

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

Status: Submitted

Last Updated: 08/25/2014 09:14 PM

## Technical Review Coversheet

Applicant: Freire Charter School Wilmington, Inc. (U282B140039)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	15
<b>Significance</b>		
1. Achievement Standards	5	3
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	9
<b>Quality of Project Design</b>		
1. Community Support	10	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	20
<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>89</b>

# Technical Review Form

Panel #4 - Non-SEA Charter Schools - 4: 84.282B

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

Applicant: Freire Charter School Wilmington, Inc. (U282B140039)

## 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 proposed curriculum contains several unique components that will likely differentiate its curriculum from others in the area. The inclusion of double math courses (i.e, additional Math Analysis course) in the 11th grade, math intensive course in 8th/9th grade, Writing for Change course, summer clinics for new students, and a culminating Senior project vary the traditional college prep curriculum in a manner that reinforces needed academic competencies and includes individual student interests (p15, 17-18, 20). The applicant's departure from a one-size-fits-all is a strength of the application. The narrative provides evidence of success from the Philadelphia school to support its claims regarding anticipated achievement in the target school (high graduation rate, high college enrollment and persistence rate (p2).

#### 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 applicant provides a list of strategies it intends to use to address student academic underperformance (e.g., scaffolding, performance-based assessments, afterschool study centers, academic advisors, extended school day) (p22-24). Methods that address teachers as professional, aligned curriculum, safe learning environments and technology use are noted as best practice in the discourse and will likely support improve achievement (p22).

**Weaknesses:**

The narrative notes that academic support structures and programs will be incorporated into the school day, but does not clearly highlight specific support structures/activities for underperforming students beyond school-wide services or available writing, math, and science centers (p23). It is unclear how these offerings will specifically address academic deficiencies (p23). The narrative also does not provide a clear indication of how the school will identify which students are educationally disadvantaged. More detail regarding specific interventions/services that address the unique needs of underperforming students is needed.

**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 applicant provides a list of quantified benchmarks for the project that addresses major project activities and student academic performance. The chart on pages 28-30 provides a clear alignment between each performance measure and the performance target expected.

**Weaknesses:**

The narrative notes on page 28 that progress on objectives will not be reported until the third year of operation (i.e., after cessation of grant funds). This is problematic given that annual performance reports ask for feedback on each project objective at the end of the school year. If no interim measurements are included, accountability on stated objectives will be jeopardized. More detail is needed.

**Reader's Score: 9**

**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:**

NA

**Reader's Score: 8**

**Sub Question**

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

**Strengths:**

The applicant provides a list of partner services committed to the project. The accounting of partners and products/services will likely facilitate project accountability and ensure that the project has access to needed personnel and resources to operate efficiently (p34-35, 38).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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

**Strengths:**

The narrative clearly indicates that parents will be involved in the implementation of the charter school. Parents will be asked to serve on the school subcommittees and provide feedback on the school's annual parent survey (p37). The planning committee has parents among its membership which will likely provide the committee with a unique perspective on planned programs and operations.

**Weaknesses:**

The applicant only received limited input from parents on the development of the charter school. Two meetings with parents/community partners does not clearly indicate interest among parents who would enroll their children in the school (p35). Additional contacts to garner input from parents on the initial planning and design of the charter school is needed.

**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:**

NA

**Reader's Score: 20**

**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:**

No strengths noted

**Weaknesses:**

The applicant does not clearly indicate that it will encourage 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.

**Reader's Score: 0**

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

**Strengths:**

Key project personnel are qualified to support the development of the charter school. Among slated personnel, the school will have access to expertise in school administration, project management, education, charter admissions, knowledge of the parent school Freire Charter-Philadelphia, liberal arts, data analysis, and business management (p40-45). Access to two experts in performance evaluation and grant compliance is a strength of the application (p34). The varied skills and talents among their intended school personnel is another strength of the application.

**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 presents a start-up checklist that is detailed and contains major project activities, deadlines and persons responsible (p. e99-e103) that will likely facilitate project implementation and evaluation. The organizational management of daily operations is described in the narrative. The flow of responsibilities is logical and appropriate for a school serving 560 students (p46-48). The delineation of duties between the Head of School, Head of Academics, and Head of Academic Supports should provide appropriate oversight for school and classroom operations.

**Weaknesses:**

It is not clear how the school-based leadership team will interact with the charter management organization (p8, 47). Clarity regarding its role in decision making is needed. Also, the time targets on the start-up checklist are vague for some implementation activities listed.

