

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

Status: Submitted

Last Updated: 08/15/2013 11:00 PM

Technical Review Coversheet

Applicant: Institue for Latino Progress (U282B130028)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	11
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	11
4. Community Support	8	6
Quality of Project Personnel		
1. Quality of Personnel	22	22
Quality of the Management Plan		
1. Management Plan	18	9
Quality of Project Design		
1. Performance Contract	16	14
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	4
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	2
Competitive Priority 3		
1. Military Families	3	0
Total	109	85

Technical Review Form

Panel #1 - Panel - 1: 84.282B

Reader #2: *****

Applicant: Institute for Latino Progress (U282B130028)

Questions

Selection Criteria - Quality of Project Design

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

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

Strengths:

The applicant has provided an approach that was well thought out in many respects and clearly geared to address the particular learned challenges of the student population it will serve. The applicant provides a clear scope and sequence of required course work (p. e28), which is implemented through an innovative approach to grade levels and promotion policy which is clearly outlined (p. e26). Particularly when working with over-aged, under-credited students, innovation with respect to grade levels and promotion is important as students who are 18 and in 9th grade can become easily disheartened. The applicant has provided significant information regarding assessing student needs, not only at intake, but also as the student progresses at the school (p. e33). Placing of students is based on both credits earned and competency, ensuring that students are not advanced because of age or years in school (p. e28). The applicant has used as a foundation the 90/90/90 work which has proven successful in other similar schools, which includes plans for remediation as needed (p. e34). The applicant provides a list of instructional strategies that will be implemented within a social justice context (p. e30-e32). These strategies and the strong contextual approach are directly geared towards the students the school will serve. The school has curricular support from the Institute for Latino Progress, a well-established organization in the community, for areas such as financial literacy (p.e35).

Weaknesses:

The applicant indicates it will use the RtI model(p. e24), however, it does not fully explain how this model will be implemented. In addition, the applicant provides information for the RtI Tier One Infrastructure, but does not mention other tiers. Very little information regarding curriculum materials is provided. In the approved charter, the applicant indicates that in February 2012 the school will review and identify texts and materials (p. e87). This applicant includes none of that information, therefore raising the question if that review and identification has taken place. The applicant failed to present information that gives a sense of the day or week that provides a clear picture of how the instruction and curricular approach will come to life.

Reader's Score: 11

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

Strengths:

The entire school program is developed to meet the needs of students who are educationally disadvantaged, particularly those who have previously dropped out or are over-aged and under-credited. The applicant provides evidence of the success of the model based on a rating done by the Youth Connection Center School Network (p.e38). In addition, the applicant provides evidence of strong evaluation by the Alternative Performance Measure from CPS Accountability (p. e39). Finally, the school includes data on strong post-secondary enrollment data and ACT performance (p. e39).

Weaknesses:

None identified

Reader's Score: 3

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

The applicant has identified three primary goals for the grant period including student focused goals and organizational goals. The organizational goals include appropriate assessment tools to monitor their achievement. Student performance goals are focused on college readiness, both academically and socially, and will be evaluated using the IJLA Competency-Based Evaluation System which is aligned to Common Core Standards. The school will also use STAR assessment system that provides data on grade-level equivalency, providing the school tools to measure student progress towards college readiness.

Weaknesses:

The applicant indicates social/emotional readiness for college is an objective but does not provide a clear means by which this will be measured. In addition, college enrollment is typically predicated on, among other things, an acceptable ACT, SAT or other standardized test score. The applicant does not include student performance on these tests as an indicator of progress towards achieving the goals.

Reader's Score: 11

The extent of community support for the application.

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

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

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

General:

The applicant provides a compelling narrative regarding the strength of support from and engagement with community organizations. Little evidence is provided regarding parental support or engagement.

