

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

Status: Submitted

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## Technical Review Coversheet

Applicant: KairosPDX (U282B140056)

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	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	12
<b>Quality of Project Design</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	10
<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	1
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>93</b>

# Technical Review Form

Panel #6 - Non-SEA Charter Schools - 6: 84.282B

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

Applicant: KairosPDX (U282B140056)

## 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 has designed a clearly defined curriculum with instructional practices and a thorough educational program, including: the grade levels of the students, and strategies as to how the program will enable all students to meet challenging State student academic achievement and content standards.

The applicant states the KairosPDX Learning Academy (KLA) will implement a program with a vision of equity and create a program in which every child develops as fully as possible socially, emotionally, and academically. KLA will serve students in Kindergarten through Fifth grade anticipating a total of 53 Kindergarten and Fifth grade children enrolled in 2014-15. Page 5

The applicant will provide a data driven, STEM infused, service minded, multicultural program for underserved students with researched strategies supporting academic achievement for low income students and students of color. Page 5

The curriculum will include the following concepts: Negotiated- Emergent, Design, Service Learning, Multicultural and Creativity, and Play. The applicant has provided a detailed description of each concept as it relates to student learning and achievement. The Negotiate Emergent concepts are flexible with a focus on the meaning made by the students. This practice is considered "negotiated" (between the teacher setting standards and the students interest) . The applicant states the Emergent curriculum relies upon listening and collaborating with the children. This creates a community of learners that supports the child by giving them the necessary emotional development of risk-taking, reflection, resilience and collaboration. Page 8

#### Weaknesses:

None found

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 strong curriculum along with instructional practices to assist educationally disadvantaged students in meeting State academic content standards and State achievement standards.

The school is designed for students who are educationally disadvantage based on race and/or socioeconomic status. The school will provide inclusion strategies for low achieving students and for children with Special Needs. The project details data regarding small class size, and differentiated instructions for low achieving students. The school will also implement the Trust-Based Relational Interventions model, which is based on a neuropsychological research, and designed for children who have experienced relationship-based traumas such as abuse, violence, multiple foster placements, maltreatment, and neglect. Page 29-30

The applicant states their mission is to eliminate the racial achievement gaps by cultivating confident, creative, compassionate leaders who will exceed academic expectations at each development milestone. The school's vision is to engage and empower children and families through a liberating education by which each individual is freed to bring their very best to their own goals and dreams.

Page 4

The school will integrate the "Social Thinking Concept" into the curriculum which relates to what to do when interacting with people. This concept suggest students perception of people, affects their own emotions. The applicant state individuals with autism spectrum disorders, social communication disorder, Asperger's, and ADHD, often lack the needed diagnosis, and commonly experience social thinking challenges. Kairos teachers and counselor will use the Winner's Social Thinking framework, which targets improving individual social abilities. Page 31

**Weaknesses:**

None found

**Reader's Score: 5**

**Selection Criteria - Quality of the Project Evaluation****1. The quality of the strategy for assessing achievement of the charter school s objectives. (15 points)**

**Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school 's objectives, including developing of performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the Performance Measures section of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.**

**Strengths:**

The applicant provides a project with evaluations based on formal, informal assessments, and daily teacher observations.

The school will implement Interim assessments every 6-8 weeks to guide instructions. The results will be quickly analyzed and turned into action plans to adjust teaching methods for improving learning. Page 31

The teachers will conduct daily observations and reflections of the students' growth. The project includes formal assessments such as the MAP Interim Assessment, science and math work samples, and written assessments

administered quarterly. Informal assessments such as journals, collaborative assessment, conversation transcription, observation and anecdotal records will provide classroom teachers with student academic growth. Collaborative teaching teams will use assessments for adjustments both in curriculum content and supports for learning. Adjustments will be based on progress toward understanding objectives based on the Common Core State Standards. Teacher Teams will regularly review formative and summative student performance data. Page 31

The school's plan is for 85% of the students will meet or exceed State Standards in reading and math on 3rd, 4th, and 5th grade assessments. Page 33

The school plans for 100% of the students to complete at least 2 long- term service learning project annually. Page 33

**Weaknesses:**

The applicant is lacking a comprehensive plan for assessing the achievement of the school's objectives, including developing performance measures and performance targets for this project. The applicant is missing baseline data to address performance targets and objectives

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

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

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

**(10 points total)**

**General:**

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

The applicant has evidence of community support for the project based on the extensive community relationships and the family and support for the school.

