

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

Status: Submitted

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

## Technical Review Coversheet

Applicant: Rainier Prep (U282B140026)

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	3
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	12
<b>Quality of Project Design</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	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>99</b>

# Technical Review Form

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

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

Applicant: Rainier Prep (U282B140026)

## 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 proposes a program that is based on multiple parts to design the instructional day for its target populations. Specifically, the student's day is composed of foundations work in literacy and math; inquiry in the sciences and project based activities; enrichment in arts and world culture; and advisory activities around career planning and goal setting (pages 2-3). Using a whole group model combined with Socratic methods, the applicant fosters learning of basic concepts while building on higher order thinking skills (pages 15-16). Rotating instructional periods and teachers ensures multiple access to multiple teachers using similar methods. The goal is to create shared goals and outcomes for students, school design, and curriculum that will be developed. When teachers are deeply invested in their work, outcomes for students improve. Scholars will be divided into flexible rotational groups that will change based on scholars' needs (page 17). Throughout the narrative the applicant supports their design with research and methods that have been successfully used in other schools.

#### Weaknesses:

No weaknesses were 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:

For this applicant, educationally disadvantaged students include students with disabilities, students affected by environmental risk factors, and English Language Learners to be the beneficiaries of its projects. Additionally, the applicant will implement a multi-tiered system of support using Response to Intervention (RtI) addressing the needs of learners. In addition to the spectrum of academic interventions articulated in the charter, the applicant will provide extensive behavioral/social-emotional support to students who need these services and extensive support to all students in Tiers 1, 2, and 3 of the RtI model (page 20).

**Weaknesses:**

Specific interventions are not described for each population. It is unclear how or if interventions are differentiated within the RtI construct for students with disabilities. For example, it is unclear how or at which level of the multi-tiered framework will students be evaluated for special education services. The applicant indicates that extended day will be offered for English Language Learners; however, it is unclear if this will be offered for students with disabilities or other at-risk students.

**Reader's Score:** 3

**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 mechanisms for assessing achievement of its students (page 25). Such assessments include testing and evaluation of student performance that will inform teachers. The school will report to families at least four times per year on student progress. Additionally, when a student is given a standardized diagnostic or summative assessment, a report will be sent home explaining his/her scores (page 25).

**Weaknesses:**

The applicant explains that its plan for assessing its objectives are in draft form (page 21) so it is unclear if the criteria is adequately addressed. The applicant states that their objectives are in working draft form because they are currently collaborating with the Washington State Charter School Commission and NACSA to create detailed frameworks in each area with goals, measures, and targets (page 21). Furthermore, the applicant includes in its performance assessment measures, information that is not clearly updated through legislative adjustment. For example, overall academic domains are measured through "adequate yearly progress" a previous measure established under previous law. It is unclear how the applicant will adjust this performance measure with new or amended state requirement. Moreover, the domains, measures, and targets are not clearly aligned with benchmarks to ascertain success in project outcomes. Absent from the narrative is a performance measure for the implementation of the day structure to be implemented for the target population.

**Reader's Score:** 12

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

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

**Note: In describing the extent to which the proposed project encourages parental and community**

involvement in the planning, program design, and implementation of the charter school, the Secretary encourages the applicant to describe how parents and other members of the community will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.

**(10 points total)**

**General:**

Information is provided in the narrative.

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

Substantial evidence was provided to demonstrate community support for the application (page 27). Multiple community leaders were included to gather support. The applicant cites leaders from the Boy and Girls Club, Highline Community College, White Center CDA, YMCA, Global to Local, City of SeaTac, City of Burien, South County Council of Human Services, South King County Chamber of Commerce, and Highline Public Schools who have participated in their meetings.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

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

**Strengths:**

The applicant provides substantial evidence that it involved community members in the planning, design and implementation of the charter schools (page 26). Specifically, the applicant held meetings inviting various members to provide input. The applicant held six public meetings to share information and listen to ideas from the community on what they want to see in a school. As part of the authorization process, the applicant held a public meeting in January, which was attended by more than one hundred diverse members of the community. Supportive letters are provided in the application (Appendix). From pages 26-32, the applicant describes how it will engage families and include parents within the school construct. For example, all families will be asked to provide 10 or more hours of voluntary service to the school. This is intended to help build a sense of community through completion of needed tasks and meaningful engagement.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Personnel**

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

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

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

**(22 points total)**

**General:**

Information is provided in the narrative.

