

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

Status: Submitted

Last Updated: 08/28/2014 04:52 PM

## Technical Review Coversheet

**Applicant:** The Franklin School of Innovation, Inc (U282B140043)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	13
<b>Significance</b>		
1. Achievement Standards	5	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	11
<b>Quality of Project Design</b>		
1. Community Support	10	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Quality of Project Design</b>		
1. Existence of charter	15	15
<b>Adequacy of Resources</b>		
1. Degree of Flexibility	3	3
<b>Priority Questions</b>		
<b>Improving Achievement and High School Graduation</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>97</b>

# Technical Review Form

Panel #5 - Non-SEA Charter Schools - 5: 84.282B

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

Applicant: The Franklin School of Innovation, Inc (U282B140043)

## 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 clearly states the grade levels it will serve – 300 students in grades 6-9 beginning in 2014, growing to a full enrollment of 736 students in grades 6-12 by 2017 (p. e23).

The applicant notes how its curriculum is aligned with the Common Core and North Carolina Essential Standards and the curriculum to be used. The applicant describes how subject-level and grade-level teams are already mapping curriculum and designing multi-disciplinary curriculum offerings, including a Literacy Lab focused on Common Core literacy targets (p. e24, 29-32).

The applicant describes the instructional practices to be used, including utilizing the Expeditionary Learning model's core practice of delivering effective lessons (p. e 32-4).

The applicant describes how the expeditionary learning model has been effective in other schools across the country and cites Arne Duncan, U.S. Secretary of Education, as believing in the efficacy of the educational model (e. 18-19).

#### Weaknesses:

The applicant, while sharing the benefits of the expeditionary learning model, has not implemented this model itself in other schools operated or managed by the applicant nor has provided data to demonstrate the model's success.

Reader's Score: 13

### Selection Criteria - Significance

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

#### Strengths:

The applicant details its "Responsiveness to Instruction" model which it will use for early identification of students not performing at expected levels. The applicant also discusses how the school will form a "Care Team" of general education teachers, administrators, and specialists to assess the student's data and develop a plan to support the student. The Care Team will develop progress monitoring measures and goals for outcomes. The team meets regularly to review progress and modify the plan. (p. e34-36).

**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 provides detailed information on project goals and measurable performance measures that are rigorous but not unachievable and are consistent with the objectives of the proposed project. All the performance measures are based on Key Annual Performance Indicators that will be established by the Board (p. e39-42).

**Weaknesses:**

The applicant does not provide targets for each year of the grant project and there is no explanation why the target for student performance is only 2% over the district average (p. e38-40).

**Reader's Score: 11**

**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 Expeditionary Learning model is based on strong community and parent support and engagement. The applicant details its extensive efforts to ensure extensive community and parental involvement in the school and its successes thus far.

**Reader's Score: 9**

**Sub Question**

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

**Strengths:**

The applicant details its ongoing collaboration efforts with a number of community groups (p. e25-6).

The applicant describes how community members were involved in surveys prior to the school's design and how they have continued to be involved in the school's implementation including panelists for teacher selection and working groups for technology, landscaping and furniture and fixtures (p. e44).

The applicant provides a number of letters of support.

**Weaknesses:**

No weaknesses are noted.

**Reader's Score: 5**

**2. (ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school (up to 5 points).**

**Strengths:**

The applicant thoroughly describes how community members and parents have been involved in all aspects of the school including program design, planning, and implementation. The involvement has spanned from completing surveys regarding the need for a school and what type, to serving as panelists for FSI's teacher selection process, to serving on working groups. The school also intends to include parents and community members on its board or board committees and in other capacities (p.e44-45).

**Weaknesses:**

The applicant does not indicate how many parents are involved in the implementation of the school.

**Reader's Score: 4**

**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 key project personnel's skills, experience and success in their respective areas pertaining to the school's operations and management were clearly described and met the various needs of the project as described in the application.

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 describes its efforts to recruit applicants who are members of traditionally underrepresented groups and describes successes as per those efforts (p. e46).

**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 details the relevant training and experience for the school's executive director, director of curriculum and coaching, lead math teacher, board vice chair, board treasurer, board community liaison, board secretary, and EL school designer. All have extensive experience and training for the roles they will be filling at the school (p. e46-50). Specifically, the school's Executive Director has extensive knowledge of nonprofit management and fundraising and is a recent graduate of Leadership Asheville, a program designed to develop, connect, and mobilize citizens from across the community. The Director of Curriculum has had over two decades of experience as an educator and curriculum specialist.