(A) The applicant states through strategic outreach, they have met and talked with hundreds of families who expressed support for the school's vision for educational change, as well as community based organizations that are working with and for diverse communities and families. Page 3

**Sub Question**

(A) The applicant also states they are involved and engaged in multiple committees that include the Black Male Achievement initiative out of Portland Mayors office, the Portland African American Leadership Forum, the Ready for Kindergarten Collaborative, and the Eliminating Disparities Collaborative which support the charter school. Page 17

**Weaknesses:**

None found

**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 has a strong evidence of parental, and community involvement in the beginning stages of the designed charter school.

The applicant states they envision the school to be built by the community for the community, therefore they have involved parents and their members of the community since the conception phase of the charter school. Many of the families of color have been involved in Karros PDX from the beginning,

**Weaknesses:**

None found

**Reader's Score:** 5

**Selection Criteria - Quality of Project Personnel**

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

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

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

(22 points total)

**General:**

**Reader's Score: 22**

**Sub Question**

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

**Strengths:**

The applicant proposes to execute strategies to seek families who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

(A) The applicant states underrepresented families of color all of whom are parents of young children are the majority of the founding team of the school. Page 17

(A) The applicant states they have intentionally engaged underrepresented families of color in the development of the public charter school to help ensure maximum benefit for families of color and to mitigate any negative impact on families of color. Page 37

**Weaknesses:**

None found

**Reader's Score: 2**

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

**Strengths:**

The applicant presents a sound Personnel component based on the detailed summary of the qualifications, training, and experience of the key project personnel.

(B) The applicant has provided a detailed summary of job descriptions of the school personnel in the contract and in the project narrative. The school personnel includes, the executive team which is comprised of four women who utilize a shared leadership model designed and prepared to implement the charter school. Each core team member has played a role in shaping several aspects of the school. The Career Educator, has 19 years teaching first and second grade students, she has a Master's of Arts degree in Education Leadership and Multicultural Studies from Columbia, the Project Manager has 10 years professional experience in researching, writing, managing, and coordinating over 14 research grants in academic medicine. The person in charge of governance, policies, advocacy, and operations has 25 years of leadership in public education. Page 42

**Weaknesses:**

None found

**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 has provided some component of the Management Plan which includes the Academic Action Plan, student achievement goals, instructional strategies, rationales, and Professional Development Page e117

The applicant has provided a chart of the Management Plan with major milestones and dates. The applicant has also included a list of the key personnel in the school, such as: of the Executive Team, the Executive Director, the Director of Operations, the Family Engagement staff, and the Director of Policy and Development. Page 43 and 46

The applicant states, the school is a nonprofit corporation, governed by the Board of Directors. The core founders have committed to the implementation of the school to ensure it is established as envisioned. The Executive Team will function as the leadership team of the whole organization, including the Learning Academy. Page 45

**Weaknesses:**

The management plan is missing detailed responsibilities of the key personnel as it relates to the task and the milestones. Page 45

The timelines stated in the management plan is checked off as year 1, year 2, and year 3, providing no specific dates. The major milestones are vague and lacks details of the timeline. Page 45

The overall Management Plan needs more details of the project tasks and milestones. Page 45-46

**Reader's Score: 10**

**Selection Criteria - Quality of Project Design****1. Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.**

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

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

**Strengths:**

The applicant has submitted a clearly defined written charter between the charter school and its authorized public chartering agency.