**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 charter school has a contract with its LEA. The contract was enacted in April 2014. A letter from the LEA is attached in the appendix. Delaware will update all charter contracts to include a performance framework mandated by legislation in 2013 (p48). Upon release by the Department, the applicant will adopt the state performance framework for its charter.

**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 clearly identifies areas of flexibility granted to charters by the state (p.49-50). Areas of flexibility include school budget, personnel hiring/termination, academic and discipline standards, educational objectives, and school finance/debt.

**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 will serve grades 8-12 and will address both improved achievement and high school graduation rates. The focus on improved high school graduation rates is most evident in that a project objective is linked to an increase in graduation rates (p30). Low graduation rates in surrounding district schools is a stated rationale for the formation of the charter school (p2). Improved achievement is evident through a focus on double math courses (i.e, additional Math Analysis course) in the 11th grade, math intensive course in 8th/9th grade, Writing for Change course, summer clinics for new students, and a culminating Senior project.

**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 does not address this criteria.

**Weaknesses:**

The applicant does not address this criteria.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 08/25/2014 09:14 PM

Status: Submitted

Last Updated: 08/25/2014 03:56 PM

## Technical Review Coversheet

Applicant: Freire Charter School Wilmington, Inc. (U282B140039)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	15
<b>Significance</b>		
1. Achievement Standards	5	3
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	10
<b>Quality of Project Design</b>		
1. Community Support	10	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	20
<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>90</b>

# Technical Review Form

Panel #4 - Non-SEA Charter Schools - 4: 84.282B

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

Applicant: Freire Charter School Wilmington, Inc. (U282B140039)

## 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 proposes a charter school model to begin in grade 8 and continue through 12th grade. The Delaware school is based upon the successful model utilized in Philadelphia where 88% of alumni enroll in college within 2 years of graduation and approximately 89% of those students return to college for their sophomore year. The applicant proposes to utilize a data driven cycle of instruction based upon evidence from State tests, interim benchmarks, course midterms and finals, and the ACT Assessment system to ensure their use of core curriculum and instructional models are successful and result in student mastery of the curriculum. The applicant expects to serve students primarily at risk of academic failure, assessing progress through the use of standards aligned lessons with learning objectives that are measurable, manageable and meaningful. Assessment data will then be used to modify or reteach as necessary.

#### Weaknesses:

No weaknesses 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:

In light of the fact that the applicant proposes to primarily serve students at risk of academic failure, they have developed an instructional model where they can utilize evaluative criteria that is both specific and measurable. They then plan to utilize a variety of assessments including performance based and test based to evaluate their efforts and reteach or intervene through the development of specific IEP programs as necessary. They plan to supplement this vigorous education model with family and social emotional support structures that support a social safety tether for dynamic family situations that may challenge specific students.

#### Weaknesses:

They do not specify how academic support structures will be implemented. More specificity is needed here on how these support structures will work.

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 applicant plans to utilize a framework for assessing charter school objectives based upon the Delaware Charter School Performance Framework which is incorporated by reference into their charter contract. They plan to supplement this model with goal areas and targets based on the ACT testing system that assesses college readiness indices and benchmarks. Specific assessment measures are listed on page 29-30 of the application. They also plan to utilize assessments to drive instructional decisions across all subjects both formatively and summatively. Quarterly student achievement modeling reports and performance dashboard reports will supplement these efforts.

#### **Weaknesses:**

The applicant strategy for assessing achievement of charter school objectives does not get measured until the third year of operation . (See bottom page 43.)

Reader's Score: 10

### 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:**

Delaware State law requires Charter schools to use a lottery process when the number of applications received by the deadline exceeds the number of open seats at that grade level. Students and families who sign the school pledge indicating their support for the school's mission will receive lottery preference. Lottery preference will also be received for students who have siblings attending the school, and for students whose parents are employed for at least 30 hours per week at the school.

**Reader's Score: 8**

**Sub Question**

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

**Strengths:**

The applicant has successfully connected with a number of nonprofit stakeholder groups to build grassroots support for the school. Additionally, they have connected with churches, community leaders and parents to seek input on their vision for the school. These ideas have been vetted and imbedded into the charter application and overall model for the school. Back to school night, numerous parent teacher conferences, Grade level exhibition nights and other parental partnership opportunities are evidence of a sustained outreach effort to ensure significant and measurable parental input.

