

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

Status: Submitted

Last Updated: 08/11/2014 06:21 PM

## Technical Review Coversheet

Applicant: Noble Network of Charter Schools (U282B140054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	12
<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	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	15
<b>Quality of Project Design</b>		
1. Existence of charter	15	15
<b>Adequacy of Resources</b>		
1. Degree of Flexibility	3	3
<b>Priority Questions</b>		
<b>Improving Achievement and High School Graduation</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	4
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>101</b>

# Technical Review Form

Panel #3 - Non-SEA Charter Schools - 3: 84.282B

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

Applicant: Noble Network of Charter Schools (U282B140054)

## 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 presented a detailed description of its use of its educational model, the Curriculum and Assessment Program (CAP). The school's model is based upon quality instructional practices and a culture of success. It is committed to providing a rigorous college-preparatory education with data driven improvements, a focus on its human capital, and a system of autonomy with accountability for its underserved families. The past fifteen years, this model has produced outstanding public education to low-income students in Chicago. Noble has maintained its position as the highest performing non-selective high schools in Chicago, as determined by ACT scores (p. 11).

#### Weaknesses:

The applicant provided project goals in its Strategic Plan for 2020; however, additional information is needed in the applicant's description of its specific academic objectives.

Reader's Score: 12

### 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 clearly described its support of assisting educationally disadvantage students in meeting the Illinois State academic content standards and the Illinois State student academic achievement standards. The applicant clearly describes its impact of positively addressing student achievement gaps in this project request and in its Strategic Plan of 2020. The applicant plans to use the culture and academics with best practices and innovation to increase student achievement (p. 17).

#### 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 applicant describes program goals and objectives with performance measures, performance targets, and the measurement tools, which will be used to adequately assess the achievement of student outcomes. ,The project is designed to achieve outcomes relating to student enrollment, staffing, professional development, program, and governance (19, 34).

#### **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:**

The applicant adequately describes the support it receives from its partnerships including the City of Chicago's Mayor.

Reader's Score: 10

#### **Sub Question**

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

**Sub Question**

**Strengths:**

Project documentation and evidence of support is included in Appendix F. Letters of support are included from the Chicago's Mayor, Illinois Senator Mark Kirk, and other local and national partners. The letters make reference to the goals and objectives of the project (p. 20).

**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 has engaged parental and community stakeholders in planning, program design ,and implementation. The local Neighborhood Advisory Council comprised of 20 parents and community representatives provide assistance in reviewing the proposal and in reviewing student applications for the new school. With the network's Advocacy Team, parents help to identify internships, job shadowing, and community service opportunities for the targeted population. They participate in panels to help identify community challenges surrounding the school. The applicant describes its parental partnerships and community support engagement plan, which is a best practice utilized by other successful charter schools. (e20).

**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 encourages applications in employment from underrepresented groups. One hundred percent of its current staff is from underrepresented groups (pp. 25 - 29). The applicant adequately describes the background and qualifications of seven staff members including the principal/co-founder, director of student enrollment, chief college officer, chief academic officer, and chief talent officer,. All of whom have relevant training and experience in order to implement project goals and objectives. The staff brings experience with the public and private sectors and a depth of knowledge in charter school administration (pp. 25 - 29).

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 encourages applications in employment from underrepresented groups. One hundred percent of its current staff is from underrepresented groups (pp. 25 - 29).

**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 applicant adequately describes the background and qualifications of seven staff members including the principal/co-founder, director of student enrollment, chief college officer, chief academic officer, and chief talent officer. All of whom have relevant training and experience in order to implement project goals and objectives (pp. 25 - 29).

**Weaknesses:**

No weaknesses noted.

Reader's Score: 20

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

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

**Strengths:**

The applicant provides a detailed management plan with implementation guidelines in the areas of performance, talent, student population, finance, and leadership. The applicant describes the resources of its staff and its management and governance structure it has used consistently in the fourteenth replication of its original campus. The compliance and campus supports managers will work directly with the Chicago Public Schools. The applicant submitted its Strategic Plan 2020 to substantiate its project projection (p.35).

**Weaknesses:**

No weaknesses noted..