Reader's Score: 6

Sub Question

1. The extent of community support for the application.

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

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

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

Strengths:

The applicant indicates support for the school by a number of community partner organizations. Specific support provided by two of these organizations, higher education institutions, is articulated (p. e62). In addition, in the school's approved charter, a number of additional partner organizations are discussed including how these organizations will support the school (p. e122-7). This discussion provides compelling evidence of strong support for and resources from community partner organizations.

Weaknesses:

The applicant provides little evidence of parental support for the school, or broader based neighborhood/community support from individuals.

Reader's Score: 3

2. The extent of community support for the application.

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

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

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

Strengths:

The development of this school is grounded in the community through the Instituto for Latino Progress, a community-based organization. This organization, and the partner organizations discussed in the application will be engaged in the implementation of the school. The applicant has provided information on how it will outreach to ensure that students and community will be informed about the school (p. e23).

Weaknesses:

The applicant indicates that parents will be included "whenever possible" (p. e62). While it is understandable that parent involvement may be reduced given the nature of the student population, the applicant provide no discussion of this, nor does the applicant provide a very thorough discussion of how parents will be invited to participate in the

Sub Question

school.

Reader's Score: 3

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

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

General:

The school has provided strong evidence for the quality of the project personnel.

Reader's Score: 22

Sub Question

1. Quality of project personnel.

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

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

Strengths:

The applicant indicated that the school encourages application for employment from and hires persons who are members of groups that have traditionally been underrepresented. Furthermore, the applicant provided clear evidence that it already has in place a diverse staff – over 75% people of color.

Weaknesses:

None identified

Reader's Score: 2

2. Quality of project personnel.

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

- (ii) The qualifications, including relevant training and experience, of key project personnel (up

Sub Question

to 20 points).

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

Strengths:

The applicant provided a narrative, support by resumes, of the IJLA board of directors and the school leadership team. Board members have diverse skills and experience that will support implementation of this project. Specifically, members have extensive background in education and youth programming, including secondary and higher education, which directly supports the school's mission of college enrollment for all students. In addition, members have experience working in charter schools in Chicago and have backgrounds in social services, social justice, and non-profit management. The applicant has outlined appropriate roles and responsibilities for the governing body. The board has an MOU with the Instituto for Latino Progress which outlines the division of responsibilities. The Instituto will provide support in leadership and management, accounting and business office, academic support, resources development, marketing, facilities, compliance and technology. The applicant provides information on key Instituto leadership and their strong skills and experience. The applicant includes a staffing/organizational chart that provides a clear framework for the school team. The school principal is a licensed administrator with significant training and experience in areas relevant to this project. She has worked with schools with a social justice focus and has led a previous initiative to open four new schools. The applicant provides information on additional leadership and implementation staff, all of whom have experience that demonstrates that this project has high quality personnel in place.

Weaknesses:

None identified

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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

Strengths:

The applicant has provided a thorough narrative defining the roles and responsibilities for key staff and leadership at the school. The budget narrative provides a broad timeline of activities that will take place in the next two years.

Weaknesses:

The applicant has not included a timeline with milestones that gives a clear plan for implementation for the next two years. While the narrative does provide the clear roles and responsibilities in general, it does not tie these to specific items laid out in the budget, nor any other timeline.

Reader's Score: 9

Selection Criteria - Quality of Project Design

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

Strengths:

The applicant has provided a copy of the chartering document between CPS and the Institute for Latino Progress (p.e403). This document includes an attachment which outlines how student performance will be measured and the expectations for that performance (p.e439).

Weaknesses:

Given that the school is defined as a "dropout" charter school, it is not fully clear how the performance measures and expectations for performance differ. The performance measures included in the attachment to the chartering document do not align fully with the school's assessment plan.

Reader's Score: 14

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

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

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

Strengths:

The charter agreement is provided by the applicant. This agreement outlines expectations in a number of operational areas and outlines responsibilities and the level of autonomy the charter school has in these areas. This reviewer understands that charters in Illinois and Chicago have a high level of flexibility and autonomy.