The applicant also describes briefly the qualifications for a few of its teachers that came to the school through a national search (p. e46).

Resumes are also included in the appendix.

**Weaknesses:**

No weaknesses are 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 includes a list of the proposed objectives with clearly defined responsibilities, timelines and milestones for each task. The objectives, like creating curriculum mapping and design, procurement, and recruitment are appropriately placed in year 1 and continued in years 2 and 3. They also include assessing student performance, holding a summer institute for teachers and staff, and human capital objectives. Given the strength of the project personnel, the management plan is more than adequate to achieve the objectives on time and within budget (p. e51-3).

**Weaknesses:**

No weaknesses are 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 includes its approved charter application with the State Board of Education as well as a description of the NC Ready Accountability System indicators that measure student performance pursuant to the state assessments (p. e53).

**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 describes how the state of North Carolina law allows substantial flexibility with respect to its operations and management including having the authority to decide on budgeting, curriculum, operating procedures, and personnel hiring or dismissal (p. e54-56).

**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:**

The applicant details how it will accelerate learning and improve high school graduation and college enrollment rates for students with disabilities and English language learners through its education program and expeditionary learning model. The rigorous curriculum and differentiated instruction will prepare these students for higher achievement on standardized tests and accelerate learning overall. When learning is accelerated, these students will become more likely to graduate from high school and enroll in college because they will have the academic, social, and emotional skills they need (p. e20-22).

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:** 4

**Support for Military Families - Competitive Preference Priority 2**

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

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

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

guidance.html).

**Strengths:**

No strengths were noted.

**Weaknesses:**

The applicant did not address this priority in the application.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/28/2014 04:52 PM

Status: Submitted

Last Updated: 09/02/2014 10:14 AM

## Technical Review Coversheet

Applicant: The Franklin School of Innovation, Inc (U282B140043)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	13
<b>Significance</b>		
1. Achievement Standards	5	3
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	11
<b>Quality of Project Design</b>		
1. Community Support	10	7
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	19
<b>Quality of the Management Plan</b>		
1. Management Plan	15	12
<b>Quality of Project Design</b>		
1. Existence of charter	15	15
<b>Adequacy of Resources</b>		
1. Degree of Flexibility	3	3
<b>Priority Questions</b>		
<b>Improving Achievement and High School Graduation</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>87</b>

# Technical Review Form

Panel #5 - Non-SEA Charter Schools - 5: 84.282B

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

Applicant: The Franklin School of Innovation, Inc (U282B140043)

## 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 school will serve students in 6-9th grades (300 students) starting August 2014. Applicant's curriculum is aligned to Common Core and North Carolina standards. The applicant detailed the Literacy Lab, which is aligned to Common Core literacy standards across all core subjects (e19) and is co-taught by teachers of all subject areas and grades to support differentiation and meet individual student needs by strengthening literacy skills. The school will use Expeditionary Learning (EL) curriculum, which has been used to drive high achievement in schools with similar demographics. Teachers also have access to excellent lesson plans through EL Commons online. Have a plan for teacher PD & training (e25).

#### Weaknesses:

Applicant mentioned EL has a good track record in schools with high Latino and African-American student population, but didn't give evidence of high student performance.

Reader's Score: 13

### Selection Criteria - Significance

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

#### Strengths:

The applicant has a clear process for monitoring interventions for students with low grades/ disruptive behavior (e35). The application also listed several modifications for students to differentiate lessons. The school is located in a community, which is easily accessible to the key demographic of the school.

#### Weaknesses:

Grade level teams meet at least quarterly to identify students at risk of failing two or more classes (e36). It is not clear what kind of interventions are available for students failing only 1 class.

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:**

Applicant's assessments comply with NC requirements. The performance measures included targets for reading, math, science in middle school and English II, Math I, and Biology in high school; a solid 90% graduation rate in 2017-2018; college and career readiness targets measured via college visits, college acceptance, and persistence in college. The school will also track key performance indicators in character-related traits/skills, such as leadership, citizenship, problem solving, etc. (e40-41).

#### **Weaknesses:**

There were no testing dates listed. Application also didn't include financial operating goals, teacher recruitment or retention goals. It was not clear why the goals were set 2% over the district and the application would be stronger if the applicant could list the rationale behind that target.

