

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

Status: Submitted

Last Updated: 08/20/2014 10:01 AM

## Technical Review Coversheet

Applicant: Kids Unlimited of Oregon (U282B140036)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	13
<b>Significance</b>		
1. Achievement Standards	5	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	13
<b>Quality of Project Design</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	20
<b>Quality of the Management Plan</b>		
1. Management Plan	15	5
<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	2
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	2
<b>Total</b>	<b>107</b>	<b>88</b>

# Technical Review Form

Panel #8 - Non-SEA Charter Schools - 8: 84.282B

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

Applicant: Kids Unlimited of Oregon (U282B140036)

## 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 describes the proposed curriculum and instructional practices for a targeted K-8 charter school (pages 7-26). The program is aligned with academic best practices and well researched supported mechanisms for its instructional practices. For example, the applicant provides expanded school hours for instruction based on research indicating such a practice increases performance. Specifically, the school will maximize student learning and outcomes by providing a minimum of 29% more instructional time, than Medford School District schools that serve students at the same grade level. The applicant provides extensive information on its reading and math curriculum to support opportunities for its students. The applicant also aligns academic components with school climate issues to address behavior. To this end, it will implement Positive Behavior Supports as part of its curriculum (page 22).

#### Weaknesses:

Absent from the narrative is a clear breakdown of the extended day schedule. It is unclear how much time will be spent on other academic areas that support STEM. It is unclear how the applicant will modify this schedule in case of emergencies.

Reader's Score: 13

### Selection Criteria - Significance

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

#### Strengths:

The applicant provides goals and accountability for ensuring its high-risk population meets state academic content standards (pages 26-36). These strategies include aligning assessments with newly formed state assessments. Strategies also include using assessments such as Diebels for evaluating early grade performance. The applicant aligns its curriculum to meet the state's testing schedule. Specifically, students are assessed with state assessments beginning in third grade (reading and math), with the writing assessment added in fourth grade, science and social studies added in fifth grade and continuing on through middle school. To close the achievement gap of the identified high-risk student population, the applicant will use focused and intentional teaching practices that are assessed with progress monitoring every four to eight weeks.

**Weaknesses:**

No weaknesses were 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:**

On pages 29 through 32, the applicant describes the academic strategies and metrics to be used to assess the achievement of students. In so doing, it aligns these strategies for accessing the charter schools objectives. For example, the applicant expects to increase student reading skill, with the target that all 4th and 8th grade students will meet and/or exceed Oregon State Reading Proficiency levels. Targeted students may include incoming Kindergarten students who may be 2-3 years behind in readiness to learn which puts them at risk to ever achieve state proficiency levels. With implementing curriculum components in reading, the applicant expects to address these challenges. Class Assignments, Anecdotal Records, Performance Assessments and Projects, Journals and Logs, Discussion, Problem Solving, Student Participation in Teamwork, Homework, Writing Folders, Student Self-Assessments, Group Work, Lab Work, Curriculum-based Quizzes and Tests, and Independent Projects will be used as part of instruction delivery and assessment (page 33).

**Weaknesses:**

The applicant provides no information on how it will measure the overall success of the school environment since it is a new charter school. A critical assessment would provide information to help guide the direction of the school in terms of meeting the needs of the targeted population.

**Reader's Score:** 13

**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:**

Information is provided in the narrative.

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

The applicant provides evidence the community will continue to be involved in the charter school (page 37). For example, An advisory board comprised of community representative will be appointed. The school staff and leadership team will seek to establish and maintain close relationships with the Board. Teachers will work collaboratively in planning instruction so that curriculum content is aligned by grade levels and the Common Core Curriculum standards, based upon input from the Board. Community input was garnered through town hall meetings on the development and implementation strategies for the charter.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

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

**Strengths:**

The applicant provided information to support that parents were involved in the development of the application through community meetings and events involving parents and children. Teacher and school staff will make home visits and advocate for continue parent involvement in the charter and education of their children. Parents will be included in efforts to provide wrap around services to children (page 36).

**Weaknesses:**

No weaknesses were 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:**

Information is provided in the narrative.

**Reader's Score: 20**

**Sub Question**

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

**Strengths:**

No strengths were noted.

