

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

Status: Submitted

Last Updated: 08/13/2014 11:35 AM

Technical Review Coversheet

Applicant: Chesapeake Lighthouse Foundation, Inc. (U282B140069)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Curriculum	15	15
Significance		
1. Achievement Standards	5	5
Quality of the Project Evaluation		
1. Assessing Achievement	15	15
Quality of Project Design		
1. Community Support	10	8
Quality of Project Personnel		
1. Project Personnel	22	22
Quality of the Management Plan		
1. Management Plan	15	14
Quality of Project Design		
1. Existence of charter	15	15
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	3
Total	107	104

Technical Review Form

Panel #3 - Non-SEA Charter Schools - 3: 84.282B

Reader #1: *****

Applicant: Chesapeake Lighthouse Foundation, Inc. (U282B140069)

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 adequately described its proposed design to achieve the maximum potential of its 300 students, grades 6 and 7, during its first year and up to 700 students by the 12th grade in its sixth year. The applicant plans to utilize an innovative, research-based instructional methods, and a well-defined curriculum. The applicant plans to use the constructivist theory to develop the unique way its targeted population will learn by building upon students own learning and adding new knowledge to enhance students; analytical thinking, problem solving skills, and quantitative reasoning. The applicant plans to replicate its CMIT Academy, which is performing Proficient and Advanced representing about 40% above the Prince George's County Public Schools and the Maryland State in Reading and Mathematics on its standardized assessments. The applicant plans to offer tuition-free education, a free weekend tutoring, after school activities, student clubs, a strong school family partnerships, a strong teacher student relationship in a "safe, nurturing, engaging, caring, and culturally responsive learning environment"(pp. 4 - 7).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

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 institution plans to replicate its successful CMIT Academy for its educationally disadvantaged students in meeting the Maryland State academic content standards and the Maryland State student academic achievement standards. The institution plans to replicate its successful CMIT Academy for its educationally disadvantaged students in meeting the Maryland State academic content standards and the Maryland State student academic achievement standards. The applicant plans to use the constructivist theory to develop students analytical thinking, problem solving skills, and quantitative reasoning in order to replicate the Academy's position of moving its targeted population to a Proficient and/or An Advanced placement on the State's standards.

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 applicant provides measurable objectives. The project is designed to achieve outcomes relating to student enrollment, staffing, professional development, program, and governance. The applicant provides a detailed description of its indicators and measures for student achievement, attendance, and college readiness. The applicant thoroughly described its data dissemination plan, using fliers, surveys, newspapers, its website, local community organizations, churches, neighborhood associations (p. 31).

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:

The applicant identified community partnerships with universities, community colleges, NASA Goddard Space Center, and United States Department of Agriculture (p. 3). The applicant has engaged parental and community stakeholders in planning program design and implementation. The applicant described its parental engagement plan with its parental volunteer organization (PVO), which is a best practice utilized by other successful charter schools (p. 31).

Reader's Score: 8

Sub Question

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

Strengths:

The applicant identified community partnerships with universities, community colleges, NASA Goddard Space Center, and United States Department of Agriculture (p. 3).

Weaknesses:

Applicant failed to provide documentation of letters of support or Memorandum of Understanding to offer evidence of project partnerships with identified universities, community colleges, and local corporations.

Reader's Score: 3

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 engaged parental and community stakeholders in planning program design and implementation. The applicant described its parental engagement plan with its parental volunteer organization (PVO), which is a best practice utilized by other successful charter schools (p. 31).

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:

The applicant encourages applications for employment from underrepresented groups. The applicant solicit qualified candidate nationwide. Applicant conducts Skype interviews for out of state instructional staffing candidates. The applicant clearly described the background and qualifications of its key personnel. Its key personnel possess relevant training and experience in order to implement project goals and objectives (p. 32).

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

Strengths:

The applicant encourages applications for employment from underrepresented groups. The applicant solicit qualified candidate nationwide. Applicant conducts Skype interviews for out of state instructional staffing candidates (p. 32).

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:

The applicant clearly described the background and qualifications of its key personnel. The applicant identified its principal and the executive director as its key personnel, who possess relevant training and experience in order to implement project goals and objectives. A strong academic background, certification, teaching experience, charter and school experiences, and positive references are the main criteria used for searching for candidates (p. 32).