Reader's Score: 15

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

The renewal of the charter and the charter school agreement exist with the Board of Education of the City of Chicago and the institution. The school has existed successfully since 1999 (p. 11). The Noble's Charter School Agreement was officially executed by the Board of Education for the City in Chicago as of June 5 and is effective July 1, 2014 - June 30, 2019. This Agreement was first entered into on August 31, 1998, and has remained in good standing ever since. The agreement provides a detailed description of both academic and operational performance indicators, use of standardized and supplemental assessments and compliance with required State testing. The Charter School shall administer the standardized tests of academic proficiency as provided in the Accountability Plan. The applicant will use the Prairie State Achievement Exam, Illinois State Performance Test, for performance measures (p. 12). The agreement outlines specific language with goals, objectives, and performance standards and performance evaluation. (pp. 33 -34)

**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 provides a detailed description of the State Charter School Law and the resulting level of autonomy. The agreement provides a detailed description of both academic and operational performance indicators, use of standardized and supplemental assessments and compliance with required State testing. Governing Boards have a clear and completed statutory authority including staffing, budgeting, and curriculum oversight (pp. 34 - 35).

**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 plans to accelerate learning and helping to improve high school graduation rates and college enrollment rates in high poverty schools for students with disabilities. Fourteen percent of the targeted population are special needs students. Eighty-nine percent of the targeted population are classified as low-income, as determined by their free or reduce-price lunch status. Each of the 16 campuses qualifies as a high-poverty school. The applicant plans to use the Curriculum and Assessment Program to make a positive impact in the students' academic growth. Students will be admitted through a blind lottery with no regards for disabilities, testing, grades, race, or any other criteria. Students are admitted through a blind lottery with no regard to disabilities, testing, grades, race, or any other criteria. The project will assist students with college-readiness using the Common Core standards and high-quality assessments to ensure the target population are developing the academic skills (p. 1).

#### Weaknesses:

No weaknesses noted.

Reader's Score: 4

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

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

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

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

guidance.html).

**Strengths:**

Applicant did not address Competitive Preference Priority #2.

**Weaknesses:**

Applicant did not address Competitive Preference Priority #2.

**Reader's Score:**     **0**

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**Status:**           Submitted

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## Technical Review Coversheet

Applicant: Noble Network of Charter Schools (U282B140054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	10
<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	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	4
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>94</b>

# Technical Review Form

Panel #3 - Non-SEA Charter Schools - 3: 84.282B

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

Applicant: Noble Network of Charter Schools (U282B140054)

## 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 evidences a well-developed program of significant quality in educational programming to be implemented by the proposed charter school. The program evidences an effective curriculum, practices, strategies and initiatives focused on enabling all students to meet challenging State student academic achievement and content standards. They precisely describe and chart success of the program during its 15 year history. Pages E 11-13

The applicant precisely identifies the educational model that frames the successful initiative asserting it has been implemented during the past years. They clearly describe the Curriculum and Assessment components of the Program. They identify the program as enabling consistent language around the curriculum standards, providing a common student assessment program and integrates Common Core. The CAP program is also specified to enable a platform for teachers to share best practices across the 16 schools in the network through network wide quarterly professional development sessions. Pages E 29, 30

The program is identified as serving students ages 14 to 19 in every high school grade level and subject. They clearly identify students enter their school performing below their peers and with the CAP program bridge the; learning gap and succeed and are college ready. Page E 11.

The applicant copiously describes their fifteen years in delivering outstanding public education to low income students in Chicago. They clearly identify that the CAP curriculum has enabled the Noble campuses to achieve in a continued basis and improve student achievement that consistently outperforms the City of Chicago schools. They clearly highlight the fact that in the last five years the Noble Schools have maintained the status as the highest performing non-selective high schools in Chicago, as determined by ACT scores. Specific data is effectively charting evidences their levels of success and comparison data to the city public schools. Pages E 10-15

#### Weaknesses:

The applicant lacks information describing program goals and objectives related to students academic performance.

Reader's Score: 10

## 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 effectively details a comprehensive program which identifies procedures, programs and supports to accelerate learning and help to improve high school graduation rates and college enrollment rates for students with disabilities. This is evidenced in a copious description of services and a clear and impressive accounting of the proposed program building on the success of current initiatives. For example, they identify one success of the program is evidenced in test scores which demonstrate that in 2013 students with disabilities scored 17.6 on the ACT, which is 3.4 points higher than their district peers.

In addition, they identify students with disabilities enrolled in the current program demonstrate success evidencing 21.6% of students meeting or exceeding standards on state tests, as compared with 7.8% of the district's non classified students.