**Weaknesses:**

The applicant does not explain how it will encourage applications from underrepresented groups. It is unclear how the applicant will recruit if vacancies were to occur during the administration of the project. For example, it is unclear how or if applications are provided in other languages.

**Reader's Score: 0**

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

**Strengths:**

Key personnel are identified within the narrative and have relevant training and experience to administer project activities (pages 45-50). For example, the project coordinator has 15 years of experience in education and charter school administration. The advisory board members and their qualifications are provided and will provide leadership.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 20**

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

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

**Strengths:**

The applicant presents a variety of protocols that can be used to oversee the management of the school. Leadership components in the form of three boards and a school team will be provided to help govern the project (pg. e 34).

**Weaknesses:**

The management plan is not clearly defined. The applicant states that the non-profit will oversee the charter; however, specific duties and responsibilities are not aligned with specific positions. No milestones are provided, nor is information presented to demonstrate how the applicant will complete all projects within the stated time-frame.

**Reader's Score: 5**

**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 clearly demonstrates the existence of a charter. The applicant's charter is in effect from July 1, 2013 through June 30, 2016. The agreement is attached. The contract information is contained therein.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

**1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points)**

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

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

**Strengths:**

The applicant provides evidence that the charter school has flexibility (page 49). The applicant provides specific regulations. Specifically, ORS 338.115 Applicability of laws; restrictions; powers; student diplomas and alternative certificates. (1) Statutes and rules that apply to school district boards, school district or other public schools do not apply to public charter schools.

**Weaknesses:**

No weaknesses were 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:**

These students are part of the targeted population for the designated area (page 2). Specifically, the applicant identifies percentages of its population how are students with disabilities (13%) and English Language Learners (30%). These students are identified under this priority. Subsequent information provided in the narrative supports how the applicant will affect graduation rates for this population.

**Weaknesses:**

The applicant does elaborate on how the overall stated goal of learning will increase graduation rates. No specific details are provided.

**Reader's Score: 2**

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

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

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

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

**Strengths:**

The applicant meets this priority (page 2). The applicant identifies students of military families in the area and proposes services for these students. Specifically, the applicant states that there are over 200 families involved in Active or Reserve duty in the Southern Oregon region. The applicant's outreach for prospective students will include presentations at the local National Guard Armory which represents all sectors of the military by providing family support groups and activities. The applicant provides substantial information to support this criterion.

**Weaknesses:**

Beyond the provision of presentations at the local National Guard Armory for the purpose of outreach, the applicant does not present a specific plan or strategy to meet the needs of the identified military-connected students.

**Reader's Score:**     **2**

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**Last Updated:**    08/20/2014 10:01 AM

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## Technical Review Coversheet

Applicant: Kids Unlimited of Oregon (U282B140036)

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	15
<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	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	2
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	2
<b>Total</b>	<b>107</b>	<b>95</b>

# Technical Review Form

Panel #8 - Non-SEA Charter Schools - 8: 84.282B

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

Applicant: Kids Unlimited of Oregon (U282B140036)

## Questions

### Selection Criteria - Quality of Project Design

#### 1. Quality of the proposed curriculum and instructional practices. (15 points)

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

#### Strengths:

The school has selected Success for All for reading instruction because of its demonstrated effectiveness with the project target population.

The program will open with grades 1 through 3 with a plan to serve through grades 8 as program continues.

The Singapore Math Curriculum has similarly been selected because of its effectiveness and conceptual approach.

Quarterly assessments and regrouping will be scheduled to determine whether students are making adequate progress.

A Solutions Team will meet regularly to address individual needs, in addition to the use of Rtl as support for every child. The Solutions Team will help support families and is composed of parent liaisons, social workers, counselors, administrators, and more. The Student Study Team will make recommendations, if required for Special Education or other interventions.

Additionally, project-based learning, place based learning, and technology integration across all curricular areas will enhance student instruction.

#### Weaknesses:

The project is very ambitious with a lot of curricular and other innovations so a timeline of implementation with milestones and designated personnel may have to be revisited and adjusted periodically.

Reader's Score: 14

### Selection Criteria - Significance

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

**Strengths:**

There will be more time for instruction through a longer school day and added calendar days.

The anticipated population will include a high risk population and Cooperative Learning has been established. This will be facilitated by Team Project Development and Demonstration to teach the value of collaborative learning.