Weaknesses:

No weaknesses noted.

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 applicant provides a thorough and detailed management plan with timelines. The applicant describes the resources of its staff and its management and governance structure. The management plan clearly delineated the hierarchy structure of the institution. The policy making authority for the school is the Governing Board, which is subject to the applicant's federal, state, and local rules and regulations and provisions of the contract (p. 38).

Weaknesses:

The timeline chart did not include the persons who are responsible for the identified tasks for implementation.

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 charter school has a thorough and an existing contract with the Prince George's County Public Schools Board of Education and its Foundation. The institution is planning to replicate the CMIT Academy. The Academy has affiliation agreements to share its resources and assets. The performance measures were included in the contract. The charter school will utilize the State of Maryland and the Prince George's County Public Schools' standardized assessments in Reading and Mathematics (p. 1).

Weaknesses:

No weaknesses noted.

Reader's Score: 15

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 provided a detailed description of the State Charter School Law and the resulting level of autonomy. Governing Boards have a clear and complete statutory authority including staffing, budgeting, and curriculum oversight. (e137).

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 plans to accelerate learning to improve high school graduation rates and college enrollment rates for students with disabilities, English Language Learners, and for its rural targeted population. The applicant plans to use project-based learning, digital storytelling, computer assisted instruction, tutoring, after school activities, drills, and practice (p. 3).

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:

The applicant plans to make available tuition free educational services to the over 10,000 military families at the Joint Base-Naval Air Facility, which is about 4.5 miles from the school site (pp. 3 -4). The applicant plans to use the constructivist theory to develop the unique way its targeted population will learn by building upon students own learning and adding new knowledge to enhance students; analytical thinking, problem solving skills, and quantitative reasoning (pp. 4 - 7).

Weaknesses:

No weaknesses noted.

Reader's Score: **3**

Status: Submitted
Last Updated: 08/13/2014 11:35 AM

Status: Submitted

Last Updated: 08/15/2014 12:26 PM

Technical Review Coversheet

Applicant: Chesapeake Lighthouse Foundation, Inc. (U282B140069)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Curriculum	15	15
Significance		
1. Achievement Standards	5	5
Quality of the Project Evaluation		
1. Assessing Achievement	15	12
Quality of Project Design		
1. Community Support	10	8
Quality of Project Personnel		
1. Project Personnel	22	22
Quality of the Management Plan		
1. Management Plan	15	12
Quality of Project Design		
1. Existence of charter	15	15
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	2
Total	107	98

Technical Review Form

Panel #3 - Non-SEA Charter Schools - 3: 84.282B

Reader #2: *****

Applicant: Chesapeake Lighthouse Foundation, Inc. (U282B140069)

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 commendably describes the educational program to be implemented by the proposed charter school evidencing a comprehensive structure which appears well positioned and grounded in research based best practices to enable all students to meet challenging State student academic achievement and content standards. The proposed program is built on three years of success in serving middle and high school students with a focus on STEM education. They aptly identify the fact that the success of their current programs has served to initiate requests from parents and community leaders for replication in other sections of the state. Therefore CMIT South will begin its operation in 2014-2015 and serve 300 students in grades six and seven with a focus on STEM education. Page E 90

The applicant effectively describes a well-developed program with a strong focus to enable all students to achieve the maximum potential through program instruction and opportunities fostering analytic thinking and quantitative reasoning skills. They identify an innovative STEM curriculum that incorporates technology into instruction aligned to the common Core standard. The proposed program highlights hands on learning, inquiry based teaching methods and an active learning environment. They clearly detail four program components which are focused on implementing a well-defined curriculum which is supported by research in instructional practices and in building strong family and community partnerships to advance learning opportunities. Page E 91

The applicant specifies the proposed program builds on the successful activities of the current operation, which demonstrated student progress in achieving scores 40% above the state and county averages. This is well documented in the concise chart documenting the results of the applicant's school and that of county and state average scores noting student achievement on the state. Standardized tests results are from spring 2013. Pages E 88, 92

