

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

Status: Submitted

Last Updated: 08/11/2014 05:10 PM

## Technical Review Coversheet

Applicant: PRIDE Prep Schools (U282B140024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	15
<b>Significance</b>		
1. Achievement Standards	5	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	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	3
<b>Total</b>	<b>107</b>	<b>107</b>

# Technical Review Form

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

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

Applicant: PRIDE Prep Schools (U282B140024)

## 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's model is a college prep STEM focused curriculum is based on Next Generation Science Standards, Common Core State Standards, and the ACT College benchmarks. The curriculum is based upon quality instructional practices and culture of success. The applicant plans to provide access to technology, small group instruction, and individual tutoring. The applicant provides a description of relevant literature to support oproject design (p.7).

#### 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 plans to integrate an early college and a college prep curriculum in its major core subjects to assist the educationally disadvantage students in meeting the State academic standards and the State student academic achievement standards. The applicant plans to use an innovative instructional design including a strategic blended instruction, a personalized instruction and practice plan based upon data-driven instruction in alignment with the Common Core Standards (pp. 8 - 13)..

#### 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 provides measurable objectives (p.30). The project is designed to achieve outcomes relating to student enrollment, staffing, professional development, program, and governance. The applicant provides a detailed description of its indicators and measures for student achievement, attendance, and college readiness (p. 28) The applicant plans to use formative and summative assessments (p. 25).

#### **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 conducted a needs assessment consisting of a parent, employee, and community survey. The needs assessment revealed the following priorities: blended learning, college readiness, and STEM Programming (p. 31).

**Reader's Score: 10**

#### **Sub Question**

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

#### **Strengths:**

The applicant has attached letters of support. The applicant has attached 28 letters of support from a variety of community stakeholders. These letters make reference to goals and objectives of the project.(pp. 27 - 31).

**Sub Question**

**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 parent and community stakeholders in planning program design and implementation. Four universities were involved in program design. The applicant holds bimonthly design and planning implementation meetings. The applicant adequately describes its family engagement plan, which is a best practice utilized by other successful charter schools (pp. 31 - 34).

**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 adequately provided evidence of its key project personnel's skills, experience, and success. At least five of the key project staff have relevant charter school management experience (p. e34).

**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 for employment from underrepresented groups. Half of its current staff is from underrepresented groups. (p. 34)

**Weaknesses:**

No weaknesses noted.

**Sub Question**

**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. All of whom have relevant training and experience in order to implement project goals and objectives. The applicant identified its founder, the engagement specialist, technology and Team Lead design facilitator, the curriculum lead science and engineering staff, the chief operations manager, the academic designer, the implementation facilitator, and the operations liaison personnel (pp. 35 - 41).

**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 implementation plan with timelines and persons responsible for implementation (p. 49). Each project task is aligned with an objective. The applicant describes the resources of its staff and its management and governance structure (p. 41).

**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:**

Authorizer Spokane Public Schools (SPS) Board of Directors unanimously approved the decision to move forward with a charter school . The applicant plans to use the literature-based stimulated curriculum in Reading and Writing to assist with its performance measures (pp. 49 - 50).

**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 State law grants the boards clear statutory authority to operate a fiscally and legally autonomous school including hiring and firing employees, receiving and disbursing funds, entering into contracts, and issuing debts (pp. 50 - 51).

**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 for the underserved special education students and the English Language Learners through a Personalized Learning Plan, rigorous academic classes, one-on-one mentoring, small school size, flexible grouping, response to intervention, and blending learning (pp.2 - 4)

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 4

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

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

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

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

**Strengths:**

The applicant plans to support Fairchild Air Force Base and the Air National Guard Refueling Wing military families through targeted recruitment, personalized tutoring, and counseling services. (p. 6 - 7).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

