

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

Status: Submitted

Last Updated: 08/29/2013 05:15 PM

## Technical Review Coversheet

Applicant: Butte Falls Charter School (U282B130007)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Quality of Curriculum	15	15
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	8
<b>Quality of Project Personnel</b>		
1. Quality of Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	18	17
<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>105</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Butte Falls Charter School (U282B130007)

## 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 Common Core Standards are to be the foundation for implementing the educational program. The rigorous academic program is to be aligned with the Oregon Common Core Standards which will be integrated with the National Education Technology Standards and the Oregon State University's Comprehensive K-12 Natural Resources Curriculum. Strategies that will be used to deliver the program will include: Service Learning/Mentoring, Competency Proficiency based learning, Personal Learning Plans and Career Technical Educational opportunities. The Curriculum will be hands-on and interdisciplinary. The applicant references research that supports the tenets of its design which has been shown to cultivate the ability of students to analyze and synthesize from the use of materials that are directly experienced and investigated in their real world. (P.e24-25)The program will take advantage of the school's location and local talents towards an overall emphasis on natural resources. The Oregon Natural Resources Education Program (ONREP) will partner with BFCS to engage students in a place-based approach to teaching and learning using natural resources as the context. The school will serve grades K-12 and currently has 160 students. Prior to instruction students will complete a series of pre-assessments to allow staff to gather data about each student's strengths, learning styles and areas in need of improvement. Based on the results, parents, staff and the student will then create a Personal Learning Plan (PLP). The PLP will set measurable goals and built in measurements to ensure appropriate placement and ongoing support. Staff is to be trained on research techniques to track individual student progress in meeting academic standards.

#### Weaknesses:

None noted.

Reader's Score: 15

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

#### Strengths:

The Core Knowledge Skills are aligned with the State Core Standards and MESCA plans to incorporate Blended Learning which uses technology along with face-to-face teaching in large and small groupings along with individual teaching. This approach has been used as a viable alternative to help small, rural and urban schools track data for ongoing assessment and identification of needed remedial credit or recovery. Dorchester intends to be a "small school"

consistent with research that indicates that “small schools” for low-income children in grades 6th and up have a positive impact on achievement. (p.e40)

**Weaknesses:**

None noted.

**Reader's Score: 3**

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

**Strengths:**

The applicant does an outstanding job in defining school objectives, project goals and student achievement and how each of the areas will be evaluated. The school will provide an “Accountability Performance Report” that will be shared with all stakeholders including the BFCS Charter Council, the District Board, parents and the public. The report will contain information about the progress of the educational program, school and student goals, academic standards and achievement, and information on all financial and business components. (p.e24

Formative assessments are to be used that are aligned to state assessments to determine student needs prior to instruction. The applicant plans to use the Professional Learning Team process to track individual student progress in iPads. The Oregon Response to Intervention Project will be used and its primary focus is to be on improving instruction in core subjects.

**Weaknesses:**

None noted.

**Reader's Score: 15**

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

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

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

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

**General:**

There is considerable evidence that there is significant community support for the grant application and the BFCS. There is to be partnering with local and state businesses and organizations. Efforts are defined to engage parents. Parents were involved in the creation of the school and are to have decision-making roles in the operation of the school.

Reader's Score: 8

Sub Question

1. The extent of community support for the application.

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

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

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

**Strengths:**

Letters of support for the grant were attached to the proposal and included the Upper Rogue Watershed Association, the Township of Butte Falls, Jackson County where Butte Falls is located and Oregon Stewardship. The letters also indicates that BFCS students will be offered scholarships for college or vocational training. According to the applicant, parents served on the development team and participated in public forums about the school. Parents were involved in the development of this grant application. (p.e47)

**Weaknesses:**

None noted.

Reader's Score: 4

2. The extent of community support for the application.

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

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

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

**Strengths:**

According to the applicant (p.e47), parents were a driving force in developing the vision and framework for the school program. Parent teacher conferences are to be held three times per year. Teachers are to make home visits, phone calls and send emails to parents about students' progress as a means of enhancing communications to parents. Parents are members of the Charter Council which provides governance and decision-making about school policy and procedures. Parents also serve as volunteers within the school.

**Weaknesses:**

None noted.

Sub Question

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

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

**General:**

The application included information and resumes about the credentials and experience of the Project Director. He is Highly Qualified to oversee the management of the BFCS. In addition there are expectations that all staff are to be Highly Qualified consistent with the definitions in No Child Left Behind. Considerable time and procedures will be given to open the recruitment process to persons who have historically been underrepresented. Plans for continuous training and professional development are infused throughout the plan.