Weaknesses:

The applicant does not directly address this question, but directs the reviewer to the charter school agreement. This agreement appears to provide the school with significant flexibility in most areas.

Reader's Score: 3

Priority Questions

Competitive Priority - Competitive Priority 1

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

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

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

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

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

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

Strengths:

The applicant has indicated that approximately 20% of its students are English Learners and approximately 13% are students with disabilities. The applicant has provided narrative that outlines strategies for accelerating the learning of these students, who are also likely "over-aged and under-credited" and improving graduation rates and college enrollment rates, including implementing a social justice approach to its curriculum that is designed to more fully engage students in learning, regardless of their educational background, language background or disabilities. The applicant provided evidence of the successes to date with this model (p. e39).

Weaknesses:

None identified

Reader's Score: 4

Competitive Priority - Competitive Priority 2

1. Competitive Preference Priority 2--Promoting Diversity.

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

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

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

Strengths:

The applicant acknowledges that the racial segregation of many Chicago neighborhoods present challenges to achieving diversity in schools, however, the school has been strategically located between two neighborhoods, one which is predominantly Latino, the other which is predominantly African American. Additionally, the applicant's focus on students

who have dropped out may bring interest from student of any racial ethnic background with that academic history. The school's cooperative learning approach is likely to ensure students from diverse backgrounds engage with one another and provide students with diverse perspectives. Partner organizations appear to represent diverse populations within the area, supporting the promotion of diversity at the school.

Weaknesses:

None identified.

Reader's Score: 2

Competitive Priority - Competitive Priority 3

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

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

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

Strengths:

The applicant did not address this priority.

Weaknesses:

The applicant did not address this priority.

Reader's Score: 0

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Technical Review Coversheet

Applicant: Institue for Latino Progress (U282B130028)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	12
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	6
Quality of Project Personnel		
1. Quality of Personnel	22	22
Quality of the Management Plan		
1. Management Plan	18	9
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	4
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	2
Competitive Priority 3		
1. Military Families	3	0
Total	109	92

Technical Review Form

Panel #1 - Panel - 1: 84.282B

Reader #3: *****

Applicant: Institute for Latino Progress (U282B130028)

Questions

Selection Criteria - Quality of Project Design

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

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

Strengths:

The applicant provides a comprehensive explanation of the college preparatory curriculum that it uses. The curriculum is aligned with the essential elements recommended in the research of Doug Reeves. The curriculum is designed to embed the Response to Intervention (RtI) system. The applicant provides an annotated list of the elements with highlights of the curriculum (page e24 to e26). The applicant provides a thoughtful and informative explanation of the charter school's grade levels and promotion policy, curriculum scope and sequence, and competency levels (page e26 to e30). The applicant provides adequate information about the instructional strategies implemented by the charter school. The applicant provides a list of eight strategies that are designed to support the educational process (page e30 to e32). The applicant provides a thorough explanation of the strategies the proposed project will implement to access student needs, provide remediation, implement Pathways and Accelerated Learning, and meet the needs of special populations (page e33 to e38). The applicant provides an excellent discussion that indicates that the proposed curriculum is of high quality and the instructional practices are likely to be successful.

Weaknesses:

The applicant refers to issues of social justice (page e19) and a social justice framework (page e20) without providing a clear discussion about what is meant by the terms and the role that the concepts play in the curriculum or instructional practices.

Reader's Score: 12

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

Strengths:

Strengths: The applicant provides several convincing references to strategies that the proposed project will implement to

assist educationally disadvantaged students in meeting State academic content and achievement standards. For example, the applicant discusses the College Readiness Standards (page e27), the Backwards by Design Curriculum Map (page e25), Doug Reeves' research about 90/90/90 schools (page e20), Competency Based Evaluation System (Standards Based) (page e25), Skills Mastery Inventory based on Common Core Standards (page e33).