---

**Status:** Submitted  
**Last Updated:** 08/11/2014 05:10 PM

Status: Submitted

Last Updated: 08/13/2014 11:50 PM

## Technical Review Coversheet

Applicant: PRIDE Prep Schools (U282B140024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	15
<b>Significance</b>		
1. Achievement Standards	5	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	3
<b>Total</b>	<b>107</b>	<b>107</b>

# Technical Review Form

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

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

Applicant: PRIDE Prep Schools (U282B140024)

## 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 demonstrates the development a comprehensive well-structured curriculum which is framed in four domains and in instructional approaches clearly evidencing a quality educational program to be implemented in the proposed charter school. The proposed PRIDE Prep Charter School amply describes advancing a learning model comprising Learning Teams and three learning coaches. The staff is scheduled to work with 60 students to empower their learning, self-direction and college and career readiness through research, collaborative work and problem solving. Page E 11, 24

The applicant clearly describes each of the four program domains, each of which is supported by research. For example, the first domain centers on a College Prep Curriculum focused on STEM, Early College Curriculum World Languages and Leadership. A second domain is aptly described as advancing an Innovative Instructional Design forging best practices including inquiry based and project based learning to foster deeper learning and data driven instructional planning. Pages E 28-30

The applicant precisely identifies that the proposed program model is grounded in best practices gleaned from their research and study of three high performing grades 6-12 charter college prep models. These schools are identified and their program well detailed. For example, they reference incorporating a Personalized Learning Plans approach based on the nationally acclaimed Summit Model in the Summit Public Schools, where 100% of the school's first two graduating classes were accepted into 4-year universities, Page E 20 and 24

The applicant effectively articulates a program that offers challenges and supports to enable every student to succeed and advance into college. Program support is identified including engaging community and parent collaboration and a Career and College Team who meets daily with students to build goals and celebrate success. They clearly identify program structures which are well positioned to develop students' awareness about college courses and expectations and explorations of interests to lead to meaningful career choices. Pages E 35, 36

The proposed program is clearly described as encompassing strategies to enable all students to meet challenging State student academic achievement and content standards. This is evidenced in describing multiple opportunities in instruction and available resources such as adaptive on-line programs to support practice and formative assessment to assist teachers in determining resources to address student's needs. In addition, individual student's needs and interests are also served in specifying the procedures which invites each student to meet with their College Career Success Coach to set weekly goals and monitor progress with and structure independent practice. Pages E 29-31

**Weaknesses:**

No weakness is 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 consistently describes a well-developed initiative clearly detailing instructional strategies to assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards. This is evidenced in charting data defining the academic needs of students in the target area, as reported in the State Achievement Index and then structured resource, instruction and support accordingly. Information provided is clear and concise and specifies the achievement gaps among students of color and white students as indicated in designation of "struggling ratings" for graduation rates of low incomes students. For example, the chart delineates students' progress and need in reading, writing, math sectioned by scores of low incomes students groups including for Black/Pacific Islanders and White/Asian. Pages E 37, 38

The applicant precisely describes four support structures that are sequenced to monitor progress and implement more intense services for special populations to address individual needs. For example, in identifying the drop- out problem, the applicant describes incorporating the services of a therapist who has specialized training in trauma and youth development. In addition, a clear plan is detailed describing services for students with disabilities as evidenced in providing a Learning Center for students who may benefit from a different type of learning, coaches, tutoring and counseling Pages E 38-41

**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 demonstrates the development of a well-structured program that encompasses effective strategies for assessing achievement of the charter school's objectives. Three key structures are amply detailed to evaluate progress including the design of clear goals with measurable targeted objectives, a system that enables data-driven action and a

data system that stores information to advance data-driven dialogue and action planning. Each of the three key elements are amply described evidencing dedication to student learning and accountability. For example, student growth and attainment of content standards, Common Core State Standards and Next Generation Science Standards are identified as measured three times a year using the Northwest Evaluation Assessment Measures of Academic Progress, the ACT College Ready Benchmarks. It is clearly noted that one focus of a strong assessment plan is to yield sufficient data to enable staff to analyze student's strengths and weakness and map out an improvement strategy and align differentiated instruction. Pages E 41, 42