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:**

As presented on (p.e48) the applicant seeks to promote diversity within the school and to hire staff that is committed to maintaining high expectations for all students. BFCS will encourage applications for employment from persons who are members of groups traditionally underrepresented based on race, color, national origin, gender, age or disability. The applicant will place advertisements in publications that serve underrepresented groups and will participate in job fairs in other urban communities where more diverse populations reside.

**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 Administrator is licensed through the Oregon Teacher Standards and Practice Commission to coordinate the day to day activities and implement the policies and procedures approved by the Council. He has over 20 years of experience in school management and finance, was a district superintendent, director of personnel, special education, curriculum and professional development. He also has experience in implementing school reform projects. His credentials and experiences show that he is qualified to lead the development of BFCS. (p.e50) Other staff members include a business manager, teachers for combined grades from k-12, vocational education teachers and other personnel as described in the program plan. According to the applicant, teachers, paraprofessionals and a psychologist will meet the requirements of "Highly Qualified" as defined in No Child Left Behind and will also be licensed through Oregon Teacher Standards and Practices Commission. (p.e51)

#### **Weaknesses:**

None noted.

**Reader's Score: 20**

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

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

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

#### **Strengths:**

The management plan is presented on (p.e52-62) and includes goals and objectives and defined tasks. Targeted dates are included for each task. The plan also includes indicators for measuring and/or evidence needed to determine the quality of implementation of the task. The plan contains extensive professional development for staff, implementation of curriculum elements, assessment of students and implementation of the School Culture Committee. Information is also presented about coordination of community partnerships for outreach, working with universities to establish supplemental courses for students and establishment and maintenance of the community and parents volunteer program. A budget narrative for the project is attached to the proposal. (p.e116)

#### **Weaknesses:**

It was unclear in the management plan who will be responsible for accomplishing the specific tasks.

**Reader's Score: 17**

## 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:**

Butte Falls Charter School has been granted the authority to serve as a charter school by the Oregon Department of Education. The signed contract between the Butte Falls Charter Schools and Butte Falls School District is attached and was signed on November 13, 2012. According to the applicant, the contract itself governs the relationship between the school and the district. There is no contract with the State of Oregon. (p.48) The Charter School Council is the legal and fiscal body of the school. There is a letter signed to affirm the authority given to the charter school.

### **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:**

The school is given absolute autonomy for school operations, but is monitored for legal and ethical compliance with state and federal laws. Oregon state charter schools are exempt from all statutes and rules that apply to other public schools except for federal law, public meetings, criminal background checks, prohibition against fees, discrimination, tort claims, health and safety, statewide assessment and implementation of Oregon Academic Content Standards.

### **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 proposal for Butte Falls Charter School (BFCS), a conversion school is aimed at serving students in a high poverty, rural area where 71% of the students are eligible for free or reduced lunch. The graduation rate is 81%. The elements of the proposed school will be centered on Personal Learning Plans, Project-Based education, integration of technology across the curriculum and infusing multiple intelligences with a strong Career and Technical Education component. The applicant references research (p.e18) that has shown the importance of combining academic, social resources, career planning with a mentoring component as being critical to preventing drop outs and improving high school and college enrollment rates for all students. The research indicates that the combination of these elements are particularly important for students with disabilities, English language learners and students in high poverty and rural areas. The program will use the local community which includes access to rivers, forestry and various cultures. Working in partnership with parents and the community BFCS will direct specific outreach to students that are at risk of dropping out of school.

**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 on (p.e21), the goal of BFCS is to develop a school environment that promotes diversity. The applicant points out that minorities represent 26 percent of the school's enrollment with the largest group being Hispanic at 10% within the rural campus. The teachers are to be trained to address their personal attitudes and beliefs to ensure that instruction is culturally responsive to all students. (p.e22) BFCS indicates ELL students will be identified and provided programs to overcome language barriers.

**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:**

The applicant made no reference to serving students of military families.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/29/2013 05:15 PM

Status: Submitted

Last Updated: 08/20/2013 03:33 PM

## Technical Review Coversheet

Applicant: Butte Falls Charter School (U282B130007)

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	10
<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>89</b>

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Butte Falls Charter School (U282B130007)

## 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 and materials to be utilized serving students K-12. The curriculum is aligned with Oregon Common Core Standards, and technology is incorporated. Instructional practices such as inquiry/experimental instruction, cooperative learning, and project and community based learning will be adopted and implemented to engage students in learning. The school will utilize available resources to connect student learning to real world situations.

#### 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 applicant provided a thorough response to this selection criteria and an action plan to meet the needs of all students. (p.e36). Individual student needs will be met through an RTI process, a process to identify and accommodate special education students, and a process to identify and help ELL students meet State academic content standards.