This will perhaps be challenging and unfamiliar to the student population, but because of the realities of a population where being "street smart" is valued, Cooperative Learning becomes even more important as a required work skill to be employable in the real world.

Teacher training will be provided in use of Sheltered Instruction Observation protocols to improve student learning and in Gardner's Multiple Intelligences, and more.

A culturally responsive teaching staff will provide bridge activities such as scheduling college role models, carer days, virtual and actual field trips to area colleges, student college projects and more.

Families will also be actively engaged in developing greater awareness of college opportunities and scholarships, etc.

College symbolism will be evident throughout the facility and at each grade level and area of instruction.

College representatives will make frequent visitations and students will go on excursions to area colleges.

**Weaknesses:**

No weakness 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:**

Staff will work collaboratively in grade level teams to assess Reading and Writing instruction using the Common Core-Implementation Guide.

Academic targets have been set for all students to be at or above benchmark assessment in all core subjects as measured by state assessments and to achieve readiness to transition into new state assessments coming online in 2014-2015.

Too close the achievement gap, there will be a focused and strategic plan, including teaching strategies that are assessed with student progress every four to eight weeks.

The school improvement plan, charter document and proposal requirements thoroughly address all areas of student

performance.

An annual report will be compiled to analyze and assess total student achievement and school improvement.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Design**

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

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

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

**(10 points total)**

**General:**

There is evidence of parental and community support required to launch the charter in a timely fashion with a successful implementation of stated charter objectives.

**Reader's Score: 9**

**Sub Question**

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

**Strengths:**

The project is uniquely situated in a youth development center and addressed many community needs, including at risk students, teen pregnancies, and more.

The planning team engaged a group of highly respected community leaders with experience in education, leadership and community.

A series of meetings were held during planning to engage social service leaders, Latino Advisory Committee leaders, and local and regional funders to gather advice and input for the charter.

The focus is on closing the achievement gaps among high and low income students as well as Anglo and Hispanic students in the region.

The host agency, Kids Unlimited has 14 + years of developing extensive community partnerships in support of youth programs for traditionally under served and underrepresented students.

**Sub Question**

**Weaknesses:**

No apparent weaknesses

**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:**

Parents are engaged at every step of project development. A group of community leaders with extensive experience were engaged in the planning process.

Parent involvement is core and staff has committed to establishing and maintaining close relationships with parents of all students. Staff will make home visits and advocate for community resources to provide wrap around services when needed.

Teachers will work with parents in a collaborative environment. The host agency, Kids Unlimited, brings 14 years of experience in developing community youth programs for under-resourced students.

A Parent Involvement Program will be developed along with a parent liaison and parents will sit on communities to develop methods to improve instruction.

**Weaknesses:**

More information of designated personnel to work with and engage parents (such as a parent liaison) would be helpful.

**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:**

There is evidence that project personnel have the training and expertise required to launch the charter site and obtain the stated charter objectives.

**Reader's Score: 20**

**Sub Question**

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

**Sub Question**

**Strengths:**

The charter will ensure that all core classes will be taught by teachers who have achieved "highly qualified" status.

Para professionals will be required to have highly qualified standards as set forth in ESE and have completed at least two years of higher education. The GEPA document is included in the proposal.

**Weaknesses:**

There is not clear evidence that applications are encouraged from persons traditionally underrepresented based on race, color, national origin, age or disability.

**Reader's Score:** 1

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

**Strengths:**

Teacher qualifications include requirement to have achieved "highly qualified" status for teachers and para-professionals.

Extensive professional development has been planned, including, Hunter's Instructional Theory and Practice, Sheltered Instruction Observation Protocols, Gardner's Multiple Intelligences, and a Cooperative Learning approach will be emphasized.

Finally, training will be provided in Positive Behavior and Intervention Strategies.

Attached resumes and staff biographies indicate that key personnel have a strong background in charter school development and management.

Job descriptions have been developed for principal and other key personnel.

**Weaknesses:**

Training manuals for new staff coming in at varied times would be helpful and training schedules should be adjusted according to student's needs and performance indicators.

**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:**

There are two Boards of Directors - one for the host agency and one for the charter.

The host agency has the facility and a track record in youth development and community involvement.

The Board of Directors consists of civic leaders, business executives, philanthropists and educators who are responsible

for setting policy and governing the non-profit and holding leadership accountable.