Weaknesses:

No weaknesses noted

Reader's Score: 3

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

Strengths:

The proposed project's student objectives are clearly explained following each of the three goals (page e56 and e57). For instance, the applicant explains what performance measure (STAR Math and Reading) systems will be used to measure Objectives 1.1 and 1.2. Then the applicant discusses why the target pass rate is important (page e57). The applicant provides a comprehensive explanation of the strategy the proposed project will implement for assessing achievement of the charter school objectives. The STAR assessment system (page e58 and e59), the applicant's charter school Competency Evaluation system (page e59), and the Competency Based Evaluation Program (page e60) will be utilized.

Weaknesses:

No weaknesses noted

Reader's Score: 15

4. The extent of community support for the application.

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

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

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

General:

Overall comments are not provided.

Reader's Score: 6

Sub Question

1. The extent of community support for the application.

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

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

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

Strengths:

(i) The applicant provides adequate documentation that there is considerable support for the application. The letters from two community-based organizations, a School of Professional Psychology, a local university, and a 29 member broad-based organization of churches, schools, and other institutions demonstrate the high levels of support for the charter school (pages e287 to e292). The applicant provided copies of six organizations in the community that provided letters of support (page e287 to e292).

Weaknesses:

- (i) No weaknesses noted

Reader's Score: 4

2. The extent of community support for the application.

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

Sub Question

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

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

Strengths:

(ii) The applicant provides adequate information about the proposed project's activities that are designed to encourage parental and community involvement. The applicant provides information about its partnerships and contributions from institutions such as Roosevelt University, the Adler School of Professional Psychology, its in-school programming for parents and guardians, advocates or partners of students or their children (page e62). Families are encouraged to participate in the charter school's Peace Circles which is designed to discuss and reflect on conflicts (page e63)

Weaknesses:

(ii) The applicant fails to provide information that discusses the extent to which parents were encouraged to become involved in the planning, program design, and implementation of the charter school.

Reader's Score: 2

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

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

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

General:

Overall comments are not provided.

Reader's Score: 22

Sub Question

1. Quality of project personnel.

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

Sub Question

determining the quality of project personnel, the Secretary considers--

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

Strengths:

(i) The applicant provides an adequate description of the approach the proposed project takes in its hiring practices. The applicant states that the program hires and encourages applicants from members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability. The applicant provides an analysis of its 20 employees to demonstrate its commitment to diversity (page e53). The applicant provides a clear explanation of its process for hiring teachers (page e65). The process appears to be fair and equitable.

Weaknesses:

No weaknesses noted

Reader's Score: 2

2. Quality of project personnel.

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

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

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

Strengths:

(ii) The applicant provides convincing information about the highly acceptable qualifications, relevant training and experience of key project such as the principal, dean of student affairs, associate principal, technology coordinator, and the lead and assistant academic counselors (page e45 to e49). For instance, the principal's resume shows experience as principal at a Latino high school and several other relevant work experiences (pages e45, e456 to e458). The professional experiences of other key leadership in educational settings similar to the proposed charter school, are among the reasons why the leadership is well qualified.

Weaknesses:

(ii) No weaknesses noted

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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

Strengths:

The applicant provides some information about the management of the proposed project. The applicant indicates that Rational Plan, project management software designed to help both teams and project managers to create consistent project plans, allocate resources and analyze workload, track work progress, estimate project costs and manage budgets has funds allocated for purchase (page e500). The Rational Plan software has components that will meet the expectations of a management plan. Specifically, it allows the user to enter the activity and enter control elements such as timelines, dates for milestones, and other critical information to be tracked.

Weaknesses:

The applicant provides limited information about the management plan for the proposed project. The applicant provides an unsatisfactory amount of information about what tasks are associated with the objectives. The applicant fails to discuss clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Reader's Score: 9

Selection Criteria - Quality of Project Design

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

Strengths:

The applicant provides documentation that shows a charter school agreement between the charter school and Board of Education exists (pages e403 to e431). The applicant's discussion about student performance as agreed upon in the contract is clear. Specifically, the contract provides information about student academic performance evaluation. The evaluation will be based on the charter schools students' performance indicators on State standardized tests of academic proficiency (page e422). The Accountability Plan meet also reflects Adequate Yearly Progress (AYP) targets. The charter school must meet those targets to achieve AYP (page e441).