The applicant concisely describes the program's STEM curriculum as focused on preparing students for post-secondary learning and future employment. This is supported with data gleaned from the Department of Labor which predicts that virtually all IT jobs will continue to have excellent prospects for employment and that the technology field is the fastest growing industry nationwide. In addition, they identify the target geographic area is expected to advance in technology job opportunities based on the fact that government agencies and contractors presently operate in the area and the Defense Base Closure and Realignment (BRAC) program is projected to bring 15,000 IT related jobs to the area. Pages E 92, 93

The applicant demonstrates the development of a well-structured comprehensive program clearly reading the innovative and unique methods which reflect research based instructional methods and practices including project based learning and computer assisted instruction. Ten program elements are clearly identified and detailed and appear to coordinate a comprehensive approach to address students' needs and advance learning. For example, one value-added element is

clearly described as Technology-Integrated Education which focuses on learning with technology and about technology to advance learning. The Comprehensive Guidance Program is clearly described to provide after school programs and free tutoring on Saturdays. In addition the Results Driven Instruction is precisely described as employing an online student Information system to track progress. This system is built on its successful use in current operations and enable staff to track and analyze students' progress and needs. Pages E 93-96

Each of the curriculum implemented in the program is identified, detailed and aligned to Common Core and student achievement. For example, the Pearson Education online Digits curriculum offers middle and high school mat course highlighting powerful best produces in teaching and personalized instruction. Page E 99

Weaknesses:

No weakness are noted.

Reader's Score: 15

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 precisely identifies the proposed program components which are amply described to assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards. They identify serving students with disabilities and clearly detail strategies and services to address student's needs to accelerate learning to help improve high school graduation rates. They applicant satisfactorily outlines strategies to address students' needs aligned to each IEP and designates a program liaison to work with the public school and the proposed program. Page E 89, 101-105

The applicant clearly identifies hiring one certified special education teacher and appointing qualified staff to coordinate each service to address the needs of Exceptional Students. In addition, they precisely identify the Special Services Information System Maryland Online IEP data base to be used to compile student intention and note services and program delivered. Page E 105

The applicant effectively identifies that the proposed program will address the needs of subgroups, building on the successful strategies employed in their current operation in the CMIT Academy. They plainly articulate the statistics noting that subgroups in the existing academy have outperformed countywide school peers up to 42%. To continue this in the proposed program they specify employing the Student Information System for staff and parents to track each student's progress and needs and offer support and encouragement on an individual basis. Page E 107

Weaknesses:

No weaknesses are 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 applicant effectively describes one strategy for assessing achievement of the charter school’s objectives, and specifically identifies as participating the Prince George County Public Schools Master Plan and conducting the state mandated standardized testing for the designated grade levels. They precisely articulate the five program goals and indicate four performance measures to be used to benchmark the school success. Each benchmark is stated in measurable terms and focused on advancing student progress in reading, mathematics and effectively serving low income students in providing STEM learning opportunities to develop their capacity to succeed in secondary school, college and career.

Weaknesses:

The applicant appears to presented limited strategies to assess achievement of the program objectives, identifying only the annual state assessment.

Reader's Score: 12

Selection Criteria - Quality of Project Design

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:

Letters of support to further demonstrate community support are lacking.

Reader's Score: 8

Sub Question

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

Sub Question

Strengths:

The applicant articulates a comprehensive description detailing parental collaboration in support for the application. In effect, the program has been developed in response to parent request for the CMIT Academy replication in their section of the county/state. Page E 90

They specify disseminating hundreds of flyers in neighborhoods to all interested residents and conducting a survey among 484 residents throughout to the Prince George County neighborhoods.

They succinctly identify the fact that during the planning process the project developers met with numerous elected officials and members of community organizations, churches and neighborhood association for input and feedback. Page E 111

During the design and planning phase the applicant reports conducting a support survey emphasizing that CMIT South Academy offers parents a choice of their children's education, charter schools serve as schools of choice for education and that the CMIT provides a tuition free alternative to the exiting public and private schools with a strong emphasis on STEM programming and preparing students for higher education. Pages E 111, 112

They clearly define an organizational marketing plant focused on creating awareness and interest in the school. Page E 111

Weaknesses:

Letters of support to further demonstrate community support are lacking.