The applicant commendably describes a comprehensive plan for assessing the achievement of the charter school's objectives as evidenced in detailed charts of information, delineating program indicators of progress and the measure to assess each. For example, one indicator is focused on underserved population's student's attainment of literacy, mathematics and science standards which will be measured to note the average proficiency rate meeting or exceeding the average performance rate of students in schools serving similar population by 15%. Pages E 43-45

The applicant effectively charts program goals and objectives focused on student enrollment goals and endeavors to advance staffing with quality teachers and leaders, the effective delivery of progression in developing STEM instruction and developing competent government in training for members. Pages E 46, 37

**Weaknesses:**

No weakness is 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 presents a well developed application.

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

The applicant adequately identifies community support for the application as evidenced in including services and program to address their expressed needs and concerns. For example, based on community input the proposed program includes instruction that matches students learning styles, magnet programs in STEM and the arts, and

**Sub Question**

improving student readiness for college. Page E 48

**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 delineates opportunities which will effectively encourage parental and community involvement in the planning, program design, and implementation of the charter school. This is evidenced in specifying the results and ideas of meetings with the local chamber of commerce, religious and community group leaders, and the region STEM network and four major area universities' departments of education and STEM departments to plan and design a model to be implemented in the charter school program. Page E 48

The applicant articulates the engagement of families as a key component for providing personalized learning experiences for every student. This is described noting feedback obtained at the end of each family and community event, a bi-annual parent and community engagement survey, home visits Family-School Learning Community activism, and youth agency partnerships. Page E 49

The applicant clearly articulates communications with parents about the PRIDE Prep Charter School and enrollment procedures. For example, communications will be provided through authorized media coverage, attendance at community meetings and family events and designating four individual and three board members and thirteen volunteers from the community to conduct outreach and program dissemination. Pages E 50, 51

**Weaknesses:**

No weakness is 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 specifies outreach beyond the local area to address the policy to ensure equity specifying communication with Teach for America and the New Teacher Project and also attend college fairs and post opening on various websites. In addition, they identify their strong relationship with the four area universities to encourage applicants from under

represented persons. Pages E 51, 52

**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 specifies the PRIDE human resources policy includes a commitment to providing equal employment opportunities from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, veteran status gender, age, or disability as prohibited by the State of Washington and federal nondiscrimination laws. In evidence of this they assert that currently 50% of staff are from traditional underrepresented groups. Page E 51

The applicant specifies outreach beyond the local area to address the policy to ensure equity specifying communication with Teach for America and the New Teacher Project and also attend college fairs and post opening on various websites. In addition, they identify their strong relationship with the four area universities to encourage applicants from under represented persons. Pages E 51, 52

**Weaknesses:**

No weakness 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 relevant training and experience of key project personnel comprising three groups which include the Board of Trustees, six school staff and one contracted services, For example, they identify the person to see as the Chief Operation Manager specifying his experience as the founder of Riverpoint Academy STEM school. He also served as an assistant superintendent in which time he is noted and credited for securing STEM funding and managing multi-million dollar budgets. Key staff are well defined including that of the Engagement Specialist, the Technology and STEM Lead Design Facilitator, the Curriculum Lead Science and Engineering staff person and the Academic Design and Implementation Facilitator. In addition, they clearly specify the series of the EdTec-Financial Operations team to provide expert financial and charter school operations services. Pages E 55-58

The key personnel demonstrate experiences in integral management and school operations including the Engagement Specialist who has served as a grants manager for youth programs, The CEO was a Senior Fellow with the Washington State Charter Schools Association, and the Lead Science and Engineering designated staff person demonstrates an extensive background in teaching practices with underserved youth. Page 51- 58