Weaknesses:

No weaknesses noted

Reader's Score: 16

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

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

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

Strengths:

The Charter School Contract document indicates that the law permits and encourages the use of innovative teaching methods, to increase pupil learning opportunities, and several other areas left to the charter school to determine in order to meet rigorous school content standards and to improve accountability (page e403).

Weaknesses:

No weaknesses noted

Reader's Score: 3

Priority Questions

Competitive Priority - Competitive Priority 1

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

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

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

Note: This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to

one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

Strengths:

(c) The applicant provides adequate information about serving out-of-school youth as its target student population (page e18 and e19). The applicant presents information about its plan to improve achievement and high school graduation rates. The applicant provides a balanced description of the students who have dropped out or have been forced out of the traditional public schools (page e19). The applicant presents relevant ideas about engaging targeted students and the research based essential elements that the curriculum is designed around (page e20). The applicant's strategy includes targeting out-of-school high school students, encouraging students to build ownership of their academic and high school experience, provide special support for remediation, and to help English Language Learners to develop strong reading comprehension skills (pages e18 to e21).

Weaknesses:

No weaknesses noted

Reader's Score: 4

Competitive Priority - Competitive Priority 2

1. Competitive Preference Priority 2--Promoting Diversity.

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

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

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

Strengths:

The applicant provides a comprehensive explanation of the strategy the proposed project employs to promote diversity. To promote diversity, the applicant provides a clear explanation of how two strategies from the Department of Education will be used in the expansion of the charter school to counteract racially segregated neighborhoods and enrollment barriers (page e22 and e23). Specifically, the applicant plans to use two strategies approved by the Department of Education. First, the applicant plans to open campuses on borderlines where students from different races will be able to access the school. The tactic is referred to as the "School and Program Sitting Decisions." The other strategy is the "Open and Choice Enrollment Decisions" which allows any student in the city, considered to have dropped out, to attend the charter school (page e22).

Weaknesses:

No weaknesses noted

Reader's Score: 2

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

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

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

Strengths:

The applicant did not address this priority.

Weaknesses:

The applicant did not address this priority.

Reader's Score: 0

Status: Submitted
Last Updated: 08/18/2013 10:28 PM

Status: Submitted

Last Updated: 08/16/2013 02:46 PM

Technical Review Coversheet

Applicant: Institue for Latino Progress (U282B130028)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	11
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	7
Quality of Project Personnel		
1. Quality of Personnel	22	21
Quality of the Management Plan		
1. Management Plan	18	0
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	3
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	4
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	2
Competitive Priority 3		
1. Military Families	3	0
Total	109	82

Technical Review Form

Panel #1 - Panel - 1: 84.282B

Reader #1: *****

Applicant: Institute for Latino Progress (U282B130028)

Questions

Selection Criteria - Quality of Project Design

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

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

Strengths:

The design of the school is to serve students ages 16-21 who have dropped out of school in the Chicago area with a research-based, based on the 90/90/90 model based on Doug Reeves research, curriculum that has a college preparatory focus that would allow all students served to meet state standards. This design will also embed Response to Intervention (RtI) tiers that would provide timely monitoring of student progress and intervene appropriately through their Personalized Education Plan or Individual Education Plan within the context of social justice. Students would be assessed by counselors upon re-entry into the education system to determine need. The strategies to be deployed are extensive and supportive of the students to be served that include curriculum mapping that would be aligned with the Common Core Standards, competency based evaluation system instead of the traditional grading system to determine mastery of content, building employability skills through educational pathways as well as college-readiness skills where students graduate with 24-credits of coursework (pp. 7-11). Other instructional strategies include problem-based learning, technological literacy, and cognitive readiness model that promotes higher thinking skills and problem-solving that all students would need whether they continued to college or entered a career through the certification options available in the project (pp. 14-16).