The applicant has an existing contract with the Portland Public Schools. The applicant states the Portland Public Schools will continue operations after the CSP expires, based on compliance with all applicable State and Federal laws toward meeting student performance goals and agreements. Page 19

**Weaknesses:**

None found

**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 applicants acknowledges the terms of the administrative relationship between the charter school and the authorized public chartering agency.

The applicant states Kairos PDX has fiscal and legal autonomy from Portland Public Schools. Kairos is part of the PPS LEA, therefore PPS will receive State School Funds for students enrolled in Kairos PDX and will transfer a portion of those funds to Kairos PDX as outlined in the charter contract.

**Weaknesses:**

None found

**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 has met the Absolute Priority based the evidence to educate a diverse community with a high concentration of low-income families.

(a) The applicant has proposed a project based educational support component designed to increase achievement, impact high school graduation rates and increase college participation for students in educationally disadvantage groups. Page 6

(a) KairosPDX learning Academy will deliver interventions based on a research based multifaceted educational program. The applicant will strive to cultivate confident students who will exceed expectations in the 3rd grade benchmarks to achieve high school graduation. The school is committed to changing lives and trajectories of success in Portland. Page 2

(a) The target population is children and families of color in North/Northeast Portland, a diverse community with both the largest concentration of African-American students in the Portland Public Schools district and a large concentration of low-income families. Page 2

(a) The applicant's mission is to attract and service economically and educationally disadvantaged students. The focus is to effectively educate diverse students with the support of partnerships, student outreach, and staff recruitment. Page 5

**Weaknesses:**

(a)(b) (c )

The applicant did not address accelerating learning and helping to improve high school graduation and college enrollment for: student in rural local educational agencies, with student with disabilities, or for English Learners.

**Reader's Score: 1**

**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 found

**Weaknesses:**

The applicant did not include information regarding recruiting military student

**Reader's Score:**     **0**

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Status: Submitted

Last Updated: 08/22/2014 05:35 PM

## Technical Review Coversheet

Applicant: KairosPDX (U282B140056)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	14
<b>Significance</b>		
1. Achievement Standards	5	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	12
<b>Quality of Project Design</b>		
1. Community Support	10	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	20
<b>Quality of the Management Plan</b>		
1. Management Plan	15	13
<b>Quality of Project Design</b>		
1. Existence of charter	15	13
<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	1
<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 #6 - Non-SEA Charter Schools - 6: 84.282B

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

Applicant: KairosPDX (U282B140056)

## 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:

- This proposed charter school has met the Absolute Priority by providing evidence of how the program will accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.
- The project design presented in the application was comprehensive, and clearly aligned with the need to enable all students to meet challenging State student academic achievement and content standards. KairosPDX Learning Academy will focus on service learning (p. 9) and has stated that the curricular elements (Mathematics, Literacy and Science; p. 9) will be substantively supported by the Common Core Standards. The application has provided detail regarding how KairosPDX Learning Academy will accelerate learning and help to improve high school graduation rates and college enrollment rates in high poverty schools (p. 1). In Oregon, only 55% of low-income children meet the reading proficiency benchmark at 3rd-grade, the graduation rate is the 4th-worst in the nation (p. e13) and 58% of students of color live in low income households (p. 1).
- KairosPDX Learning Academy will serve 53 K-1st-grade students for the 2014-2015 school year (p. e13), and will add a grade level per year culminating in 224 K-5th-grade students. Applicant states (p. e13) that at least 50% of enrolled students will be of color, and 85% will meet or exceed standards in reading, math, language arts and science on 3rd- and 5th-grade assessments.
- KairosPDX Learning Academy will frame curriculum under the four major areas of negotiated-emergent and designed curriculum, service learning, multi-cultural curriculum and creativity/play (p. 7). Applicant has demonstrated that this will create a community of critical thinkers (pp. 8-9) that will enable students to meet challenging State student academic achievement and content standards.
- Applicant has provided a comprehensive overview of curricular components (p. 25) and states that the curriculum will be infused with the skills and concepts set forth by the Common Core State Standards (p. 27). The vision of KairosPDX Learning Academy (p. 28) is to create a service-centered, multicultural K-5 school in North Portland intentionally serving disadvantaged youth while fostering a respect for the global community.