Reader's Score: 11

### Selection Criteria - Quality of Project Design

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

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

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

(10 points total)

#### **General:**

Reader's Score: 7

#### Sub Question

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

**Sub Question**

**Strengths:**

There was solid evidence of community support as demonstrated by the letters of support from partner organizations like Warren Wilson College and Bionetwork. The applicant also conducted a community survey before planning (e44) and held twenty community informational meetings where community volunteers helped with the events. There's also clear evidence of local philanthropic support as evidenced by the purchase of land for the school by a local foundation.

**Weaknesses:**

Applicant didn't mention approximately how many community members were surveyed or how many community volunteers attended the community info meetings, so it was hard to get a sense of the scale of support from the community.

**Reader's Score:** 4

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 school will provide marketing materials in multiple languages for parents whose first language is not English and teachers will also make an effort to schedule meetings at times that are convenient for working parents once school starts.

**Weaknesses:**

There were no plans to collect feedback from parents after the school is up and running

**Reader's Score:** 3

**Selection Criteria - Quality of Project Personnel**

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

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

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

(22 points total)

**General:**

**Reader's Score:** 19

**Sub Question**

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

**Sub Question**

**Strengths:**

FSI ran a national and local recruitment campaign for underrepresented teachers and have recruited a diverse staff with varied levels of experience and life experiences (e46).

**Weaknesses:**

None noted

**Reader's Score: 2**

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

**Strengths:**

Director of Curriculum and Coaching has a lot of experience in teaching and leading curriculum. The Executive Director brings a lot of experience in educational research consulting. The Board of Directors has a lot of experience, especially the vice-chair, who is co-founder and managing director of Blended Learning Team (e48).

**Weaknesses:**

There is an org chart on e105, which lists Assoc. Director of Middle School role. The applicant would have benefited from attaching the resume of that individual.

**Reader's Score: 17**

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

**1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 points)**

**Strengths:**

The applicant listed specific timelines (e51-53), which are aligned to their objectives. There was at least one clear owner of each task and additional stakeholders who will provide input. A timeframe was also indicated for each task. The applicant provided a timeline for the first year of the projects and stated that the timelines for year 2 and 3 will mirror the first year (e53).

**Weaknesses:**

The applicant didn't list milestones to measure interim progress to the goals.

**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 received a charter. The performance measures included targets for reading, math, science in middle school and English II, Math I, and Biology in high school; a solid 90% graduation rate in 2017-2018; college and career readiness targets measured via college visits, college acceptance, and persistence in college. The school will also track key performance indicators in character-related traits/skills, such as leadership, citizenship, problem solving, etc. (e40-41).

**Weaknesses:**

None 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 school has flexibility in operations, management, budget, curriculum, ops procedures, personnel, etc. (e54)

**Weaknesses:**

None 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 school notes that advisory period, qualitative teaching and assessing study habits, high expectations, differentiated instruction, social and emotional learning will accelerate learning and improve high school graduation rates to help ELL and economically disadvantaged students (e21).

**Weaknesses:**

none

**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 did not address this priority.

**Weaknesses:**

The applicant did not address this priority.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 09/02/2014 10:14 AM

Status: Submitted

Last Updated: 08/25/2014 10:20 AM

## Technical Review Coversheet

Applicant: The Franklin School of Innovation, Inc (U282B140043)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	14
<b>Significance</b>		
1. Achievement Standards	5	4
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	12
<b>Quality of Project Design</b>		
1. Community Support	10	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	13
<b>Quality of Project Design</b>		
1. Existence of charter	15	15
<b>Adequacy of Resources</b>		
1. Degree of Flexibility	3	3
<b>Priority Questions</b>		
<b>Improving Achievement and High School Graduation</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>96</b>

# Technical Review Form

Panel #5 - Non-SEA Charter Schools - 5: 84.282B

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

Applicant: The Franklin School of Innovation, Inc (U282B140043)

## 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 description of the curriculum and instructional practices is thorough and strong. The curriculum and instruction of an integrated expeditionary and service learning, differentiated instruction, and a commitment to all students is evident throughout the application, including in the budget, timeline, assessment, professional development, and opportunities for parent and community involvement. The application states that the curriculum is aligned with Common Core and North Carolina standards (e24). Expeditionary learning was chosen for this school because of the success with under-represented students (e24) and has been shown successful K-8 Evergreen Community Charter School which has received a School of Excellence status (e24). The application describes the coaching and leadership institutes and work over the summer (e24 and e25). There is a partnership with Expeditionary Learning for on-site coaching and professional development and the grant will be used for additional professional development. The program describes the Lit Lab that is taught by teachers of all subjects.