Weaknesses:

The applicant indicated that it is a new charter yet there is a connection to the Youth Connection Charter School Network for which it operated under the past six years that is unclear. The past operation information is being used to support a good track record of the applicant on implementing this same curriculum model and post-secondary success (pp. 21-22). Throughout the project the applicant plans to connect all components to social justice framework but did not sufficiently discuss the framework, its benefits to students, its implementation, etc. (pp. 6-16)

Reader's Score: 11

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

Strengths:

Throughout the project the applicant would be serving students who are educationally disadvantaged since all students would have dropped out of school and at-risk, instead of the selection process used by many of the charters in the area that enroll students beginning in grade eight. The curriculum, instructional strategies, and enrichment to be used would be supported by professional development to staff in the project (pp. 20-21).

Weaknesses:

No weaknesses found.

Reader's Score: 3

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

Strengths:

The applicant will not apply traditional grades to course completion but students must master competencies in a three level process; leveled competency to apprenticeship (grade level appropriate), apprenticeship to mastery, and graduate of mastery that will be determined by a competency evaluation system that the applicant piloted one year and implemented last year in the project (pp. 9-10). Student mastery of the Common Core Standards, success of RtI interventions, and evaluation of instructional strategies will be part of the Skills Mastery Inventory (pp. 16-18). The STAR Math and Reading testing and Competency Proficiency Evaluation system would measure academic performance of students; surveys would be used to measure satisfaction with the project/school of students, faculty, and parents; and independent final audits will occur to evaluate the fiscal components of the school (pp. 38-41).

Weaknesses:

No weaknesses found.

Reader's Score: 15

The extent of community support for the application.

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

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

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

General:

Comments made.

Reader's Score: 7

Sub Question

Sub Question

1. The extent of community support for the application.

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

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

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

Strengths:

The applicant attached one letter of support for this application from Chicago Public Schools (attachment). The applicant has support from higher education entities in the area such as Roosevelt University that has partnered to provide support services to students to enable them to further their education as well as the Adler School of Professional Psychology engages students as facilitators for workshops promoting their social/emotional skills (p. 48).

Weaknesses:

No weaknesses found.

Reader's Score: 4

2. The extent of community support for the application.

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

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

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

Strengths:

The primary goal of the project is to assist students in obtaining a high school diploma that would allow them to enroll in college and be successful. Information about the school and enrollment would be provided through a deliberate recruitment strategies of the project that includes attending events that out-of-school youth participate in by working with community partners to locate events and help identify services needed. Flyers would be made available for distribution at libraries, churches, food markets, and community organizations. Staff would be on-hand at homeless shelters to assist families in understanding and completing paperwork (p. 48). Parent involvement appears to from an invitation to be part of the Parent Leadership Group that reviews the curriculum and safety of the school (pp. 45-46).

Sub Question

Weaknesses:

It is not evident that parents and community leaders were not active in the planning or design of the project. The applicant did not discuss training for parents to serve on the Parent Leadership Group to support their role in reviewing school concerns such as curriculum and safety issues.

Reader's Score: 3

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

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

General:

Comments made.

Reader's Score: 21

Sub Question

1. Quality of project personnel.

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

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

Strengths:

The applicant indicated that its hiring practices encourages applicants from traditionally underrepresented groups to apply for positions. The current staff employed by the school consist of two Asian, two African American, 17 Hispanic/Latino, and 7 Caucasian/White with a 99% retention rate of teachers who participate in a union (p. 36).

Sub Question

Weaknesses:

The applicant did not discuss its recruitment plan to ensure diversity of staff in the school/project.