#### Weaknesses:

- As a Reggio-inspired multicultural program, the application stated that staff would 'cultivate creativity' (p. 11) and create a culture of inquiry around the school (p. 7). Only vague information was provided, however, regarding the instructional practices that will be used at KairosPDX Learning Academy. [-1]

Reader's Score: 14

### Selection Criteria - Significance

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

**Strengths:**

- The significance of the proposed project is clearly delineated to assist educationally disadvantaged students in meeting State academic content standards and State student academic and achievement standards.
- Applicant states that in North Portland, only 6% of Hispanic students and 12% of African-American students are on track to graduate high school based on 3rd-grade reading performance (p. e13 and p. 4). KairosPDX Learning Academy is designed for students who are educationally disadvantaged due to their race or socioeconomic status (p. 29) with small class sizes, and curricular elements that support a range of learners (p. 29).
- KairosPDX Learning Academy's instructional program is designed with many entry points into academic areas for diverse learners, including early intervention, accommodations and interventions (p. 29) and a school culture that supports academic growth (p. 30).
- KairosPDX Learning Academy will have a Counselor on staff to consult with teachers regarding social and emotional components of curriculum that will be incorporated into classroom management and culture (p. 30). Additionally, staff will utilize a Trust-Based Relational Interventions (TBRI) intervention model designed for children who have experienced relationship-based traumas (p. 30).

**Weaknesses:**

- No weaknesses noted.

Reader's Score: 5

### Selection Criteria - Quality of the Project Evaluation

**1. The quality of the strategy for assessing achievement of the charter school s objectives. (15 points)**

**Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school 's objectives, including developing of performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the Performance Measures section of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.**

**Strengths:**

- KairosPDX Learning Academy has provided goals (pp. 32-36) which are consistent with performance measures and the Absolute Priority. These goals include student proficiency rates, attendance rates, parental satisfaction, fiscal stability and professional development indicators.
- The applicant's strategy for assessment includes teachers' daily observations, MAP interim assessment (NWEA), and Smarter Balanced Assessments (p. 32). Collaborative teaching teams of KairosPDX Learning Academy will use assessments for curriculum adjustments and regularly review formative and summative student performance data (p. 32).

**Weaknesses:**

- KairosPDX presented six student performance goals (pp. 32-33) including attendance rates, and reading/math proficiency rates. School goals were presented on pages 34-36 and included student-teacher ratios, diversity of staff and activity levels for professional development sessions. It was unclear, however, how the performance targets were ambitious, yet achievable and the application was vague regarding the use of baseline data. [-2]

- Applicant does not address who will be primarily responsible for assuring the implementation of strategies to assess achievement of school objectives. [-1]

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

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

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

**(10 points total)**

**General:**

**Reader's Score: 9**

**Sub Question**

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

**Strengths:**

- Applicant states that they envision KairosPDX Learning Academy to be built by the community, and has therefore involved community members since the conception phase of the charter school (p. 17). Additionally, KairosPDX has engaged with the Black Male Achievement initiative (p. 17), the Ready for Kindergarten collaborative (p. 17) and the Eliminating Disparities collaborative (p. 17). KairosPDX Learning Academy has met with dozens of community-based organizations to share the concept of the school (p. 39) and received input that has shaped the school design.

**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).**

**Sub Question**

**Strengths:**

- Applicant states that they have intentionally engaged underrepresented families of color in the development of the public charter school (p. 37), which was noted during the parent public testimony and letters received in support of the school during the chartering process (p. 17). Additionally, applicant states that the Board encourages the development and participation of parent organizations that support the goals of the school (p. 42).