The school's Board of Directors consist of the principal, civic leaders, retired educators, founders, and community members.

The charter BOD plays an instrumental role in supporting teachers, ensuring that there are adequate resources, maintaining fiscal responsibility, and maintaining the facility. The two separate boards are working to establish a separate non profit for the schools. Services will include fundraising, human resources, facility management, instructional support and more.

Until the charter has established its own bylaws and articles of incorporation, the school will be governed pursuant to its host articles of incorporation.

The school leadership team provides regular input and establishes priorities for the Board of Directors and Parent Advisory Board.

The charter document details the relationship between the LEA and the charter. The development team strictly followed the Oregon Statutes in regards to the charter schools relationship to the chartering agency.

**Weaknesses:**

It may be difficult to determine priorities with the potential of having three governing boards at one time.

**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 charter contract is provided and includes information about student performance goals and objectives.

All students will take part in mandatory state and national assessments. The charter will summarize its progress towards meeting student performance standards in its annual report to the district.

Student assessment scores will be compared by subgroups of six or more students.

The school will gather baseline data in year one of operation and provide annual reports to measure student performance progress on all indicators.

A variety of assessments are correlated to the curriculum and will be monitored in a timely fashion.

**Weaknesses:**

No apparent weaknesses

**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 SEA and charter school law states that statutes and rules that apply to school district boards, school districts, or other public schools do not apply to charter schools.

There are many laws, including federal law, public meeting law, laws regarding diplomas and certificates, statewide assessments, and others that do apply to public charters, however, and these are stated in the proposal.

The proposal indicates that a positive relationship exist between the LEA and the charter especially relating to providing continuous services to students with special needs, ELL, and others.

The proposal describes an innovative collaboration to benefit the entire community.

**Weaknesses:**

There are 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:**

During its first year of operation, the student population was 47% Latino with 30% ELL. The school also has a 13% special education student enrollment.

A carefully chosen Reading and Math curriculum (Success for ALL) has been chosen for Closing the Achievement Gap among the student population.

The school grew out of youth development and other social service agencies to incorporate best practices proven to be effective with the target population.

There is a 'wrap around' student support system which will include a collaborative Response to Intervention foundation to build academic success.

**Weaknesses:**

This section was not clearly defined or comprehensive enough in terms of the stated goal of accelerating learning to improve graduation rates for students with disabilities and English Learners.

**Reader's Score: 2**

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

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

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

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

**Strengths:**

There is a National Guard Armory in the community that has deployed family members on a regular basis.

The school will provide an outreach program for prospective students to address the unique challenges of military families.

**Weaknesses:**

There was not any specific plans for working with students of military families once they have been identified.

**Reader's Score: 2**

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**Status:** Submitted  
**Last Updated:** 08/25/2014 01:49 PM

Status: Submitted

Last Updated: 08/21/2014 05:10 PM

## Technical Review Coversheet

Applicant: Kids Unlimited of Oregon (U282B140036)

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	4
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	13
<b>Quality of Project Design</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	15
<b>Quality of the Management Plan</b>		
1. Management Plan	15	8
<b>Quality of Project Design</b>		
1. Existence of charter	15	15
<b>Adequacy of Resources</b>		
1. Degree of Flexibility	3	2
<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	2
<b>Total</b>	<b>107</b>	<b>85</b>

# Technical Review Form

Panel #8 - Non-SEA Charter Schools - 8: 84.282B

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

Applicant: Kids Unlimited of Oregon (U282B140036)

## 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 effectively demonstrates that the proposed charter school has adopted developmentally appropriate curricula in the core subject areas. For example, the applicant chose Success For All because it is a researched-based school reform model which consistently demonstrates success when implemented with full fidelity students with learning deficiencies achieve academically at higher rates. The Success For All program is a school-wide program for students in grades pre-K through eighth grade in which every student will acquire adequate basic skills and build on this basis throughout the elementary grades. The Success For All kindergarten is a full-day program where children learn language and literacy, math, science and social studies concepts through 16 two-week thematic units. The reading component in grades K-1 contains a systematic phonemic awareness and phonics program.(pgs. 2-8) Each core curriculum subjects will aligned within 8-week curriculum maps.