In addition to the documentation that EL is successful, the application provides more detailed description of EL and how it fosters creativity, innovation, lifelong learning, and leadership by discussing Learning Expeditions (e26), Crew – weekly peer advisories (e26) that teach students how to analyze their own data, personal learning plans (e27), portfolios (e27), intensives that are either for remediation or enrichment (e28), junior internship or mentor (e28), senior capstone project (e28), and service learning (e28).

High quality lesson plans aligned with state standards are supported in numerous ways: through an EL School Designer; access to exemplars; purchase of curriculum modules (e29); diagrams, manipulative and models in math (e30); discussion groups (e30); classroom inquiry (e31); and a Literacy Lab which is integrated across the subjects (e32).

Instructional methods seem detailed to allow all students to succeed with clear purpose, curiosity, focus, discussion protocols, assessment and scaffolding, teacher modeling, graphic organizers, reflection, and ongoing assessments, and revision and critique (e34).

Assessments are summarized on e34 and the plan for struggling students includes supports that include meeting with parents and Responsiveness to Instruction (assuming this is an error and Response to Intervention is meant) model with a Care Team and progress monitoring measures.

**Weaknesses:**

The plan could be strengthened by having more actual data, rather than citations, and discussion supporting the claim that EL will help these target groups.

**Reader's Score:** 14

**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:**

There were a number of sections that discussed how students in poverty, minorities, Special Education, and English Language Learners will be identified, interventions and modifications made, assessed, and goals set. First of all, the comprehensive marketing plan includes marketing to these groups of students, materials are in Spanish, and bi-lingual employees and volunteers recruited (e61). Land was purchased in an area that was accessible and attractive to students in poverty (e19). The EL program was decided on to help teachers reach different levels and students succeed (e21).

The application discusses a Care Team that will be developed to create Response to Intervention plans for students which includes the appropriate evaluation materials, meetings with parents and the team, periodic measurements, and goals (e63). Included in the discussion, students will be trained to become advocates for themselves (e64).

**Weaknesses:**

There were no detailed disaggregated statistics from other schools on how the EL program has helped students in each of the targeted areas.

**Reader's Score:** 4

**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:**

There is a focused and strong sense of commitment to academic achievement, high school graduation, and college preparation through the establishment of key performance indicators for academic goals and non-academic goals: leadership, problem-solving, and persistence (e37-e42).

The management plan includes marketing materials benchmarks (e51), benchmarks for governance (e106), rubric for staff evaluation mentioned (e114), and five-year financial plan

**Weaknesses:**

The application does not answer why 2% above the district average is a good enough goal. There was not enough discussion of how the school will perform in subsequent years for this district goal or why the district goal was selected. Also there is no discussion of the specific types of assessment that will be used for benchmarking and progress monitoring. There are also no targets for each year.

**Reader's Score:** 12

**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:**

Parents and the community were polled prior to deciding on the direction of the school, the community has supported the school with funding and an exceptional board, and there are many opportunities for parent and community involvement to directly impact the students.

**Reader's Score:** 9

**Sub Question**

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

**Strengths:**

Letters of support include the US Senator (e134), Member of Congress (e135), Chair of Warren Wilson College Education Department (e136), NC Community Colleges (e137), Professor of Biology (e138), Dean of Warren Wilson College (e139), Executive Director of LEARN NC (e140), and an article about the Glass Foundation purchasing 13 acres for the school (e141). In addition to just being letters of support, many of the letters stated specific areas of collaboration that have happened and are planned. The application also mentioned 20 community meetings.

**Weaknesses:**

There were no statistics indicating the level of parent support or number of participants at the meetings.

**Reader's Score:** 4

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).**

**Sub Question**

**Strengths:**

There is an evident commitment to community support from the polling of parents and the community in order to create the design of the curriculum and school (e44) through numerous arrangements with community groups to provide support for program design, to involving parents and the community as the audience for student presentations. The foundation of Expeditionary Learning involves the community.

There have been 20 information meetings, 4 community festivals and distributed information and other locations (e22 and e44). Parents and community have been involved in working groups for technology, landscaping, furniture and fixtures, and events (e44). There are a number of built in agreements to embed community engagement within the curriculum including Warren Wilson College, AB Tech Community College, Bionetwork, and Learn NC (e25-26). Community and parents will continue to be involved in field work, internships, service work, community-based projects, and audience members (e44-e45).

**Weaknesses:**

There were no evident weaknesses in this section.

**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 management team and board have many years of experience with schools and non-profits and there is a strong commitment from the educational community to support the school.