**Weaknesses:**

No weaknesses have been 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:**

Numerous outreach events are and have been hosted by the school to solicit the input of parents, board and community members and students. The school seeks to "educate students where they are" relying on continual feedback loop from instruction, testing, evaluation, adjustment retesting, and re teaching to assure mastery of the curriculum. Parents are surveyed annually for their input regarding overall satisfaction with the school and staff members. Additionally, parents receive a weekly newsletter updating them on school activities. Frequent mailings and online parental access assures continuous parental input and involvement. Regarding community involvement there are a number of school/community stakeholder partnerships under development that broaden the spectrum of community involvement with the students and school to ensure that the school addresses not only educational needs but supportive social networks to strengthen the possibility of student success.

**Weaknesses:**

I did not see a lot of parental contact involvement in the actual curriculum design and planning.

**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:**

The applicant has assembled a high powered education and administrative team with significant on point experience in launching, developing and leading a high powered charter school. Many of the individuals they plan to utilize have had significant experience in these roles in their Philadelphia school; and the performance data from that institution suggests they are highly competent. Key individuals and responsibilities are identified and delineated, and resumes are included with the application.

**Reader's Score: 20**

**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 has assembled an outstanding team of administrators, educators and teaches to lead the school.

**Weaknesses:**

The applicant does not specifically offer a plan to encourage applications for employment from persons who represent traditionally underserved groups.

**Reader's Score: 0**

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

**Strengths:**

Key project personnel include the Head of School, , Head of Academics, and the Head of Academic Support. Individuals have been identified for these positions and their resumes are included with the application. They all have significant relevant education and experience including some from the applicant's Philadelphia school. Their teaching and education credentials , outstanding on their own accord are augmented by records of significant community involvement and leadership. The applicant has also assembled a strong and active Board of Trustees with significant experience in community development, fundraising, and nonprofit governance. Their resumes are included with the application.

**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 included a management plan which includes specific tasks, timelines, and milestones for academics, talent development, finance, operations, facility development and governance. This plan is based upon the model successfully utilized at the Friere Charter School in Philadelphia where the Board of directors maintains controlling legal power and responsibility. Daily administration falls to the Head of School; and the remaining leadership team in the person of the

head of Academics and the head of Academic Support. The school will be further supported by a CMO which will provide academic leadership support, business , finance services, development , research and accountability to the new school.

**Weaknesses:**

The management plan and task list does not have beginning and end dates for all tasks. (See page e102)

**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 Delaware Department of Education approved the charter application from Freire School in April of 2014. A letter to this effect is appended to the application stating the actual charter will be forwarded expeditiously. It is instructional to note that Delaware is in the process of incorporating performance frameworks for all state charter approvals, and that these will be included in the applicant's charter agreement.

**Weaknesses:**

No weaknesses were 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:**

Delaware Charter School Law accords a high degree of flexibility to charter schools. As a condition precedent to charter authorization, they have the power to manage implementation of the approved educational program, determine their own

budget and operating procedures, acquire and convey interests in real property, etc.

**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 addresses two of the three Competitive preference priorities, students with disabilities and English learners. Based upon the instructional model and format in the Philadelphia school the applicant plans to address the education needs of the two groups as inclusively as possible, mainstreaming them into regular educational classrooms with tailored educational supports. The record of the Philadelphia sister school is instructive in this regard, 89% of the special education students they graduated have plans for post secondary study including 56% who plan to attend college and 28 % who plan to enter work programs.

**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:**

None are noted.

**Weaknesses:**

The applicant does not plan to address this criterion in the Wilmington School.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/25/2014 03:56 PM

Status: Submitted

Last Updated: 08/26/2014 12:30 PM

## Technical Review Coversheet

Applicant: Freire Charter School Wilmington, Inc. (U282B140039)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	15
<b>Significance</b>		
1. Achievement Standards	5	3
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	10
<b>Quality of Project Design</b>		
1. Community Support	10	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	20
<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>90</b>

# Technical Review Form

Panel #4 - Non-SEA Charter Schools - 4: 84.282B

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

Applicant: Freire Charter School Wilmington, Inc. (U282B140039)

## 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:

Freire Charter School Wilmington will be modeled after the success of their charter school in Philadelphia (page e20). The application describes the curriculum being designed to reflect depth, programmatic coherence and continuity while fostering critical thinking and the integration of reading, writing, numeracy, and research skills (page e21). The course sequence of the curriculum is designed to build vertically from grades 8-12 while skills are also being reinforced in other classes during the same year (page e21). According to the application, the academic curriculum consists of both core subjects and elective courses that are all aligned to both the common core and/or Delaware Content standards, and next generation science standards (page e22). The applicant refers to the success in their Philadelphia charter and will model their curriculum after this success.