**Weaknesses:**

- Insufficient information was provided regarding how community members would be engaged in school operations or afforded opportunities to assist KairosPDX Learning Academy with implementation practices. [-1]

**Reader's Score: 4**

**Selection Criteria - Quality of Project Personnel**

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

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

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

(22 points total)

**General:**

**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:**

- KairosPDX Learning Academy will recruit teachers of color to fulfill the vision of the "Minority Teachers Act" and applicant states that they are distributing job postings through networks with community based organizations that largely serve children and families of color and low-income families (p. 45).

**Weaknesses:**

- Insufficient information was provided regarding the extent to which KairosPDX Learning Academy would encourage employment applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age or disability. [-1]

**Reader's Score: 1**

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

## Sub Question

### Strengths:

- Key project personnel includes the core executive team comprised of four women who utilize a shared leadership model. Qualifications and experience include program management, education policy, fiscal management, curriculum development, charter school management, school administration and community outreach (pp. 42-44). Additionally, applicant states teacher qualifications (p. 44) which will include a minimum of three years teaching experience with children from diverse racial and cultural backgrounds.

### Weaknesses:

- The application was vague with regard to the qualifications of other staff, including the counselor mentioned on page 30. [-1]

**Reader's Score: 19**

## 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:

- Applicant has provided activities, with annual timelines, and assigned these activities to a member of the Executive Team (pp. 45-46). Additionally, the narrative was clear and comprehensive regarding the use of milestones, and how grant funds would be used to fulfill project tasks in support of the school's goals and objectives (pp. 31-36).

- Applicant has submitted (Exhibit 3; page e115) a comprehensive action plan detailing the rationale for strategies, and use of corresponding resources (pp. e115 – e123). Examples include but are not limited to the professional development training schedule, and the adoption of financial management strategies (p. e121).

### Weaknesses:

- Applicant provided annual benchmarks only, and did not clearly delineate all the milestones needed to successfully attain project objectives within the established timeline. [-2]

**Reader's Score: 13**

## Selection Criteria - Quality of Project Design

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

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

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

**Strengths:**

- KairosPDX is a nonprofit corporation (p. 11) with formal nonprofit status established in Oregon in 2012. KairosPDX Learning Academy has a 'Charter School Contract' with the Portland Public School District No. 1J dated June 5, 2014 (pp. e74-e96).

**Weaknesses:**

- The application did not include clarifying information regarding assessment of student performance pursuant to State assessments or other assessments mutually agreeable to the chartering agency and KairosPDX Learning Academy. [-2]

**Reader's Score: 13**

**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:**

- Applicant will be afforded flexibility from the charter sponsor, Portland Public School District. Under Oregon law, charter schools are part of the sponsor's LEA, meaning that Portland Public School District's report card includes KairosPDX Learning Academy performance data (p. 47).

- KairosPDX Learning Academy has clearly described the degree of autonomy they will have over the school's budget, expenditures, daily operations and personnel (pp. 47-48). KairosPDX Learning Academy is legally and fiscally autonomous (p. 48), and also is allowed by charter school law flexibility with educator licensure requirements (p. 48).

**Weaknesses:**

- No weaknesses noted.

**Reader's Score: 3**

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

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

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

**(b) Accelerating learning and helping to improve high school graduation rates (as defined in the notice)**

and college enrollment rates for students with disabilities.

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

**Note: The Department encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants may choose to respond to one or more of the priority areas and are not required to respond to each priority area in order to receive the maximum available points under this Competitive Preference Priority.**

**Strengths:**

- The proposed charter school project met competitive preference priority 1 for proposing to improve achievement and high school graduation rates for English learners as applicant notes that they will serve a diverse community, 11,081 who speak English as a second language (p. 2). Additionally, applicant has stated that their program will target the engagement and empowerment of historically underserved communities (p. 2).

