Chart) or Educational Assistants. [-1]

Reader's Score: 19

Selection Criteria - Quality of the Management Plan

- 1. 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. (15 points)**

Strengths:

- Bend International School is governed by a volunteer Board, of which at least two will be parents of current students (p. 32). The Board will also include a teacher representative in a non-voting position. Curriculum and academic policies will be determined by Bend International School faculty, while the Board will be responsible for school oversight, including staff hiring, salary levels and Director evaluations (p. 32).
- Applicant has provided an overview of Bend International School milestones, and noted the corresponding responsible party (p. 33-34). These milestones are in alignment with the Logic Model presented on page 22 which details actions, outputs and annual (years one, two and three) outcomes. Additionally, the applicant provided a budget narrative (pp. 1-15/Budget Narrative) which described the usage of funds to attain project objectives.

Weaknesses:

- More clarity was needed regarding the description of the school's organizational structure for day-to-day operations and with respect to the Board of Trustees. [-2]

Reader's Score: 13

Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter school 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. (15 points)

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:

- Bend International School has submitted a charter application to the authorizing public chartering agency, the Bend La Pine School District (p. 34). Applicant states that the Bend International School Director has met with Bend La Pine School District officials and incorporated their suggestions into the project design (p. 35).

- Applicant states that student performance will be measured through the use of the District-wide state assessment program, and that Bend International School will join District schools in reporting data to the Oregon Schools Report Card Program (p. 35).

Weaknesses:

- The applicant does not have an approved charter or performance contract with the Bend La Pine School District, and did not attach a copy of anything that had already been submitted to the authorizing public chartering agency. [-2]

Reader's Score: 13

Selection Criteria - Adequacy of Resources

1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points)

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, curriculum, and personnel in accordance with its State s charter school law.

Strengths:

- Applicant states that, as a charter school, they will be afforded greater autonomy and flexibility than other District public schools (p. 35) and that the flexibility will be advantageous in the hiring process.

- Bend International School will have significant flexibility regarding budget, expenditures, operations, curriculum development and personnel policies (p. 35). Applicant states that Bend International School staff will create a collaborative relationship with the District and share professional development opportunities (p. 36).

Weaknesses:

- No weaknesses noted.

Reader's Score: 3

Priority Questions

Improving Achievement and High School Graduation - Competitive Preference 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 the 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: The Department encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this Competitive Preference Priority.

Strengths:

- The proposed charter school project met competitive preference priority 1 for proposing to improve achievement and high school graduation rates for students with disabilities (p. 3) and English Language Learners (p. 4). Applicant has detailed an individualized and innovative curriculum (p. 3) that will appeal to students who have not been successful in the traditional public school setting. Staff will be trained in English Language Development teaching strategies and techniques (p. 4 and p. 18) which have been proven successful (Center for Applied Linguistics, 2014) for all students.

- The Bend International School will deliver a curriculum through an innovate model of integrated international education (p. 6). Themes promoted will include academic excellence, innovative teaching and international education (p. 6).

Weaknesses:

- No weaknesses noted.

Reader's Score: 4

Support for Military Families - Competitive Preference Priority 2

1. Competitive Preference Priority 2 - Support for Military Families.

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

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

Strengths:

- No strengths noted.

Weaknesses:

- The applicant did not fully address competitive preference priority 2 to support military families.

- The charter school design did not address the needs of military-connected students in that the proposed project did not target military-connected students who are current or prospective public charter school students. Evidence was not provided on the recruitment and admissions policy related to charter school enrollment of military students. [-3]

Reader's Score: 0

Status: Submitted
Last Updated: 08/22/2014 05:35 PM

Status: Submitted

Last Updated: 08/25/2014 11:15 AM

Technical Review Coversheet

Applicant: Bend International School (U282B140082)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Curriculum	15	12
Significance		
1. Achievement Standards	5	5
Quality of the Project Evaluation		
1. Assessing Achievement	15	15
Quality of Project Design		
1. Community Support	10	10
Quality of Project Personnel		
1. Project Personnel	22	19
Quality of the Management Plan		
1. Management Plan	15	14
Quality of Project Design		
1. Existence of charter	15	13
Adequacy of Resources		
1. Degree of Flexibility	3	3
Priority Questions		
Improving Achievement and High School Graduation		
Competitive Preference Priority 1		
1. CPP 1	4	4
Support for Military Families		
Competitive Preference Priority 2		
1. CPP 2	3	0
Total	107	95

Technical Review Form

Panel #6 - Non-SEA Charter Schools - 6: 84.282B

Reader #3: *****

Applicant: Bend International School (U282B140082)

Questions

Selection Criteria - Quality of Project Design

1. Quality of the proposed curriculum and instructional practices. (15 points)

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 and content 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:

Overall, the project proposal addresses the absolute priority of improving achievement and high school graduation rates for a planning, program design and initial implementation grant ((84.282B). This proposal meets the criteria for this priority with its focus on improving student achievement and graduation rates as well as serving a population living in high poverty by the fact that the average number of students qualifying for free or reduced lunch from the community from which this school will draw students is 70%. (p. 1 of narrative).