**Weaknesses:**

No weaknesses are noted

**Reader's Score: 20**

## Selection Criteria - Quality of the Management Plan

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

### **Strengths:**

The applicant articulates a well-developed plan which evidences responsibilities and timelines integral to implement an adequate management plan to achieve the objectives of the proposed project on time and within budget for accomplishing project tasks. This is clearly evidenced in a management plan chart delineating six program objectives which are aligned to a specific timeframe from completion and precisely identifies the person or persons responsible for each. For example, the management plan specifies promoting community engagement throughout various periods of the grant and designates the CEO, the Operations Manager and the Engagement specialist is shared responsibilities to accomplish this objective. It is also clearly specified for most staff to share responsibilities for success of the program and to ensure students' needs are served throughout the grant period. Pages E 65, 66

The management plan is clearly focused to complete the PRIDE Prep model for full capacity for students in grade six to twelve. They adequately specify the PRIDE Prep CEO and the Board to manage the program implementation encompassing one year of startup and two years of operations with students. The program management staff are adequately developed as noting their experience and expertise and specifies the Board of Trustees will govern the program and the CEO is responsible to report to them, each member of the managerial staff is identified and their responsibilities clearly articulated. The Board of Trustees comprises nine members who bear the final responsibility for the school academic success and organizational viability. They delineate the experience of the background of the members demonstrating experience in management, financial accountability advocacy and community outreach. Pages E 61-

### **Weaknesses:**

No weakness is 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 applicant precisely provides the required documents authorized by state authorities and the Spokane Public School Board of Directors. They delineate the purpose of the charter school for Spokane is to provide new techniques and strategies to teach at-risk students and to add choices to the portfolio of options available for students in the Spokane area. They specify the charter follows all rules and regulations and that the performance framework is one aspect of communication for the program staff and stakeholders. The agreement is specified of a five year period and engages a regular review and evaluation process to hold the PRIDE Prep Charter School accountability. Pages E 66, 67

**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 articulates the background of the charter school law adopted in their state and specifies the law exempts charter school from most statues and rules that apply to traditional public school quoting " for the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding and educational programming in order to improve student academic achievement." Page E 67

**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:**

The applicant effectively articulates a program that clearly encompasses strategies and accommodation to accelerate learning and help to improve high school graduation rates and college enrollment rates for students with disabilities. They assert their dedication to providing education for all students and recognizing their legal responsibility to ensure that no student is excluded based on a disability. In addition the applicant recognizes the achievement gap that exists for English Language Learners, as documented and represented in test scores and college admission rates. They adequately detail a comprehensive initiative that demonstrates support for students' acquisition of language and academic skills to advance to proficiency levels comparable to all other students. Pages 3E 21, 22

**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 effectively articulates a program that clearly encompasses strategies to accelerate learning and help to improve high school graduation rates and college enrollment rates for military-connected students. They precisely identify the target area encompasses the Fairchild Air Force Base, 92nd Active Duty Refueling Wing and the 141st Air National Guard Refueling Wing. They specify recognizing that military families experience one or both parents away from home on a regular basis and the fact that presently the school offers support for military families and students. Page E 23

The applicant effectively identifies a strong commitment to the education of children of military families as evidenced in working with the Fairchild Family Support Unit. Page E 24

**Weaknesses:**

No weakness is noted.

**Reader's Score:** 3

---

**Status:** Submitted

**Last Updated:** 08/13/2014 11:50 PM

Status: Submitted

Last Updated: 08/08/2014 05:57 PM

## Technical Review Coversheet

Applicant: PRIDE Prep Schools (U282B140024)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	15
<b>Significance</b>		
1. Achievement Standards	5	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	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	3
<b>Total</b>	<b>107</b>	<b>107</b>

# Technical Review Form

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

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

Applicant: PRIDE Prep Schools (U282B140024)

## 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 potential contributions of this project are strongly stated, which will address instruction and academic achievement gaps among students in the poorest communities in Spokane. There is a TEAM concept, comprised of Coaches, who are dedicated to increasing instructional quality, creating significant gains for students in STEM skills, increasing engagement and achievement and improving opportunities for the targeted students. The facts that the targeted students are low academic performers; low graduation rates; come from lower socio-economic households; live in the poorest areas in the State; qualify for Free/reduced lunch; are culturally disconnected; have a need for an alternative learning environment and teachers need to be trained in these schools for offering choices for improving opportunities that allows success for these students. The project intends to meet the needs of these students, with digital curricula matter, teaching methods and quality student learning that builds their academic skills for higher performance levels.