**Weaknesses:**

- Applicant did not provide an in-depth response and information was vague regarding the deployment of specific strategies for 'English learners'. [-3]

**Reader's Score: 1**

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

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

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

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

**Strengths:**

- No strengths noted.

**Weaknesses:**

- The applicant did not fully address competitive preference priority 2 to support military families.

- The charter school design did not address the needs of military-connected students in that the proposed project did not target military-connected students who are current or prospective public charter school students. Evidence was not provided on the recruitment and admissions policy related to charter school enrollment of military students. [-3]

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/22/2014 05:35 PM

Status: Submitted

Last Updated: 08/25/2014 11:54 AM

## Technical Review Coversheet

Applicant: KairosPDX (U282B140056)

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	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	12
<b>Quality of Project Design</b>		
1. Community Support	10	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<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	3
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>95</b>

# Technical Review Form

Panel #6 - Non-SEA Charter Schools - 6: 84.282B

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

Applicant: KairosPDX (U282B140056)

## 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:**

Overall, the project proposal addresses the absolute priority of improving achievement and high school graduation rates for a planning, program design and initial implementation grant ((84.282B). This proposal meets the criteria for this priority with its focus on improving student achievement and graduation rates as well as serving a population living in high poverty in North Portland as evidenced by the fact that 75% qualify for the free or reduced price lunch program.

The proposal provides extensive evidence of a high quality and comprehensive project design. The proposal identifies the number of students that program anticipates and their respective grade levels. It states that KLA will serve students in Kindergarten through Fifth grade, anticipating a total 53 Kindergarten and First grade children enrolled in 2014-15, growing with the students, adding a grade level per year, culminating in and sustaining in serving 224 students per year. (p. 6). This is evidence that the school has a focus of who the students will be and what the scope of instruction and learning should be. The proposal states that the word "curriculum" in the context of KLA refers to a way of thinking about learning processes. It is a broad term including but not limited to textbooks and materials. Its primary function is to define the structures through which we believe children learn best and make available practices supporting this belief. In the school, the curriculum will be framed under four major areas: Negotiated-emergent and Designed curriculum, Service-learning, Multicultural curriculum, and Creativity and Play. (p. 7-11).

The proposal asserts that the designed curriculum is standards based and provide some examples, such as the Kindergarten ELA standards, such as with prompting and support, ask and answer questions about key details in a text; (p. 8). These examples demonstrate that the proposed school has a clear vision of their instructional and curricular models.

The proposal argues that their multicultural curriculum aims to unearth the many narratives that can contribute to our worldview, believing it strengthens not only the individual, but the collective. (p. 10).

The proposal lists important competencies that students will learn within the STEAM and ELA content areas.

KLA curriculum is infused with the skills and concepts set forth by the Common Core State Standards, yet it is reflective of the specific community within individual classrooms. Our approach allows learning to be shaped by the cultural reference points, deepened through relationships, informed by both evolving interests and established standards and dynamically co-created by the teachers, children and families represented (p. 27).

#### **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 proposal provided extensive evidence that the proposed project will academically assist educationally disadvantaged students. KLA believes that the most impactful vision of equity creates a program in which every child develops as fully as possible socially, emotionally, cognitively and culturally. Each element of the KairosPDX curriculum described above is developed with specific outcomes within these four interdependent developmental domains. (p. 13).

The proposal states that the school will welcome the inclusion of academically low-achieving children and children with special education needs. Small class size and other core structural and curricular elements of the model support a range of learners to be at their best. (p. 29).

Children will be offered both "accommodations"

(preferential seating, fidgets, and modified instructions) within the classroom and "interventions" (small group work, one-on-one instruction, tutoring, and connection with community supports)

outside their classroom within their school day. (p. 29-30).