Additionally, the applicant effectively describes developmentally appropriate instructional strategies that will be implemented in all core subject areas. For example, project-based learning will be utilized for social studies, and technology integration will be utilized cross all curriculum areas to allow for interactive and inquiry learning experiences, internet investigations, electronic student work portfolios, development of student work samples that collectively demonstrate project and/or place-based learning projects.

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

### Selection Criteria - Significance

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

#### Strengths:

The applicant addressed the selection criteria and indicated that the proposed project will utilize the Response to Intervention (RTI) model program to address State learning standards . RTI will be used will assist with identifying the

holes in the core curriculum and then identifies supplemental curricula to address Response to Intervention needs and differentiated instructional strategies. (pgs. 8-10)

**Weaknesses:**

The applicant does not adequately address the selection criteria. The response was vague and limited in scope. While RTI has proven to be a research-based program to address the critical needs of challenging students, the program should not be the only strategy used to assist educationally disadvantaged students in meeting State academic achievement standards.

**Reader's Score:** 4

**Selection Criteria - Quality of the Project Evaluation**

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

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

**Strengths:**

The applicant adequately provides evidence that strategies and procedures are in place to track academic targets for all students to ensure they are at or above the benchmark in all core subjects as measured on the Oregon Assessment of Knowledge and Skills (OAKS). The applicant effectively describes demographical data which identifies student academic, economical, and social needs. This baseline data will be used to measure the academic growth of students. (pgs. 10-13) The use of multiple data sources for students is helpful in developing a more holistic view of each student's learning profile. The applicant additionally indicated that documentation of performance will be based on multiple assessments of student learning and will include a variety of work samples such as, (1) class assignments, (2) anecdotal records, (3) performance assessments, and (4) student self-assessments. The applicant effectively describes specific targeted performance measures and has aligned the measures with the proposed goals and objectives.

**Weaknesses:**

While the applicant effectively describes measures to assess the academic goals and objectives, the applicant does not provide information as to how they will measure the success of the overall school climate and environment. This information is vital to the overall success and well-being of the school.

**Reader's Score:** 13

**Selection Criteria - Quality of Project Design**

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

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

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

(10 points total)

**General:**

The applicant reasonably provides evidence that the application was developed with input from parents and the community. The applicant held meetings with parents to discuss the program and the required weighted lottery system. For example, in accordance with Oregon laws governing charter schools, if the number of applications from students who reside in the school district exceeds the capacity of a class or grade level, the applicant shall select students through an equitable lottery selection system. Students will be given priority in the following sequence: (a) first priority for enrollment is given to students who were enrolled the previous year;( b) second priority for enrollment is given to students who have siblings in the school who were enrolled in the school the prior year. (pg. 19)

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

The applicant effectively demonstrates that the proposed project application was developed with the support and input from community stakeholders. For example, the charter school's planning team engaged a group of highly respected community leaders with extensive experience in education, leadership and community involvement to read the final proposal to the Medford School District for completeness and again provide input regarding the school design and program delivery to increase student achievement. (pgs. 15-18)

Additionally, over 50 one to one and small group meetings were held over the past two years with social service leadership, Latino Advisory Committee leadership, local and regional funders as well as significant community leadership to gather advice and input for the school's framework and proposal development. Throughout this process, the input has been highly positive and progressive with the recognition that a change is necessary to close the achievement

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

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

**Strengths:**

The applicant reasonably provides evidence that the application was developed with input from parents and the community. The applicant held meetings with parents to discuss the program and the required weighted lottery system. The meetings provided opportunities for parents and families to discuss the schools goals and mission.(pg.

**Sub Question**

23) Parents were provided opportunities to give input on various student related issues and the school's need to ensure parent involvement at the school.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 5

**Selection Criteria - Quality of Project Personnel**

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

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

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

**(22 points total)**

**General:**

The applicant does not adequately describe the qualifications, including relevant training and experience, of key project personnel.

**Reader's Score:** 15

**Sub Question**

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

**Strengths:**

No strengths noted.