**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 GEPA statement on page e10-e11 state that diversity is an asset (e10) and that the school will use local and international channels to encourage applications from underrepresented populations including Teach for America and North Carolina Teaching Fellow Program (e11).

**Weaknesses:**

There were no evident weaknesses in this section.

**Sub Question**

**Reader's Score: 2**

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

**Strengths:**

The administrative team that the school has attracted as well as the board show an amazing amount of depth of experience. The Executive Director, [REDACTED], led the project, [REDACTED] will be the Director of Curriculum and Coaching, and [REDACTED] will be the Lead Teacher. Also included are the board of directors with educational, financial, and operational experience, an EL designer, and a community liaison (e32). Each of the individuals brings substantial experience and educational background to the school:

- The Executive Director has 9 years with an educational research firm and has worked in dropout recovery, on many grants, and has a MPA (e48).
- The Director of Curriculum and Coaching has over 20 years of experience as a classroom teacher including experience with at-risk, gifted students and EL (e48).
- The Lead Teacher and EC Coordinator has over 10 years of experience with both general and special education, high school, and supervision of SPED staff (e48-e49).
- The Board Vice-Chair is an executive and career coach with a Master's in Education (e49).
- The Board Treasurer has experience in startup financing and a Master's in Economics (e49).
- The Community Liaison has 20 years of education experience, designed a program for at-risk students, and has a BS in Communication. (e50).
- The Board Secretary was an executive director for another school, has experience in wilderness counseling, and has an MS in Child and Youth Care Administration. (e50).
- The EL School Designer was an Associate Director for a nearby school, founding teacher in an EL charter school, and has a Master's in Teaching (e50).

**Weaknesses:**

There were no evident weaknesses in this section.

**Reader's Score: 20**

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

**1. The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (15 points)**

**Strengths:**

The Management Plan is well thought out with benchmarks, description of responsibilities, and timelines. The objectives for year one include curriculum mapping, professional development, procurement of materials, recruitment of student body through marketing, assessing student achievement, recruitment of personnel, summer institute, and reporting (e51-53). The governance structure is discussed on page e105 with specific descriptions of board responsibilities (e106-e109) and staff responsibilities (e112-e114). The plans for hiring are on (e110-e112), staff evaluation and professional development (e114-e116), marketing (e116-e120), and budget (e125-e131).

**Weaknesses:**

The transportation plan appears a bit weak in that it is relying on car-pooling without a lot of discussion on how this will work. The food plan also depends on bringing school lunch and local vendors. The plan would also benefit by a detailed timeline and milestone chart – instead of sprinkled throughout the application.

Reader's Score: 13

### Selection Criteria - Quality of Project Design

1. **Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.**

The existence of a written charter or performance contract between the charter school and its authorized public chartering agency and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school. (15 points)

**Note:** The applicant is encouraged to submit a copy of its approved charter or performance contract. If the applicant has had an application for a charter denied, the applicant should describe the circumstances surrounding such denial and how it plans to revise the charter application before resubmitting it to the authorized public chartering agency.

#### **Strengths:**

The charter is on pages e66-e77, signed on page e77, and includes the charter application e78-e170. Student performance standards are specifically addressed on pages e100-e102.

#### **Weaknesses:**

There were no evident weaknesses in this section.

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:**

Not only does the application state the obvious areas of accountability and flexibility (e54), the application states how the charter school will benefit by this flexibility:

- Student-centered program with a flatter organization and more access to board members (e54).
- Smaller and less bureaucratic, ability to recruit a good mix of teachers through modeling after other similar schools (e54-e55).
- Using state and school developed professional learning and evaluation (e55-e56).

**Weaknesses:**

There were no evident weaknesses in this section.

**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:**

FSI is using the Expeditionary Learning (EL) model because it "has demonstrated success in closing the achievement gap... for English Language Learners... and those with IEPs" (e14 and the citation is on page e19 and e21). The EL network includes more than 150 schools (e14). The first step is to recruit students with disabilities and this is shown with 25% of students in the 9th grade (e20). The plan also says there will be rigorous curriculum, differentiation, social and emotional needs are met, and a personalized learning model (e21). There will be a team for Exceptional Children teachers and 3 bilingual teachers have been hired. The application describes service learning as a tool to close the achievement gap (e22-e23).

**Weaknesses:**

There are no weaknesses in this section.

**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:**

There is no description of how the school will support military families.

**Weaknesses:**

There is no description of how the school will support military families.

**Reader's Score:**     **0**

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