Teachers and staff trained in Critical Race Theory provide multiple points for relationship and the application of a racialized lens through which to build and offer student supports. Extended day enrichment (2:45-4:00) allows for the review of core content areas, utilization of peer supports and the personalization of instruction. (p. 30).

KLA will have a Counselor on staff to consult with teachers regarding social and emotional components of curriculum that are incorporated into classroom management and classroom culture; (p. 30).

These examples all demonstrate that the school will be equipped to serve students in meeting state standards and high academic achievement.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 5

### Selection Criteria - Quality of the Project Evaluation

**1. The quality of the strategy for assessing achievement of the charter school s objectives. (15 points)**

**Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school 's objectives, including developing of performance measures and performance targets for its proposed grant project that are consistent with those objectives. The applicant should clearly identify the project-specific performance measures and performance targets in its plan and should review the Performance Measures section of the notice for information on the requirements for developing those performance measures and performance targets consistent with the objectives of the proposed project. The applicant may choose to include a discussion of the project-specific performance measures and targets it develops in response to the Performance Measures requirements when addressing this criterion.**

**Strengths:**

The proposal provided many components of a high quality project evaluation. The proposal lists outcomes and outputs that may be used to measure the overall performance of the school. These include academic outcomes such as, 80% exceed, 20% meet benchmarks on reading & math OAKS tests, enrollment outcomes such as 40 students per grade level in K-5 charter school and content learning-related outcomes (p. 14).

The proposal states that the school believes that student learning is the ultimate indicator of school and teacher effectiveness. (p. 31). Interim assessments will be done every 6-8 weeks.

The results will be quickly analyzed and turned into action plans to adjust teaching methods/ (p. 31).

The proposal lists student performance goals as objectives with which to measure the progress of the school. The timeline for when the measures would be taken is listed as well as the associated data sources (p. 31-33). Additionally, a table is provided in the proposal with the school goals with the sources of data or means of measuring as well as the timeline for measuring on pages 34-36. These examples all demonstrate that the proposal had many elements of a high quality project evaluation.

**Weaknesses:**

The project evaluation plan does not make clear what the baseline data is or will be. This means it is not evident that the targets are appropriate and realistic. This also means it is not apparent how change in performance will be noted. In addition, the proposal does not make clear who will do the analysis or management of the data collection and storage as part of the evaluation plan.

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

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

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

**(10 points total)**

**General:**

**Reader's Score: 8**

**Sub Question**

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

**Strengths:**

The proposal demonstrates community support through the community partnerships that the school has established. These partnerships are listed on page five and include businesses as well a non-profit organizations.

**Weaknesses:**

The proposal does not make clear the extent to which individuals, instead of only organizations, within the community support the plan for the school.

**Reader's Score: 3**

**Sub Question**

- 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 proposal overall provided much evidence of parent and community involvement in the implementation of the program. The proposal states that the school has intentionally engaged underrepresented families of color in the development of this public charter school to help ensure maximum benefit for families of color and mitigate any negative impact on families of color. The executive team is 80% women of color, 100% parents, 20% foster parents. (p. 37).

The proposal states that they are actively involved and engaged in multiple committees that include: the Black Male Achievement initiative out of (Portland) Mayor Hale's office; the Portland African-American Leadership Forum; the Ready for Kindergarten collaborative; the Eliminating Disparities collaborative. (p. 17).

The proposal states that they have met with dozens of community-based organizations to share the concept of the school and the vision for change and greater equity for students of color in Portland Public Schools. Many have provided input that has shaped the school design. Community groups are and will continue to be specifically instrumental to the following planning and development areas: Student recruitment; Teacher recruitment; Extended Day Supports; Execution of Instructional program; and Family supports. (p. 18).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Personnel**

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

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

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

**(22 points total)**

**General:**

**Reader's Score: 22**

**Sub Question**

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

**Strengths:**

The proposal provided extensive evidence that the applicant would encourage applications for employment from members of traditionally underrepresented groups. The proposal states that the school aims to fulfill the vision of