The proposal provides much evidence for a high quality project design. The proposal states that the curriculum will target k-8 students. The curriculum will incorporate the Common Core State Standards and the Next Generation Science Standards. (p. 6).

The proposal notes that the curriculum will be guided by three interactive themes: academic excellence, innovative teaching and international education (p. 6). The Venn Diagram on page 7 provides examples for these three themes, such as project based learning for innovative teaching and a focus on STEAM content for academic excellence.

The curriculum will be linked through themes of study, such as water or endangered species and teachers will utilize the inquiry method for instruction (p. 8). These examples provide extensive evidence for high quality curriculum that will be utilized for this school.

On pages 9-13, the proposal highlights the emphasize of the curriculum within specific content areas, such as Language Arts, Social Studies and Mathematics. These descriptions include the textbooks series that will be used, which include Singapore Mathematics and Write to Read.

In addition, the proposal provides some examples of instructional practices and support for instructional practices that will exist in the program, such as project-based learning, a student centered focus, team planning time, learning blocks and service learning (p. 13-16).

Weaknesses:

There are some weaknesses in the project design. The proposal does not make clear how the curriculum and instruction will be structured differently for the different age groups or grade-levels.

The proposal does not provide adequate detail for the instructional practices that will be utilized to meet the school's learning goals.

Reader's Score: 12

Selection Criteria - Significance

1. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards. (5 points)

Strengths:

The proposal provided extensive evidence that the proposed project will academically assist educationally disadvantaged students. The proposal states that students will have the chance to receive before and after school tutoring to accelerate their learning. (p. 16).

The proposal argues that the integrated approach to the curriculum; namely the connection to international and thematic learning units, will be more engaging for all students (p. 16-17).

The proposal notes that the school will implement an inclusive model for special needs instruction (p. 17). Moreover, the school will have a Children At Risk Excel (CARE) Team to identify, manage and support at risk students who are struggling academically or socially. (p. 17).

On pages 18-19, the proposal elaborates on some of the supports that the school will offer to support struggling students, such as the social emotional learning program, ELL immersion program, small class sizes, family engagement and a strong school community.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of the Project Evaluation

1. The quality of the strategy for assessing achievement of the charter school s objectives. (15 points)

Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school 's objectives, including developing of performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the Performance Measures section of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.

Strengths:

The proposal provided extensive evidence that a plan for a high quality project evaluation would be in place. The proposal provides a strategy for assessing the achievement of the charter school's objectives that was assistance by an experienced evaluator (p. 20).

The project proposal includes a logic model, which identifies key project components and how they are related to achieve the ultimate intended impact on the target population (p. 21-22).

The proposal also includes a table on pages 24-25, which includes objectives, performance measures, indicators for the performance measures and the intended targets for the objectives.

On page 23, the program monitoring system shows how the staff would be involved in the formative assessment process.

Weaknesses:

No weaknesses noted.

Reader's Score: 15

Selection Criteria - Quality of Project Design

1. **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:**

(Please provide your responses in sub-questions 1 and 2.)

Note: In describing the extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of 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.

(10 points total)

General:

Reader's Score: 10

Sub Question

1. **(i) The extent of community support for the application (up to 5 points).**

Strengths:

The proposal provides extensive evidence of community support. The proposal states that 65 students have already provided intent to enroll forms 1.5 years before the opening of the school. (p. 26).

The proposal mentions that the school has partners from the non-profit sector, higher education, business and the Bend School District (p. 26).

The proposal also includes letters of support from these organizations (Appendix A) and results from a community survey, which states, among various points, that the parents believe there needs to be another school option for K-8 (Appendix D).

Weaknesses:

No weaknesses noted.

Reader's Score: 5

2. **(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 5 points).**

Strengths:

The proposal overall provided extensive evidence of parent and community involvement in the implementation of the program. The proposal states that the feedback from the parent, professional and student survey has been taken into account for the design of the school. (p. 26).

The Steering Committee, which will evolve into the Board of Directors, has encouraged participation from all

Sub Question

interested parties. The bylaws state that at least two parents will be elected to the board (p. 26).
The proposal also mentions that the director has met with numerous district staff, community organizations and parents to develop the school. (p. 26).
The school has held community meetings and the last one included over 50 adults and 20 kids.