#### Weaknesses:

No weakness is noted.

Reader's Score: 3

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

**Strengths:**

The applicant provided a detailed description of objectives to be met. The objectives include school objectives and student accountability objectives. (See page e42). It is evident that metrics and measures are in place to assess the progress of the school and its student performance. (See page e42-45). Formative and summative assessment data will yield reliable data to measure program effectiveness.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 15**

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

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

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

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

**General:**

It is evident from the application that the community supports the proposed project.

The application describes strategies the school has planned to connect with the community and keep area residents informed of school developments and activities. The media, community events, and partnerships with community agencies will all contribute to community outreach efforts.

If student applications for the school outnumber available slots, the school will implement a lottery to ensure that all students who are interested in attending the charter school have an equal opportunity to attend.

The applicant indicates that parents and community members are encouraged to participate in the work of the Development Team, as well as to contribute to the work of the school in other public forums.

The applicant provides limited evidence that parents and other community members will be encouraged to become involved in the planning, program design, and implementation of the charter 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 parental and community involvement in, the charter school, the Secretary considers--**

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

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

**Sub Question**

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

**Strengths:**

It is evident from the application that the community supports the proposed project.

The application describes strategies the school has planned to connect with the community and keep area residents informed of school developments and activities. The media, community events, and partnerships with community agencies will all contribute to community outreach efforts.

If student applications for the school outnumber available slots, the school will implement a lottery to ensure that all students who are interested in attending the charter school have an equal opportunity to attend.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

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

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

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

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

**Strengths:**

The applicant indicates that parents and community members are encouraged to participate in the work of the Development Team, as well as to contribute to the work of the school in other public forums.

**Weaknesses:**

The applicant provides limited evidence that parents and other community members will be encouraged to become involved in the planning, program design, and implementation of the charter school.

**Reader's Score: 2**

**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 charter school leadership has made efforts to recruit work applicants who are members of groups that have been traditionally underrepresented. Strategies include advertising job openings in publications and job fairs that are read by or attract a large number of the underrepresented groups.

The key project personnel have experience in education leadership and classroom teaching. As an example, the administrator has over twenty years of experience as an administrator and has extensive experience in school management and finance, including being a District Superintendent. (See page e48-50).

To launch a high-quality charter school, it is necessary to have personnel with expertise in various areas. The team structure lacks leaders with experience in non-profit organization management, effective curriculum development and implementation, and strong fiscal management.

**Reader's Score: 10**

**Sub Question**

**1. Quality of project personnel.**

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

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

**Strengths:**

The charter school leadership has made efforts to recruit work applicants who are members of groups that have been traditionally underrepresented. Strategies include advertising job openings in publications and job fairs that are read by or attract a large number of the underrepresented groups.

**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

#### Sub Question

**an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.**

#### **Strengths:**

The key project personnel have experience in education leadership and classroom teaching. As an example, the administrator has over twenty years of experience as an administrator and has extensive experience in school management and finance, including being a District Superintendent. (See page e48-50).

#### **Weaknesses:**

To launch a high-quality charter school, it is necessary to have personnel with expertise in various areas. The team structure lacks leaders with experience in non-profit organization management, effective curriculum development and implementation, and strong fiscal management.

**Reader's Score: 8**

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

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

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

#### **Strengths:**

The application provided a quality management plan including timeline, milestones, and budget proposal. This information is adequate to assess the progress of the school. The application describes goals and objectives for the school and includes targets for each of them. See page e51-63.

#### **Weaknesses:**

The applicant does not define responsibilities for each member of the leadership team.

**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 charter contract is approved and included in the application. (See page e71-107).

**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 application clearly defined the flexibility degree the charter school pursues. According to Oregon Law ORS 338.115, charter schools are exempt from all statutes & rules that apply to other public schools, except for Federal law, Public meeting law, Municipal audit law, etc. See page e66.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 3**

**Priority Questions**

**Competitive Priority - Competitive Priority 1**

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

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

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

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

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

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

**Strengths:**

The applicant provided a thorough and in-depth response to address the three priority areas noted in the criteria. The response included supportive data to identify the target population the charter school; 71% of students are on Free/Reduced lunch; over 45% of all students did not meet the state standards in Language Arts & Science; almost 65% of students did not meet standards in math.(Page e13) The applicant also described its strategy for increasing student performance through Personal Learning Plans, Place-Based Education, and other research-based strategies such as technology integration, culturally responsive practices. See page e18-22.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

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

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

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

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

**Strengths:**

The application provided an in-depth response to address this priority to promote diversity through professional development for staff to ensure that instruction is culturally responsive, a Diversity Council to help build an inclusive community, and outreach efforts to recruit students and staff such as selecting students by a lottery if too many applicants for the available slots and hiring the most qualified candidate.