The applicant is proposing to advance and expand the current program model that in 2013 demonstrated a graduation rate specifying 84% of students with disabilities graduation rate as compared to 59% overall district graduation rate and an overall 70% statewide graduation rate. Page E 27

The applicant effectively delineates program services which contribute to the success of the students with disabilities in graduating high school. This is evidenced in the implementation of a proven academic model to accelerate each student supported and guided with the services of a team comprised of the student's general education teacher, learning specialists, case manager, school psychologist, grade level chairperson and other staff. They aptly note a range of scholastic settings which facilitate the Least Restrictive Environment including some classrooms which are co-taught to facilitate full inclusion. Pages E 27, 28

An effective college awareness and college preparation plan is concisely described to effectively ready students with disabilities for post-secondary opportunities. Services in this venue feature College Writing seminars and College Counselors walking students through every step of the research, application and selection processes. Pages E 28, 29

#### Weaknesses:

No weakness is noted.

Reader's Score: 5

## Selection Criteria - Quality of the Project Evaluation

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

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

**Strengths:**

The applicant effectively describes a well-developed program which encompasses a comprehensive plan for assessing the achievement of the proposed expansion of the applicant's charter schools', network, clearly identifying tools and methods for identifying program objectives, and developing performance measures and performance targets for its proposed grant project that are consistent with those objectives. This is precisely detailed in identifying Key Performance Indicators across six target areas which focus on performance, scope, talent, finance, external affairs and student recruitment. In addition, a copy of the applicant's complete Strategic Plan 2020 is included in the appendix. For example in the realm of External Affairs the applicant proposed Key Performance Indicators as serving sufficient political, community and philanthropic support to achieve program goals. Page E 36

The applicant identifies that the program specific goals are to successfully prepare for the opening and implementation of six new campuses over a three year grant period. They precisely identify the program goals to successfully prepare for the opening of two new Noble Campuses in each year of the grant period for a total of six new campuses by 2017-2018 school year. They identify the performance measures and performance target and measurement tools, principal training, staff recruitment and student recruitment. Pages E 38, 39

One example is focused on the applicant's identification of one project-specific performance measures and performance targets in its plan asserting the principal as an integral key to success. To secure success the applicant proposes to implement an intensive immersion in the Noble model program through a year-long Principal Internship during the planning year. This is detailed in identifying an existing successful Noble school operation to serve as a training ground for new principals and providing each with direct leadership experiences and access to a mentor and the network talent to guide and support efforts. Page E 38

**Weaknesses:**

No weakness is noted.

**Reader's Score: 15**

**Selection Criteria - Quality of Project Design**

**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 precisely identifies parent and community involvement as crucial for the establishment and success of every Noble school because it is the information and influence of parents in the county to directly impact reenrollment, community relations and enrichment opportunities. They specify seeking out key community leaders and establishing relations with leaders of to identify local business to advance equity in enrollment opportunities for all students.

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

The applicant precisely details community support for the application asserting the fact that people in the community and community groups have approached the existing Nobel school seeking their section of specific neighborhoods as location for new campuses . They identify that some parents have signed petitions seeking to establish a Noble Model school in their neighborhood. They clearly identify they have gained the support of the City Mayor based on the fact that the Mayor has seen the impact of the Nobel school on the education of the City's youth. Letters from the Mayor and state senator and local and national partners are included. Page E 39

The applicant identifies the creation of a networked Advocacy Team to provide outreach to other schools, government officials, the police, places of worship and health clinics in order to assess the needs and concerns of community leaders. Page E 21

The applicant asserts sessions are scheduled to be conducted in the communities in English and in Spanish to provide information to perspective families and also leverages local media to inform the community of the new campuses to be opened and the recruitment process. Page 40

**Weaknesses:**

No weakness is 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 precisely identifies parent and community involvement as crucial for the establishment and success of every Noble school because it is the information and influence of parents in the county to directly impact reenrollment, community relations and enrichment opportunities. They specify seeking out key community leaders and establishing relations with leaders of to identify local business to advance equity in enrollment opportunities for all students. Page E 40, 41

The applicant provides clear examples of working with parents and listening to community leaders in design school programs and identifies weekly communication with parents through newsletters that must be signed by a parent and returned to the school through quarterly report card meetings. They also identify and describe Power School an online system that keeps parents up to date on their children's progress. They clearly delineate parent communications through meetings and training throughout the year. Page E 41

The applicant aptly identifies the parent Advisory Council in every campus to provide points of contact and communications with parents and an opportunity for parents to express their concerns and directly collaborate with the schools. It is noteworthy that the PAC conducts activities to enhance parent communications such as hosting father-daughter dance, crating community newsletters and advocating for stop signs around the school to improve safety Page E 42