Reader's Score: 3

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 precisely asserts that the proposed project encourages parental involvement in the charter school initiative, precisely stating the fact that the CMIT South Academy will strongly encourage parents to participate and share the responsibility for the educational process and results of the school. They specify that parents who demonstrate a strong background and experience in school management will be encouraged to take positions in the newly developed CMIT South Governing Board. Page E 108.

Seven precise and deliberate recruitment strategies are effectively detailed to provide effective outreach to parents. These strategies include developing outreach materials, attending community group meetings, and establish venues to solicit input from a broad based recruitment. Pages E 112, 113

The applicant presents a copious description of a parental involvement plan noting that parental involvement is an indispensable element for school success. They identify the creation of a Parent Volunteer Organization (PVO) which will serve as a hub for information sharing and cooperation among the school and faculty. The opportunities for parents to join this group to serve integral roles in the program. For example, the PVO will complete evaluation surveys annually, serve as school and class volunteers and host parent appreciation dinners; the list of volunteer opportunities is precisely delineated. Pages E 113-116

The applicant articulates a well developed plan to secure and retain community involvement of community partners, which currently includes the University of Maryland, Johns Hopkins University and the Prince George Community College. In addition, they aptly identify notable community businesses including the NASA Goddard Space Flight Center, the US Department of Agriculture, Lockheed Martin, the Computer Science Corporation, and

Sub Question

other organizations. They noticeably evidence exemplary partnerships highlighting the value of these in current operations. For example, they clearly identify the Technology Early College Program whose staff teach a college level course to CMIT students and function as a satellite campus for Prince George County Community College. Page E 117

The applicant adequately identifies the admission policy specifying enrollment is open to all children residing in Prince George County. They identify the application process is conducted through the Prince George County Public School website and that a public lottery will be conducted if the number of applicants exceeds the number of places available. Page E 118

Weaknesses:

No weaknesses are noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

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:

The applicant includes a clear GEPA statement. The statement asserts "CMIT South is committed to the principle of equal opportunity in education and employment. It does not discriminate against individuals on the basis of gender, race, national origin, color, disability, or age." In addition, they clearly identify strategies to address remove any barrier that inhibit equity in hiring such as making accommodations for persons who are physically disabled

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

Strengths:

The applicant includes a clear GEPA statement. The statement asserts "CMIT South is committed to the principle of equal opportunity in education and employment. It does not discriminate against individuals on the basis of gender, race, national origin, color, disability, or age." In addition, they clearly identify strategies to address remove any barrier that inhibit equity in hiring such as making accommodations for persons who are physically disabled. E 80

Page 32

Sub Question

Weaknesses:

No weaknesses are noted

Reader's Score: 2

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

Strengths:

The applicant indicates that the CMIT South leadership team searches for qualified candidates nationwide and also conducts online interviews for any out of state candidates who demonstrate the qualifications, training and experiences for each position. The process is clearly specified, focusing on seeking a selection of a diverse group of instructional and support staff who demonstrate relevant training and experience. Page E 118

The program is adequately identified to be directed by the Principal under the oversight of the Executive Director and CMIT Governing Board. Members of the Board are clearly named and their employment position, experience and expertise amply described. For example, one Board member is currently a Physical Scientist at the NASA Goddard Space and Flight Center and another member has experience in overseeing a federal government program valued over \$1,2B annually. Pages E 119-122

They amply assert that in the interest of time and effectiveness, and to avoid any trial and error period, they have designated the current founding principal of the CMIT Academy to serve in the CMIT South Academy Based on the fact that the proposed program implements a replication of the current academy they conclude this person to be the best choice to start another successful academy operating in Southern Prince George County. The experience and qualification of the Principal is well documented noting his attainment of a BS in Economics and MS in Systems Engineering and his certifications and experiences in Secondary Mathematics, Secondary Technology Education and School Administration. Pages E 118, 119

The Executive Director is identified and his experience and expertise clearly articulated. His background encompasses finance experience and administrative experiences in Charter School aptly delineated. It is to be noted that he served as the Budget Director for the Harmony Public Schools and a superintendent of the LISA Academy in Arkansas. Pages 122, 123

Weaknesses:

No weaknesses are noted.