The proposed project includes the integration of personalized interventions, a number of on-line adaptive resources/ instructional tools and Wrap-around Support , is designed to: make available data to identify the variety needs of the at-risk student population; provide on-going professional development for teachers/administrators; provided home visitations; technology applications for classroom use, research best practices and literacy activities; and improved instructional practices which includes one-on-one instruction, Personalized Learning Plans, through quality curriculum based activities and technology applications. The project plans to close the academic achievement gaps that exist because of weaknesses in social and academic services. The applicant details the four domains that validate the quality of curriculum and instructional practices based on the needs of the students. It is anticipated that all students will: complete a rigorous college-preparatory curriculum; build on core skills and concepts; experience personalized instruction and practices; respond to academic support through technology, small group instruction, individual tutoring, Intercessions, and summer school; interact between community agencies for leadership development; capitalize on learning partnerships with school, communities and families for enhanced wrap-around services, positive behavioral interventions and overlapping supports. The applicant further explains the assessment plan that: reviews student, parent and school information collected; assesses prior academic performance; assesses basic skills levels, learning styles and behaviors; includes developing the IEP; assesses academic progress, test results, grades and goal achievement; includes annual reassessments and updates of student progress.

#### 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 project is designed to substantially improve the quality of the special education opportunities and experiences for disadvantaged students. The project intends to develop improved methods of teaching and learning for the targeted students, relying heavily on field research that identifies technology integration into the core curriculums as being an effective approach for assessing and enhancing the quality of instruction, intensive individualizing instruction through blending learning, one-on-one and small group instruction and a constant review of student achievement data. The project model identifies the most effective instructional support for special populations as identification of their needs and response to interventions. The strong support components of the project initiatives are expected to assure academic achievement for the targeted 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 project has a detailed plan of goals, objectives and outcomes, including components intended to offer ongoing training and mentoring, and through efforts supporting students, teachers, parents and administrators on a regular schedule. The goals of the program align with a data driven approach to instruction, school culture, professional development and operations. These are all clarified in the project, along with timelines, benchmarks and the measurable outcomes, which should produce the specified results of the programs. The elements of the project intends to ensure that technology products are integrated with professional development to: promote achievement of the targeted students and give assessments to evaluate services results; offer resources for district teachers and administrators; incorporate an expanded family component in this program to include educational involvement with students, teachers and administrators; incorporate evaluations and its effects on teaching practices and student outcomes, which are expected to offer student growth over time, improved attendance, post-secondary readiness-including success factors, operations, governance and produce increased academic performances.

**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 project identifies written commitments from schools, community organizations and businesses, which will allow intended outcome results for the targeted participants. The commitments are expected to ensure the success of the project design through monthly implementation and planning sessions; through staff time and involvement; office and meeting space; counseling; instructional services; access to students, collaboration with parents and teachers; resources and any additional supports needed. Commitments to the program also include tutors, professional development instructions, community volunteers and teacher referrals from four major university departments of education and STEM schools/departments.

**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 plan of operation focuses on parental involvement in planning, implementing and evaluating of the project to ensure the expected results. The applicant contends that families are a key component of providing a personalized learning experience for every student. The proposal includes plans to work with parents and school key personnel and has outlined methods of disbursing program information; feedback on a regular basis; bi-annual parent and community surveys; home visits; consistent communication; students career and college success journey;

**Sub Question**

involving them on the Board; orientation sessions; workshops. These components will created regular contact and resources as needed to support the success of the Charter School program and targeted participants.