Reader's Score: 1

2. Quality of project personnel.

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

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

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

Strengths:

The seven member board of directors for the charter has a cumulative background and experience in education systems, youth programming, social services, school leadership, counseling, and social justices. The monthly board meetings and the committees they manage allows the board to fulfill its role in overseeing the instructional design, professional development plan, and incorporation of social and emotional resources from within the community to support school success (pp. 24-26). The principal holds a bachelor's degree in Psychology, master's in Urban Teaching with a specialization in bilingual education, and administrator certification. She has experience in working with charter schools and out-of-school youth. She has experience in professional development at the national and regional level with development, implementation, and evaluation. She has served as a teacher, administrator, and project director from elementary to high school (resume attached). The dean of student affairs has a background in sociology and non-profit leadership which allows her to bring skills relating to social and emotional learning to the students to be served in the school (pp. 28-31). Teachers teaching advanced placement courses in the school must be certified to do for the courses to be offered (p. 19). There is an organizational chart also located on page 28.

Weaknesses:

No weaknesses found.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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

Strengths:

No strengths found.

Weaknesses:

The applicant did not provide a management plan for the project.

Reader's Score: 0

Selection Criteria - Quality of Project Design

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

Strengths:

The applicant's charter was approved by the Chicago Board of Education to operate July 1, 2012 to June 30, 2017 per management agreement and charter school agreement in the attachments. The accountability plan discussed the assessments to be used to measure student performance that included the Prairie State Achievement Exam for grade 11, Explore test for grade 9, and Plan Test for grade 10 annually. This data is used to determine Adequate Yearly Progress in the state's accountability rating system for all schools. The charter may choose to administer alternative assessments to measure student growth (pp. 44, e314, e403, e439-441).

Weaknesses:

No weaknesses found.

Reader's Score: 16

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

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

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

Strengths:

The Illinois Association of School Boards allows charter schools to have autonomy in eight areas to implement a quality educational program that includes curriculum design, calendar/scheduling school day, fiscal management, salaries for staff, contracts with providers, and additional performance standards for students beyond state requirements (p. 44).

Weaknesses:

The applicant may not require students who are homeless to have proof of immunization which is a state requirement to enter school but did not indicate how the school/project would ensure this health issue would be met for such students (p. 48).

Reader's Score: 3

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

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

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

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

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

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

Strengths:

The dropout recovery proposed project will target students with disabilities and English language learners that would support their re-entry into public school and improve graduation rates and prepare them to be successful in college/careers. A partnership with the National Council of La Raza would support this project with professional development for teachers to teach English Language Learners (p. 4). All students entering the school would receive one-on-one contact with a counselor to complete assessments that determine educational needs, strengths of students, and identify interventions of which all results would be incorporated in a Personalized Education Plan. The applicant implemented its first year as a charter with approximately 13% of its students receiving special education services and this projection plans to be continued in the next year. The project would utilize prevention and intervention counselors to work with students and parents to also identify community resources that would also address health needs (pp. 3-4).

Weaknesses:

No weaknesses found.

Reader's Score: 4

Competitive Priority - Competitive Priority 2

1. Competitive Preference Priority 2--Promoting Diversity.

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

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

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

Strengths:

The charter allows the applicant to operate three campuses which converted once existing campus into a charter site that is located in a predominately Hispanic neighborhood therefore the majority of students may be of Hispanic descent. Efforts would be made to ensure diversity in the student population by its location selection of the other school which borders on two communities one with a high population of Hispanics residents and the other of African Americans which would provide access by all potential participants. Also, since the charter has multiple campuses any student at least age 17 that live in the city of Chicago and has dropped out of school may enroll based upon the lottery system available by the applicant also ensuring diversity of race and socioeconomic status (p. 5).

Weaknesses:

No weaknesses found.

Reader's Score: 2

Competitive Priority - Competitive Priority 3

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

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

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

Strengths:

Applicant did not address this priority.

Weaknesses:

Applicant did not address this priority.

Reader's Score: **0**

Status: Submitted

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