None are noted

Sub Question

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 applicant evidences the development of a comprehensive and well-structured management plan that appears well positioned to achieve the objectives of the proposed project on time and within budget including clearly defined timelines and milestones for accomplishing project tasks. A chart is noted detailing the organizational structure of the CMIT South Academy delineating a clear chain of responsibilities and management, Page E 124

The management plan clearly articulates the responsibilities of the Executive Director as responsible for day to day operation of the school and reporting directly to the Board. Additional duties are amply articulated. It is noted that the Executive Director and the Principal serve as the administrative team and promote shared decision making. Page E 125

A management Plan is amply described in a chart that clearly identifies the areas and categories of the service which are aligned to major task and a timelines.

Weaknesses:

On the organizational structure of the CMIT South specific key positions are charted, however their responsibilities and roles of each person are not clearly described For example, the organization structure notes the Financial/Records Manger, the Dean of Academies, the Dean of Student and the Projects Coordinator. Information is lacking in the description of the management plan specifying their roles and responsibilities.

While the management chart copiously identifies areas of service and tasks, the specific person to oversee or serve as responsible for each task is not described. For example a Safety Plan is identified to be developed, however, the person responsible for this task is not identified.

Reader's Score: 12

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 includes a copy of the charter agreement and also specified the charter school and its authorized public chartering agency. Performance is identified to 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. They identify the use of the MAP or the baseline assessment tool to assist the CMIT South administration and faculty to assess the school's academic level when measured against a national norm. In addition, they clearly identify Study Island as a tool to enable faculty to examine and analyze student performance. A rubric is identified and specified to track student's levels of performance. Pages E 133-134

Weaknesses:

No weaknesses are noted

Reader's Score: 15

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 effectively 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. They clearly identify the law signed into action in 2003 and designated a flexibility for charter school in leadership, educational programming and curriculum and instructional approaches, staffing innovations and budgeting priorities. In addition they amply delineate the levels of autonomy and flexibility practices to the CMIT South Academy by the Prince George County. Page E 137

Weaknesses:

No weaknesses are 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:

(b) The applicant clearly identifies the Maryland Department of Education Report Card as identifying current enrollment of Special Education students in the target area of Prince George County as 13% of middle school students receiving special service and in the high school 11.7%. They clearly detail strategies and services to address students' needs to accelerate learning to help improve high school graduation rates. The applicant effectively outlines program strategies which serve to address students' needs and which are aligned to each child's IEP. It is noteworthy that the applicant organization designates a program liaison to work with the public school staff and the proposed program staff to coordinate recruitment and services. Page E 89, 101-105

The applicant clearly identifies hiring one certified special education teacher and appointing qualified staff to coordinate each service to address the needs of Exceptional Students. In addition, they precisely identify the Special Services Information System Maryland Online IEP data base to be used to complete student information and note services and program delivered. Page E 105

(c) The applicant adequately references the Maryland Department of Education Report Card as identifying current enrollment of Limited English Proficient students in the Prince George County area, the target area, as 7.9% of middle school students receiving related services and in the high school as 5%. They clearly detail strategies and services to address student's needs to accelerate learning to help improve high school graduation rates. Page E 89

Weaknesses:

No weaknesses are 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:

The applicant effectively defines the areas of service to include students from military families, specifying that the CMIT South Campus is located 4.5 miles from the Joint Base Andrews Naval Air Facility which hosts 5,791 active duty military personnel with over 10,000 family members. They note that the Base has recently added 400 personnel through the BRAC program which will bring additional military families to the area. Page E 89, 90

Weaknesses:

Information is lacking specifying any strategy to address the unique needs of military connected students. For example, strategies and services that address students needs related to transitioning from one school to another and/or accommodating concerns related to performance in different curriculum are not addressed.