#### 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:

According to the application, Freire will implement seven strategies to support students who are educationally disadvantaged so that they can meet State academic content standards and State student academic achievement standards. The applicant outlines their strategies which include instruction, academic support, and emotional support, the use of data, strong teacher leadership, classroom practice, and technology (page e37).

#### Weaknesses:

The applicant includes a number of strategies that will be used to assist students who are academically disadvantaged but does not indicate how these students will be identified, or if they will be any different from the general population of students (page e37).

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 applicant has developed a set of goals and targets for the school using the Charter School Performance Framework established by the Delaware Department of Education (page e43). The applicant has included measures and targets that that they are committed to meeting by their third year of operation which align to the charter's objectives (pages e43-e45). In addition to the included measures and targets, the applicant also outlines the data that will be obtained to measure progress during the school year, at the end of the academic year, and the term of the charter contract (e47).

#### **Weaknesses:**

The applicant does not include any targets that they are committed to meeting prior to their third year in operation and it is unclear if there are any benchmarks that will be built in to assess their progress during the funding of the grant.

Reader's Score: 10

### 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 describes how they have built community support for the charter school but it is unclear how parents will be involved the the programming aspects of the charter school.

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 outlines the number of community members that they have connected with and gets support from including other non-profits and community based organizations (page e49). The applicant also describes the community members and parent organizations that they applicant has have reached out to and met with in the last year to receive community support (page e50).

**Weaknesses:**

No weakness 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 describes being fully committed to finding meaningful ways for parents to participate in the school (page e51). The applicant also describes a number of events that they have hosted to encourage parent participation including family meetings, back to school night, conferences, and exhibition nights (page e51). In addition to those opportunities, parents are also encouraged to serve on a number of committees within the school including ESL, Title 1, and other opportunities (page e52).

**Weaknesses:**

The applicant does not include information on how parents were a part of the initial planning and program design of the Wilmington Charter School (pages e51-e52).

**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:**

The applicant does not address the criterion in sub question-1 but provides a description of the current personnel who are working for the charter school for sub-question 2.

**Reader's Score: 20**

**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:**

The applicant did not address this criterion.

**Weaknesses:**

The applicant did not address this criterion.

**Reader's Score: 0**

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

**Strengths:**

The four key personnel listed in the application have a variety of relevant training and experience. [REDACTED] the head of school, previously worked at the Freire Philadelphia Charter School and has experience as an administrator and community leader, as well as a background in nonprofit leadership (e55). [REDACTED] [REDACTED] the heads of academics both have experience working in urban schools and experience working and coaching teachers (pages e56 – e 57). [REDACTED] the CEO, has led the Freire Charter School in Philadelphia for the last 15 years and holds a Doctorate in Leadership in Urban Education (page e57) and travels the State training PA principals.

**Weaknesses:**

None 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 had developed a set of goals and targets for the school using the Charter School Performance Framework established by the Delaware Department of Education (page e43). The applicant has included measures and targets that they are committed to meeting by their third year of operation which align to the charter's objectives (pages e43-e45). In addition to the included measures and targets, the applicant also outlines the data that will be obtained to measure progress during the school year, at the end of the academic year, and the term of the charter contract (e47).

**Weaknesses:**

The management plan/task list does not have beginning and end dates for all tasks listed (page e102); and it is not clear when work will begin on some items. For example, the date for finalizing their technology plan is February 2015, but it is unclear if work on this task will start before February 2015.

**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 was approved for a charter on April 17, 2014 by the Delaware Department of Education (page e63). According to the applicant, they have received a letter from the Delaware DOE which states that their charter contract will be forthcoming in the next few weeks (page e63).

In addition to the approved charter the applicant has included measures and targets that states that they are committed to meeting by their third year of operation which align to the charter's objectives (pages e43-e45).

**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 applicant describes Delaware's charter school law as providing charter schools with great autonomy and flexibility, and that the Board of Directors will have the power to manage the implementation of its approved education program and determine its own budget and operating procedures (page e64).

**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:

In order to address improving academic and high school graduation rates the applicant will address the needs of their special education and ELL population in an inclusive manner (page e18). In addition to having an inclusive classroom, students will also be provided with an academic and college advisor at every grade (page e18).

#### Weaknesses:

None 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 did not address this criterion.

#### Weaknesses:

The applicant did not address this criterion.

**Reader's Score:** 0

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