**Sub Question**

**Weaknesses:**

No weaknesses are 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 precisely details the proposed program as evidencing equity in encourages applications for employment from persons who are members of groups that have traditionally been underrepresented groups. A comprehensive GEPA Statement aptly details equity in procedures for seeking employment from persons who are members of groups that have traditionally been underrepresented. They specify traditional avenues for job posting and add the fact that they advertise on media and on mass transit and in English and in Spanish

**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 precisely details the proposed program as evidencing equity in encourages applications for employment from persons who are members of groups that have traditionally been underrepresented groups. A comprehensive GEPA Statement aptly details equity in procedures for seeking employment from persons who are members of groups that have traditionally been underrepresented. They specify traditional avenues for job posting and add the fact that they advertise on media and on mass transit and in English and in Spanish. Pages GEPA statement

**Weaknesses:**

No weakness is noted.

**Reader's Score: 2**

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

## Sub Question

### Strengths:

The applicant that program staff bring experience from the public and private sectors and depth of knowledge in charter school administration. The applicant clearly articulates the relevant experience and training of key program staff. Each key staff member is identified and an overview of their training and experiences described.

The applicant identifies hiring a Director of Student Recruitment to provide increased support and strategy to campuses around recruitment. In addition, two new principals are identified to be hired to lead the newest campuses. Page E 44

The applicant identifies the co-founder, Superintendent and CEO of the Noble Network of Charter Schools, noting he earned degrees in Economics and Russian-East European Studies and has served as an Adjunct Instructor of Economics at Roosevelt University, and had served as a high school math teacher in the Chicago Public Schools.

Each of the key staff are well described noting their strategic efforts in attracting and recruiting a diverse and highly qualified pools of leaders and teachers. Page E 46

### Weaknesses:

No weakness is 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 evidences the development of a management plan which appears well structured in the Strategic Plan 2020. They clearly provide background information to support the design of the proposed program's management plan as well grounded in the success of structure incorporation of the strong history and success in the operation and management of sixteen Noble Network schools. They concisely identify that one strong element of program management which drives growth and success is that of a clear focus on academic performance of the schools and operational and fiscal health of each operation. Page E 47

The applicant precisely identifies Noble's program management is overseen by the Noble's Network Board of Directors which is clearly identified as comprised of 22 professionals with extensive years of experience in business, nonprofit organizations management and educational experience. They clearly identify the Chairman of the Board and specify his accomplishment in the Noble Network. The other members of the board are named and their relevant experiences are identified, It appears that the members of the Board are each accomplished in their own field and bring a wealth of knowledge and experience to the table, One board member is the founder and CEO of A Better Chicago and another the President of the Chicago Park District. Another Board member is identified as the Associate Vice provost for Academic and Enrollment Series at the University of Illinois Chicago and provides an academic lens to board members in understanding and developing academic programs. Page E 50

The applicant provides a detailed Strategic Plan 2020 which encompasses a wide scope of components indicating leadership of effective program management. The Strategic Plan 2020 delineates the School Operating Model, the Support Team Model and Campus Autonomy and Centralized Support components, each of which are clearly detailed. In addition, the Plan concisely details the updated Financial Plan Components to ensure long term financial obligations are met. In addition the Strategy Plan 2020 clearly delineates 2020 Key Performance Indicators. Pages E 71 -91

**Weaknesses:**

Information presented is applicable to the overall operations of all the Noble Network Schools and therefore lacks specificity in describing a specific management plan for the proposed program new schools. For example, information is lacking that precisely identifies well defined responsibilities for each key person who manages the day to day operations of the campuses included in the proposed grant application and specifies timelines, and milestones for accomplishing project tasks. This is noted in the specifying financial overall network indicators. However, this component does not identify the person or office responsible for budget management of the proposed program and any strategy to ensure the program tasks are accomplished within budget and on 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 applicant clearly asserts the prior year of experience in working closely with the Chicago Public Schools on the renewal of the charter and approval for the new campuses. They identify Noble's Charter School Agreement was officially executed by the board of Education of the Chicago Public Schools and effective July 1, 2014, The conditions of the agreement are specified noting the nature of the agreement allows for multiple campuses under the one charter agreements.. The agreement is identified to provide specific language outlining the goals and objectives and performance which remain operational in the program. The applicant includes an excerpt of the Renewal Agreement Page 51, 52, Appendix D