Reader's Score: **2**

Status: Submitted
Last Updated: 08/15/2014 12:26 PM

Status: Submitted

Last Updated: 08/08/2014 05:59 PM

Technical Review Coversheet

Applicant: Chesapeake Lighthouse Foundation, Inc. (U282B140069)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Project Curriculum	15	15
Significance		
1. Achievement Standards	5	3
Quality of the Project Evaluation		
1. Assessing Achievement	15	12
Quality of Project Design		
1. Community Support	10	5
Quality of Project Personnel		
1. Project Personnel	22	14
Quality of the Management Plan		
1. Management Plan	15	15
Quality of Project Design		
1. Existence of charter	15	15
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	2
Total	107	88

Technical Review Form

Panel #3 - Non-SEA Charter Schools - 3: 84.282B

Reader #3: *****

Applicant: Chesapeake Lighthouse Foundation, Inc. (U282B140069)

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 project is intended to increase the number of students who will graduate from high school, decrease the dropout rate; strive for academic excellence, complete a postsecondary education, and prepare the workforce with greater STEM skills and experience success in a career. The project expects to prepare competent individuals to live in our globalized and technology-based society. The targeted population is targeted to complete a strong academic program, experience a school-family-community relationship, and benefit from a strong teacher-student relationship. The proposed project is expected to improve standardized test scores for minority groups and close the achievement gap by following the school model. The STEM focused education program will enable the implementation of the curriculum into the daily school program for the creation of increased test scoring above the district and state averages in all grade levels for the targeted population.

The requested funding will enable the district to expand the Charter School Program which is based on a rigorous and highly successful academic program. The plan includes defined curriculums offered at all grade levels with key elements that includes several research-based instructional methods and practices, computer assisted instruction, digital storytelling and drill-and-practice. The proposed project details the curriculums (Math; Science; Technology; Liberal Arts) which will be implemented to combine the Common Core State standards and delivery through effective personalized instructions. The project's effective approaches will provide a vehicle for learning and pointing students toward major academic improvement and career growth settings.

Weaknesses:

None noted

Reader's Score: 15

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:

It is the intention of the project to substantially improve the academic standards for the targeted students through well-established principles to a rigorous and strong program. The program will meet the needs of all exceptional education students, including students with special needs. The plan includes increased special education services offered to the students who need them which include IEP's; a district Special Education Liaison for coordination of services; individual assessments; and special education support for the regular classroom teacher. This increased support will provide understandable support for students; the ability to convey content subject matter in instruction and assessments; close the gap between the national mandated assessments and actual classroom instruction in order to raise student achievement; identify serious problems and obstacles of the targeted population.

Weaknesses:

The plan lacks information that defines the targeted population out of the 300+ to be served with the expansion of the STEMS model school. There is no profile data that indicates that most are disadvantaged or live below the poverty levels or at-risk factors that are barriers to their educational success.

Reader's Score: 3

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 plan has defined goals and objectives aimed to attain specific measurable outcomes from the projects implementation. The array of program strategies, activities and services, links to needs of the targeted population and includes benchmarks to ensure the intended outcomes. The proposal describes the teaching methods; the additional resources (after-school tutoring); and the comprehensive and intensive individualized college and career readiness curriculum offered to the participants. For each objective and goal, depending on results of the participants assessment, student are involved with individualized instructions; preparations for specific IT Certifications; dual enrollment college courses; STEM extracurricular activities; STEM Fair projects.

Weaknesses:

The plan lacks timelines and milestones for expected measurable outcomes of the program goals and objectives.

Reader's Score: 12

Selection Criteria - Quality of Project Design

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: 5

Sub Question

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

Strengths:

(i) The contribution of each community partner includes numerous and extensive services which will impact and assure the success for the targeted population. The University has demonstrated commitment to working with the project by committing its faculty, needed infrastructure, assets and accountability tools.

The community supporters offer resources to enhance the project in the development and implementation. The collaborations to the project from the committed partners and agencies have track records for extensive support, and improve the methods used with students in their efforts towards higher education. These relationships will also increase the possibilities of success for the project participants.

Weaknesses:

The applicant did not include commitment letters which indicates ensured support for the Charter School Program and a working relationship with community partners.