**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 states that their policy includes a commitment to equal employment to all persons who are from under-served groups and without regard to race, color, religious creed, age, sex, marital status, national origin, ancestry, disability, pregnancy, sexual orientation, gender identity or expression, ethnicity, citizenship, genetic information, veteran status, or any other basis prohibited by State of Federal nondiscrimination laws.

**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 project has included the key personnel who will be involved in the project, including the director, their defined responsibilities, along with the responsible program activities. The personnel are well trained and have extensive experiences in administrating services, financial and charter operational functions and activities for ensuring program implementation. The key personnel have adequate qualifications and job experiences relating to successful planning, design, instructional delivery and implementation support needed to provide services to the

**Sub Question**

Charter School project and participants.

**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 strong management plan for the final planning, program design, and implementation/start up design of the project to ensure the intended Charter School outcomes. The plan includes Academic Design and Implementation Facilitators who will provide leadership, expertise and oversight of the design and implementation of the education program. There are detailed overall objectives, benchmarks, timelines and responsible staff for expected successful implementation within the grant period. The plan includes policies and procedures relating to financial management; management of the design of all materials and professional development necessary for the implementation of the education programs; maintaining accurate student records relating to program requirements, performance indicators, and participant progress; and personnel management which includes the project director's responsibility for recruiting teachers, interviewing, recommending and supervising project staff, scheduled staff meetings, and employee evaluations that identifies deficiencies in performances. The plan coordinates and is aligned with key partners whose role is supporting and servicing disadvantaged students to ensure they receive comprehensive services. The coordination with the targeted schools, regional colleges, and other Federal programs will maximize the program and services conducted by the project, along with activities to support the targeted at-risk students.

**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 applicant has a written charter or performance contract that clearly states specific activities for achieving the critical project elements and annual tasks, the timeline for accomplishing project activities and methods to ensure intended outcome. The proposed plan includes assessments for measuring student academic performances and has a follow-up tracking plan through the use of state and national databases. The plan states that Common Core State Standards drives unit planning, lesson planning, interim assessments, teaching, in-the-moment assessment and follow-up. The databases utilized contain record on enrollments of students; evidence of achievement attained; performance deficiencies; negative data trends; and connection to professional development on standards-based instruction. The database ensures accuracy of student records offers training to ensure the accurate use and allows teachers to enhance their understanding of tailoring instruction to support the learning of all students. The plan's tracking activities also allows for analysis to compare growth, correlations that links student demographic factors to student achievement and to identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices.

**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 State Charter School Law affords exemption to charter schools from most statues and rules that apply to traditional public school for the purpose of allowing innovative approaches in areas such as scheduling, personnel, funding, and educational programs. The flexibility is intended to produce improved student outcomes and academic achievement. The Charter Schools are considered as independently managed public schools and function as local education agencies, governed by a board of directors. The schools are authorized to operate a fiscally and legally autonomous school, including hiring and firing employees, receiving and disbursing funds, entering into contracts, and issuing debt.

**Weaknesses:**

No weaknesses noted

**Reader's Score: 3**

**Priority Questions****Improving Achievement and High School Graduation - Competitive Preference Priority 1**

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

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

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

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

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

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

**Strengths:**

The applicant includes in the plan a model of instruction for helping students with disabilities and ELLs, that incorporates personalized learning, intensive individualized instruction through blended learning, one-on-one, small group instruction and constant review of student achievement data. These instructional methods are intended to allow the staff to meet individual student's needs and improve high school graduation rates, college enrollment and ensure greater success.

**Weaknesses:**

No weaknesses noted

**Reader's Score:** 4

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

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

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

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

**Strengths:**

The proposed plan includes specific supports for addressing the needs of military-connected students and to ensure inclusion relative to individual needs. These resources are modeled from blended learning formats that allows the families access to a number of adaptive services, resources and learning tools that ensures academic and leadership progress.

**Weaknesses:**

No weaknesses noted

**Reader's Score:** 3

---

**Status:** Submitted

**Last Updated:** 08/08/2014 05:57 PM