**Weaknesses:**

No weakness is 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 precisely describes 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. They precisely identify continual interaction with the Chicago Public Schools Office of New Schools who oversees Chicago Public Schools operations in access to facilities, finances and the operational and legal matters. Detailed information in the narrative identifying providers to ensure compliance with regulations. Page E 54

The applicant asserts the Illinois State Charter law provides a great amount of flexibility and autonomy to charter school, removing barriers that inhibit traditional public schools. They aptly specify the law permits autonomy over the Board of Directors, budget, daily operations, discipline, fund raising, hours of operation, hiring and terms of employment. Page E 55

The applicant adamantly specifies the state law provides charter schools the right to renegotiate an Accountability Plan in rewriting performance objectives performance benchmarks. This is noted in view of strong relations with the Chicago Public Schools and the applicant. They applicant also indicates the area over which the Chicago Public Schools and the state maintains control such as control over access to the public school facilities and the rate of per pupil funding .Page E 56

#### **Weaknesses:**

No weakness is 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:**

Throughout the applicant, it is clearly evidenced the Noble Charter School provides services to accelerating learning and helping to improve high school graduation rate for all students. This is clearly evidenced in noting the strong graduation rates for students with special needs, who exceed the average rate of graduation for their peers throughout the state.

**Weaknesses:**

No weakness is noted.

**Reader's Score: 4**

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

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

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

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

**Strengths:**

The applicant did not address the priority.

**Weaknesses:**

The applicant did not address the priority.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/14/2014 12:24 PM

Status: Submitted

Last Updated: 08/13/2014 11:26 AM

## Technical Review Coversheet

Applicant: Noble Network of Charter Schools (U282B140054)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	10
<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	10
<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	4
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>96</b>

# Technical Review Form

Panel #3 - Non-SEA Charter Schools - 3: 84.282B

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

Applicant: Noble Network of Charter Schools (U282B140054)

## 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 plans to expand Charter School services for enhanced learning opportunities, family engagement, and the facilitation of high-quality education, including ESL programs to underserved Chicago communities. The project outlined planning, design and implementation applications that are based on key identified needs and research for the targeted area. The services to be provided intend to meet the needs of a high low-income and minority student population, their families and the Chicago communities with the location of the new high school campuses. The integration of existing services and new programs into the school's core instructional program, and the intended results and outcomes are expected to improve academic growth for the targeted population. The achievement gaps of the targeted population decreases and education barriers are removed through the educational attainment offered by the results expected of the communities being served.

The applicant includes details in the plan of the specific Curriculum and Assessment Program which is the driving instrument behind the student academic growth. There are descriptions of aligned instruction with college-readiness and Common Core Standards; high-quality assessments; program components; content delivery; and regular feedback. The elements of the curriculum address comprehensive program components, which includes pre-versions of applicable tests relative to student learning and corresponding post-tests as a key measure of academic achievement. The program explains valuable interactive and learning activities that contributes to benchmarks for reaching academic goals, higher test scores, improved graduation rates and to achieve a strong college-bound culture.

#### Weaknesses:

The project alludes to programmatic goals and objectives but did not include those designed to achieve measurable outcomes with regard to student academic achievement, contents standards, instructional practices, classroom activities, classroom presentations, content proficiency, increased parental involvement in learning and community activities, and improved access to postsecondary education. Specific program goals and objectives would further ensure the implementation of such practices and the academic results achieved.

Reader's Score: 10

### 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 project expects to expand the services to over approximately 10,000 + individuals, including students who need special education services and under-served family and community members. In the plan, factual data indicates that the vast majority of families receiving services live in low-income areas that are high in poverty (80% qualify for free/reduced lunch); ethnic diversity (42% Hispanic, 44% African American, 2% multi-racial); non-native English speakers; and nearly 84% are first-generation college students. The project plans to address this issue by eliminating significant educational gaps, improve family engagement, the lack of communication and make higher education their reality.

The plan outlines the quality services to be offered to the educationally disadvantaged students, the staff responsible for the services, the alignment with educational proficiency requirements and the frequency continued throughout the students development and education. The services (academic tools; IEPs; revised course syllabus; intervention strategies; co-teaching; case managers) are described in the plan which intentions to bridge the education gap of these students with provided results above and beyond what CPS achieves with the same student population.