Reader's Score: 3

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:

(ii) The plan recognizes that a key element for school success is parental involvement and includes ways for frequent contacts and involvement for ensured effectiveness for the student's progress. The applicant creates a Parent Volunteer Organization; home visits to discuss student progress; parent surveys to evaluate strengths and weaknesses to improve its program; conferences and social gatherings to feel connected. The project has planned a wide range of services to the families which is determined by the parent and student needs.

Weaknesses:

(ii) The plan did not appear to include parental involvement (planning; design; implementation) beyond meetings after the school's implementation. There being only one on the Board (if they qualify with strong background and experience in school management), raises questions about if parents are encouraged in the later implementation of the school.

Sub Question

Reader's Score: 2

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: 14

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:

(i) The applicant states their commitment to the principle of equal opportunity in education and employment. There will be no discrimination against individuals on the basis of gender, race, national origin, color, disability or age. The plan includes details on addressing barriers that may impede equitable access in any areas for project participants and project personnel.

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:

The Charter School project includes in the plan a hiring personnel preference to be given to a diverse group of instructional and support staff. There will be committed efforts to solicit employment applications from qualified people through specific hiring procedures stated in the plan. The applicant states that strong academic background, certification, teaching experience, charter school experience, and positive references are the main criteria for candidates. The principal selected was appointed because of relevant training in well-established education methods and experiences working with previous Charter School projects and servicing at-risk students. The Executive Director, who oversees the project, has extensive charter school teaching, administration, management, and finance experience. His qualifications and experiences seems relevant and adequate for accomplishing the goals and task of the proposed project

Sub Question

Weaknesses:

Additional key personnel and administrative position (Dean of Students; Dean of Academics; Projects Coordinator) qualifications, education and work experiences was not included in the plan narrative or resumes, which prevents determining if reasonable in relation to supporting the anticipated results of the student's improved academic achievement and successful program implementation.

Reader's Score: 12

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 proposed project management plan outlines resources, strategies, designed activities and support to implement the goals and objectives expected by the project. The plan details methods to: ensure improved academic performance for the disadvantaged students; improve performance on standardized test; assure school attendance and graduation; participate in rigorous school curriculum and attend postsecondary enrollment followed by postsecondary completion. The program has numerous relationships with many community service providers, creating an effective network of support and resources for the targeted participants. There is a wide range of community organizations available to work with key personnel with resources for the participants. The plan states that there will be shared decision-making, supportive collaborative leadership and required accountability among all the individuals in the school.

Weaknesses:

No weaknesses noted

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 an existing written charter and performance contract between the charter school and PGCPSS, its authorized public chartering agency. It is a document with details of how student performance will be measured according to State standards.

The assessments will be measured in varied categories: comparing student's performance within the student body; curriculum academic and non-academic assessments; assessment from goals relating to Common Core standards; pre-assessment test; quarterly benchmark assessments; online assessment tools; post-assessment test. The plan states that these assessments will be kept as in-school tools and will be used to develop strategies for each student individually.

Weaknesses:

No weaknesses noted

Reader's Score: 15

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 flexibility afforded under its State's charter school law for the purpose of providing innovative learning opportunities and creative learning approaches to improve the education of students. The degree of autonomy for the charter school includes: leadership of the school; education program/curriculum; instructional approaches; program emphasis; staffing innovations; budgeting priorities; expenditures; and daily operations. The increased flexibility afforded by the state is their "trade off" for support and the confidence of continued expectation of strong accountability and the promise of improved student achievement.

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 plan includes strategies, curriculum and instructional practices that are intended to improve student academic achievement, high school graduation rates and increased college enrollment. The plan includes key elements he includes research based instructional methods and practices, computer assisted instruction, digital storytelling and drill-and-practice activities. These approaches are expected to help academic improvements for all students in the Charter School, including LEP and the educationally disadvantaged.

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:

The proximity of the military bases to the Charter School is stated to be an advantage for providing educational services to the military families. The plan is to attract many families who are looking for a tuition-free STEM program choice school for their children.

Weaknesses:

There are no detailed plans on the collaboration defined in the outreach to ensure finding students who are from military families. The project lacks a comprehensive plan to identify, recruit and select participants who reflect the demographics of the target area.

Reader's Score: 2

Status: Submitted
Last Updated: 08/08/2014 05:59 PM