**Sub Question**

the Minority Teachers Act by recruiting teachers of color to teach the school. They will use their existing community networks to activate this recruitment, along with minority owned newspapers such as – The Skanner, The Asian Reporter, El Hispanic News and The Observer.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

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

The proposal provides extensive evidence for the relevant training and experience of the project personnel. For example, on pages 42-44, the proposal provides the bios of the key staff for the project. This demonstrates that the proposed project will be carried out by personnel with extensive and relevant experience. On page 44, the proposal provides additional required qualifications for the teachers, which includes a minimum of three years teaching experience with children from diverse racial and cultural backgrounds and training and/or experience with at least one “special population.” This provides evidence that the teacher will be equipped to support all students’ learning. The professional development and training plans described on pages. E117 – e123 provide evidence to show that the school will continue to build capacity to ensure that they will be able to meet all students’ needs.

**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 proposal provides many elements of a high quality management plan. For example, the table on page 45 and 46 lists the major milestones of the project. These milestones are aligned with a particular year giving the plan a sense of a timeline. Also, a lead person is attached to each of the major milestones to suggest who is responsible for the task being completed. The major milestones are directly connected to the overall goal of the school to establish a multicultural community, practicing innovative teaching and learning resulting in student empowerment and academic achievement.

**Weaknesses:**

There are a few weaknesses to the management plan that are worth mentioning. The timescale units of the timeline are quite general, which makes it difficult to ascertain when a milestone should actually be completed or if the project is operating on time. In addition, some of the major milestones are not listed in the form of a milestone. For example, one is simply “professional development” (p. 46) and another is “board governance training.” (p. 46). By not listing a milestone to be completed, it is difficult to know when an activity is done and what the actual outcome of the activity is.

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 proposal meets this criterion for the quality of project design. After a five-month process, the PPS board unanimously approved the proposal.

Subsequently, the two parties negotiated a charter contract over a six-month period. Both the proposal and contract, which are included with this grant submission, delineate the administrative relationship between KLA and PPS. In sum, the charter contract defines academic and operational performance expectations for student academic proficiency and growth, (p. 16).

#### **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 proposal states that KLA is legally autonomous. (p. 48). In addition, KairosPDX is fiscally autonomous in the sense that they design and manage their own budget, including all revenues and expenditures. They also have autonomy in terms of operations and personnel. They will hire and employ all of their staff. The charter school law allows some flexibility with educator licensure requirements, yet they intend to hire only licensed educators.

The proposal also makes note of the fact that the staff will not be members of any local collective bargaining unit.

**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 provided some evidence that the project is designed to accelerate learning and help to improve high school graduation rates\* and college enrollment rates for students disabilities. The proposal states that KairosPDX Learning Academy exists to bring innovative equitable education to a state ranking 40th out of the fifty states with the largest achievement gaps and the fourth worst graduation rate in the nation. (p. 1). The proposal states that the school will comply with all district policies and protocols related to special education services for charter school students (p. 25) and welcomes the inclusion of academically low-achieving children and children with special education needs. Small class size and other core structural and curricular elements of the model support a range of learners to be at their best. (p. 29). The proposal adds that children will be offered both "accommodations" (preferential seating, fidgets, and modified instructions) within the classroom and "interventions" outside their classroom within their school day. (p. 29-30). The proposal states that overall, Kairos seeks to offer empowering education cultivating confident students who exceed expectations including the 3rd grade benchmarks propelling children toward high school graduation. (p. 1).

**Weaknesses:**

The proposal did not make apparent how the work of the school will ultimately accelerate students success toward graduation and college enrollment. For example, as a K-5 school, the proposal does not explicitly tie the classroom learning experiences with these explicitly stated outcomes.

**Reader's Score:** 3

**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 proposal does not address this criterion.

**Weaknesses:**

The proposal does not specifically address how the school will offer support for Military Families.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   08/25/2014 11:54 AM