**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 objectives and identifiable methods for measuring and assuring the achievement of the project are defined through the selection of the school principals. The intensive year-long principal internship occurs during the planning year phase. There is a regular training ground for direct leadership roles; understanding of the cultural components; incorporating staff needs; access to mentors; use of the network Talent and Enrollment Teams to guide and support their efforts; schedules for recruiting participants; assessing test data and needed records; meetings to assimilate information; detailed interviews with academic, and community stakeholders, including parents. The plan includes performance measures, performance targets and measurable evaluation tools which include timelines and identification of factors to be evaluated for each goal and objective for the project.

**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:

Reader's Score: 10

#### Sub Question

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

#### Strengths:

The Charter School program implementation, coordination and collaboration will be facilitated by bringing together the strength of each partner agency to ensure the objectives are met. The plan includes guiding principles for recruiting students, engaging and informing the community of its presence and building relationships with community leaders. The menu of activities and services are managed and supported by the Board of Directors, CPS coordinators, principals and other project staff to ensure programs are meeting the needs of students and families, and are achieving the expected goals. There will be direct communications; recruiting site visits; weekly and monthly information meetings; trainings for the use of online reporting systems; information feedback sessions; and updates about results to all stakeholders.

#### 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 has established relationships for students with community services that support their needs. These invested opportunities from local businesses includes internships, job shadowing and community services. The local Neighborhood Advisory Council is comprised of parents and community representatives who participate in the planning, program design and implementation of services. It appears that parental participation offers valuable insight into preparations for the campuses.

**Sub Question**

**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 applicant clearly states that a significant amount of time is invested in hiring and retaining the best personnel to serve the students. The plan states that 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. Their employment plan also includes no discrimination against members of other protected groups.

**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 plan includes each key partner's qualifications, responsibilities and experiences and commitments, which seems appropriate and adequate to ensure the expected outcomes of the project. The key personnel offers extensive management experiences, technical experiences, teaching and education experiences, which includes TFA alumni, special education experiences, financial and professional development training experiences. The inclusion of The Talent Team launched for referral initiatives, is expected to secure teachers and expand the network for accessing quality diversity hiring. The parent and community members will play a vital role in the development of programs and activities, discussing ideas and implementation of the programs and ensure the success of the project and meeting the needs of students, parents and communities.

**Sub Question**

**Weaknesses:**

No weaknesses noted

**Reader's Score: 20**

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

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

**Strengths:**

The applicant describes a guided strategic plan with goals, objectives, next steps and responsibilities for key areas of performance, tied to criteria for guiding all performance components. The plan includes standards that must be in place, enrollment and financial capacity expansion and baselines to gauge progress towards goals and achievement. Each partner will contribute unique strengths and resources to the Charter School project. The quality plan includes professional and technical assistance and coaching from CPS for all aspects of the design, implementation and sustainability of the community Charter schools. The provided CAP curriculum, special education specialist and other necessities needed for program delivery, including evaluation plans implemented for effectiveness and/or program improvement guarantees to bring high-quality learning opportunities to the targeted population of students. The Noble supporters have designated a wealth of business, educational and foundational management experiences along with understanding the needs for growth.

**Weaknesses:**

The plan did not clearly define project personnel who are responsible for accomplishing project tasks, which includes financial management.

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

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

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

**Strengths:**

The applicant includes details explaining the existence of a written charter which includes a performance contract between the charter school and CPS. There has been an extensive relationship of collaboration between the two agencies that includes in the contract 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 agreeable to the CPS and the

charter school. The collaborative relationship between the two agencies includes accountability academic agreements; required levels of standardized academic proficiency; measured performance indicators; state assessment requirements; professional development requirements; and approved revision and modifications as needed. The plan includes the detailed written agreement between the Charter School and CPS.

**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 indicates in the plan that the State charter law provides a great amount of flexibility and autonomy which removes barriers that inhibit traditional public schools. The plan explains that there autonomy over budget; daily operations; discipline; fundraising; hours of operation; hiring; and terms and conditions of employment. This flexibility allows for them to make the best and most timely choices and decisions for their campuses in response to students' needs.

**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 proposal includes detailed plan to ensure accelerated learning and improved academics for the students with disability population. The plan comprised of services based on individual classroom instructions, specialist supports; modified curriculum, assisted technology and creative methods of delivery. Addressing specific skills and general deficits based on the students individual needs it expected to be the best steps towards high school graduation, matriculating to two year schools or into colleges.

**Weaknesses:**

No weaknesses noted

**Reader's Score:** 4

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

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

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

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

**Strengths:**

No strengths noted

**Weaknesses:**

The applicant did not address this priority.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 08/13/2014 11:26 AM