**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 included about providing support to military families.

**Weaknesses:**

No information is presented.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/20/2013 03:33 PM

Status: Submitted

Last Updated: 08/30/2013 08:54 AM

## Technical Review Coversheet

Applicant: Butte Falls Charter School (U282B130007)

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

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

# Technical Review Form

Panel #4 - Panel - 4: 84.282B

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

Applicant: Butte Falls Charter School (U282B130007)

## Questions

### Selection Criteria - Quality of Project Design

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

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

#### Strengths:

The applicant has outlined a comprehensive approach targeting closing achievement gaps through proficiency based learning and personal student learning plans aligned to State Common Core Standards. – Pages 23-36

#### Weaknesses:

No weaknesses noted

Reader's Score: 15

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

#### Strengths:

The applicant's comprehensive instructional approach is designed to meet the academic learning needs of all students. Developing individual learning plans and differentiated learning models targets areas of student areas of strengths and weaknesses.- Pages e38-41

#### Weaknesses:

No weaknesses noted

Reader's Score: 3

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

#### Strengths:

The applicant clearly describes an accountability plan to track the progress of the school and students in reaching their goals. The plans are comprehensive; they outline the objectives, scope of work, timelines and how objectives will be tracked. Pages e41-45

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

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

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

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

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

**General:**

The applicant describes and provides documentation of strong parent and community support. Parents and community are major advocates and supporters of the school.

**Reader's Score: 8**

**Sub Question**

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

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

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

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

**Strengths:**

The applicant describes and provides documentation of strong parent and community support. Parents and community are major advocates and supporters of the school. e 108-113.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

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

The Secretary considers the extent of community support for and parental and community

**Sub Question**

**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 proposes a sound approach to build upon and sustain parent and community involvement in the school. Outreach and multiple strategies to market to the community will take place. The focus on parents and community will continue after the school opens. Pages e45-47

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 4**

**Selection Criteria - Quality of Project Personnel**

**1. Quality of project personnel.**

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

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

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

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

**General:**

(i) The applicant promotes diversity and will begin recruitment efforts by attending job fairs and placing ads in publications targeting urban areas.

(ii) The comprehensive experience base and qualifications of the head administrator selected to lead the project provides evidence that the Board has made a sound decision

**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--**

**Sub Question**

(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 promotes diversity and will begin recruitment efforts by attending job fairs and placing ads in publications targeting urban areas. Page e48

**Weaknesses:**

No weaknesses noted

**Reader's Score: 2**

**2. Quality of project personnel.**

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

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

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

**Strengths:**

The comprehensive experience base and qualifications of the head administrator selected to lead the project provides evidence that the Board has made a sound decision. Pages e 48-51

**Weaknesses:**

No weaknesses noted

**Reader's Score: 20**

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

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

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

**Strengths:**

The applicant has established a comprehensive management plan with goals and objectives aligned to each stage of development and implementation. All objectives and goals will be monitored on a weekly basis. The Board is also supported by non-voting members who serve in an advisory capacity in the area of Law, Finance and Technology. Pages e50-63

**Weaknesses:**

No weaknesses noted

**Reader's Score: 18**

**Selection Criteria - Quality of Project Design**

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

**Strengths:**

The applicant provides the appropriate information as requested. It is well documented throughout the proposal that BFCS is "a single school district conversion". It has a signed contract with the district and is authorized to move forward. Pages e63-64

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 16**

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

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

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

**Strengths:**

The charter contract between the LEA and BFCS allows a great degree of flexibility and autonomy in accordance with the law granted to the LEA. Pages e64-67

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

## Priority Questions

### Competitive Priority - Competitive Priority 1

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

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

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

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

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

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

#### **Strengths:**

The applicant specifically addresses this priority by describing conditions in the largely rural area, with high poverty rates and a large number of low-performing students. The applicant also provides plans for improving the high school graduation rate and developing personal learning plans for the high poverty and academically low performing rural students. Pages e18-21

#### **Weaknesses:**

No weaknesses noted

**Reader's Score:** 4

### Competitive Priority - Competitive Priority 2

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

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

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

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

**Strengths:**

The applicant describes a strong approach to promoting diversity, which is focused on making learning culturally and linguistically appropriate for all students. Through engagement with other members of the community and community services projects students will develop a broader rapport and deeper understanding of other students. Pages: e21-23

**Weaknesses:**

No weaknesses noted

**Reader's Score: 2**

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

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

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

**Strengths:**

No strengths noted.

**Weaknesses:**

The applicant did not respond to this priority question.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 08/30/2013 08:54 AM