Weaknesses:

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

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

(Please provide your responses in sub-questions 1 and 2.)

Note: The Secretary encourages the applicant to provide evidence of the key project personnel's skills, experience, and success in the following areas: launching a high-quality charter school; developing an innovative school design; managing or leading a non-profit organization; establishing or maintaining school governance by board of trustees; developing and implementing an effective curriculum; recruiting and evaluating effective educators; and strengthening fiscal management.

(22 points total)

General:

Reader's Score: 19

Sub Question

1. **(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).**

Strengths:

The proposal provided extensive evidence that the applicant would encourage applications for employment from members of traditionally underrepresented groups. The proposal notes that the school has a partnership with Oregon St.-Cascades's diversity committee and this committee will help design the staff outreach plan and hiring practices to reflect the mission of the school. (p. 28).

The school will advertise with Teach for America, University of Guadalajara and other organizations to recruit diverse and highly-qualified teachers (p. 29).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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

Sub Question

Strengths:

The proposal provides much evidence for the relevant training and experience of the project personnel. The Director has extensive experience as an administrator in international settings, including developing a high-quality charter school. She was trained in integrated teaching and has experience developing curriculum (p. 29). This is also evidenced by her resume in Appendix B.

The proposal listed some of the experiences that the teachers applying for positions have (p. 31).

The proposal makes note of the fact that the evaluator has extensive experience as a researchers and evaluator. (Appendix B).

Weaknesses:

The proposal does not make clear what experience the board members have who are leading the Steering Committee nor does the proposal make apparent what experience / skills the other key staff should possess.

Reader's Score: 17

Selection Criteria - Quality of the Management Plan

- 1. 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. (15 points)**

Strengths:

The proposal provided much evidence of a high quality management plan. The proposal provides a management plan that includes a timeline, milestones and person responsible for achieving the milestone (p. 33-34).

The proposal also specifies the fact that the board of trustees is responsible for hiring the Director who serves as chief executive officer as well as the instructional leader (p. 32).

The proposal mentions that a full-time business manager will assist the director with all the financial and data responsibilities. (p. 32)

The faculty will be responsible for determining the curriculum, academic policies and practices and disciplinary practices for the school (p. 32).

Weaknesses:

On pages 33-34, the table does not provide enough detail for some of the categories of work. For example, the work plan does not address how the school teachers and leadership will prepare for their school year before school begins.

Reader's Score: 14

Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter school 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. (15 points)

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 has provided a charter application to the local school district. (p. 34). There are some quality elements that are evidence of a strong charter application. For example, the director has met with top officials in the local school district to discuss the program and get feedback. The key personnel have met with the Director of ELL, the Director of Special Education and the Director of Elementary Education (p. 35). The proposal also states how the student performance will be measured through the use of the district wide state assessment (p. 35).

Weaknesses:

The proposal does not include a written charter or a performance contract. The proposal states that the charter application has been turned in and is awaiting approval.

Reader's Score: 13

Selection Criteria - Adequacy of Resources

- 1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points)**

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, curriculum, and personnel in accordance with its State s charter school law.

Strengths:

The proposal states that the school will have significant flexibility regarding the budget, expenditures, daily operations, curriculum and personnel (p. 35). The school will be able to hire the most qualified individuals for every position and be free of the restrictions of collective bargaining agreements. (p. 35).

Weaknesses:

No weaknesses noted.

Reader's Score: 3

Priority Questions

Improving Achievement and High School Graduation - Competitive Preference 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 the 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: The Department encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this Competitive Preference Priority.

Strengths:

The applicant provided convincing evidence that the project is designed to accelerate learning and help to improve high school graduation rates* and college enrollment rates for students identified as English Language Learners. The GEPA statement notes that the anticipated target population are students of low socio-economic status, English Language Learners, minority and special education students (p. 16—before the narrative).

The proposal states that the school offer an individualized and innovative curriculum that will especially appeal to students who have not been successful in a traditional public school setting (p. 3).

To serve these students, the school will rely on small class sizes, highly qualified teachers and educational assistants and the SIOP model of instruction, utilizing eight skills and techniques for working with English Language Learners.

Weaknesses:

No weaknesses noted

Reader's Score: 4

Support for Military Families - Competitive Preference Priority 2

1. Competitive Preference Priority 2 - Support for Military Families.

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

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

Strengths:

No strengths noted.

Weaknesses:

The proposal does not provide evidence for this competitive preference priority.

Reader's Score: 0

Status: Submitted

Last Updated: 08/25/2014 11:15 AM