**Weaknesses:**

The applicant does not adequately respond to the selection criteria. More information was needed to determine if policies and procedures are in place to ensure and encourage applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

**Reader's Score:** 0

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

**Strengths:**

The applicant demonstrates that the project will be managed and implemented by an experienced leadership team. For example, the project director has sixteen years of experience building a Youth Development Agency in the Rogue Valley that serves disadvantaged youth. He has managed and led a \$5.2 million capital campaign to

**Sub Question**

successfully renovate a defunct building into a state-of-the-art youth center that is strategically located in one of the worst neighborhoods in Medford for crime and poverty. (pgs. 34-270 The federal grant project director has fifteen years of experience as an elementary school principal, fourteen years of experience as an elementary school teacher and twelve years of experience as a Grant Manager for local, regional grants. The principal has ten years of experience as a school principal. She has served as a National-level Trainer, Coach and Area Manager for the Success for All Foundation. Overall, the staff has a wealth of experiences to ensure the program accomplishes the tasks and activities.

**Weaknesses:**

The applicant does not indicate that any of the key personnel have experience with charter schools. This may be a key factor in the school's success.

**Reader's Score: 15**

**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 reasonably demonstrates that the proposed program has management protocols in place to implement the project goals and objectives. The applicant has an established 9-member Board of Directors for Kids Unlimited of Oregon, consisting of distinguished civic leaders, business executives, philanthropists and educational professionals, who are responsible for setting policy, governing the non-profit corporation. The eight-member Board of Directors was established during the first year of the school's operation with the Board playing an instrumental role in: (1) supporting teachers and the school's leadership, (2) ensuring that the school has adequate resources, (3) ensuring the financial and operational stability of the school, and (4) providing a fully furnished and equipped facility with adequate space for the school. (pg. 34)

Additionally, the school site leadership team (SSLT) is responsible for developing the means to achieve outcomes delineated and/or approved by the Board. The leadership team comprised of faculty, parents, the School Principal and Vice-Principal who, jointly, are responsible for representing the views and priorities of the faculty, families, students, Board of Directors and the Parent Advisory Board.

**Weaknesses:**

The applicant does not provide a management plan that reflects the timelines for implementing and ensuring all tasks and activities to achieve the objectives of the proposed project on time and within budget. There was no delineation of tasks among the staff, including clearly defined responsibilities. There were no milestones for accomplishing project task.

**Reader's Score: 8**

## 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 clearly demonstrates that an approved charter is in place with the State and the Medford School District. The applicant has an administrative relationship between the sponsor (Medford School District) negotiated and agreed upon by the charter school and the sponsoring agency (Medford School District) with terms for renewal of the charter set in terms of 2 to 3 years past the signing of the original chartering document. (pg. 34) Funding to support the operation of the charter school, such as wages, curriculum, supplies will be a pass-through from Medford School District. The approved charter is evidenced in the Appendix.

Additionally, the applicant's charter indicates that all student performance standards must be aligned with the state to meet and exceed the state performance standards. All students at the proposed charter school must participate in all mandatory state assessments. (Appendix)

### **Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

## Selection Criteria - Adequacy of Resources

1. **The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school. (3 points)**

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

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

### **Strengths:**

The applicant indicated that the State has specific laws that are applicable to the charter schools. For example, the statutes and rules that apply to school district boards, school district or other public schools do not apply to public charter schools.(pgs. 34)

**Weaknesses:**

The applicant does not provide details regarding the flexibility allowed for charter schools in the State. More clarity is needed to discuss the relationship with the local school district.

**Reader's Score:** 2

**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 indicated that the proposed charter school focus is improving achievement and high school graduation rates for Students with Disabilities and English Language Learners. The charter school is recognized as an Academy of the Arts and Sciences with a focus on STEAM: Science, Technology, Engineering, Art and Mathematics that is integrated across subjects.

**Weaknesses:**

The applicant's response was not fully developed. More information was needed to determine what services and curriculum will ensure an increased graduation rate.

**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:**

The applicant indicated that the proposed project will support Military Families by targeting military-connected families who are current or prospective charter school students. The National Guard Armory is located in the community and has deployed service men and women on a regular basis to military campaigns in the Middle East. It is estimated that there are over 200 families involved in Active or Reserve duty in the Southern Oregon region. VIBES charter school outreach for prospective students will include presentations at the local National Guard Armory which represents all sectors of the military by providing family support groups and activities.

**Weaknesses:**

The applicant does not fully indicate that a plan has been developed to ensure some of the children from military families will be targeted for enrollment.

**Reader's Score:**     **2**

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**Status:**             Submitted  
**Last Updated:**    08/21/2014 05:10 PM