**Reader's Score: 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:**

Multiple activities demonstrate the applicant's ability to encourage applications for employment from persons of underrepresented groups (pages 36-37). For example, the applicant has developed good relationships with educational institutions and programs including those with high minority enrollments to publicize job openings and solicit referrals of qualified minority candidates. The applicant has been actively developing contacts with local minority community organizations to publicize job openings within the charter school community and to solicit referrals. Additionally, the applicant's advertising will include web and broadcast media such as Spanish language radio where the target market is local Latinos and Hispanics.

**Weaknesses:**

No weaknesses were 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 explains the qualifications and relevant experience of the key leadership personnel (pages 33-36). Such positions include the building principal, special education director, English Language Learner specialist and the math specialist. Their qualifications are relevant to implementing the project design described in the proposal.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 20**

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

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

**Strengths:**

The applicant describes the management plan for the proposed project (pages 41-45). The management plan is detailed with milestones to determine program progress, timelines for completion, and the person responsible for each project tasks. The applicant indicates that the building leader will have ultimate responsibility for all personnel matters (hiring, firing, training and development of all faculty and staff, especially all members of the School Leadership Team) and will be held accountable for managing results on a daily and monthly basis. Together with the Leadership team, the school leader will be responsible for all aspects of day-to-day operations of the school. An organization chart outlines the hierarchy of management and reporting lines.

**Weaknesses:**

No weaknesses were 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 provides substantial evidence to meet this criterion. Specifically, the applicant was granted its charter in 2013 (page 45). The Washington State Commission unanimously approved the applicant's charter application on January 30, 2014. The Board of Directors reports directly to the Washington State Commission. The Washington state law requires that the charter schools focus on reaching the "at risk" students who have the worst outcomes in the traditional district system and it focuses on creating a small number of high-quality options (page 46). The signed agreement is provided.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 15**

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

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

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

**Strengths:**

The applicant adequately explains the latitude provided through the charter granting state legislation (page 46). In so doing, the language provides flexibility to charters. For example, the applicant is authorized by the Washington State Charter School Commission and reports directly to the commission. This structure frees it from the traditional school, district, and state structures, thus giving greater flexibility in ensuring that the educational program is able to meet the needs of the students.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 3**

**Priority Questions**

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

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

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

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

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

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

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

**Strengths:**

The target population in the narrative is described as at-risk and hard to serve students who come from areas that are affected by multiple at-risk factors (pages 4-5). For example, data presented demonstrates poverty in that free and reduced lunch rates in this area range from 70-86 percent. In terms of education attainment, the applicant states that the majority of students will be the first in their families to attend and graduate from college. The applicant targets students with disabilities. To address these needs, the school will offer a full-inclusion model with a strong belief and structure that supports students in the least restrictive environment (LRE), believing that exposure to grade level curriculum and age-level peers is critical to accelerating the academic and social-emotional growth of students with disabilities (page 5). The applicant will serve the needs of English Language Learners through a number of activities including building strong ties to the families within the community, language immersion, additional instructional time, and use of technology (page 7). To this end, the applicant has demonstrated that its project will serve the needs of its target population.

**Weaknesses:**

No weaknesses were 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 were noted.

**Weaknesses:**

The applicant does not address this priority.

**Reader's Score:** 0

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Status: Submitted

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## Technical Review Coversheet

Applicant: Rainier Prep (U282B140026)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	14
<b>Significance</b>		
1. Achievement Standards	5	5
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	12
<b>Quality of Project Design</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	14
<b>Quality of Project Design</b>		
1. Existence of charter	15	14
<b>Adequacy of Resources</b>		
1. Degree of Flexibility	3	3
<b>Priority Questions</b>		
<b>Improving Achievement and High School Graduation</b>		
<b>Competitive Preference Priority 1</b>		
1. CPP 1	4	3
<b>Support for Military Families</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP 2	3	0
<b>Total</b>	<b>107</b>	<b>97</b>

# Technical Review Form

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

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

Applicant: Rainier Prep (U282B140026)

## 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:**

Educational programming is well conceived and modeled on research based programs with similar demographics and circumstances as the newly approved charter.

A four year middle school model combines with a college prep program in an extended school day. The four primary components are foundations, inquiry, enrichment and advisory which will cover the unique needs of the diverse population.

The school has a strong and visionary leadership team with a proven track record with target population for the site.

A blended curriculum includes small group, personal learning and direct instruction and has been carefully considered and reviewed prior to implementation.

The many faceted educational programming allows for a full inclusion model and a data driven curriculum. Time is allotted for collaborative planning for instructional staff which will be key in implementation phase.

The project has many built in innovations to break down barriers for the targeted population, including cultural based objectives for a population is one of the most diverse in the country.

Curriculum development is standards-based and well conceived in each academic area. Outside curriculum experts have been engaged for curriculum design.

There is much evidence of collaboration among faculty and of a strong leadership team with experience that will enhance this project.

#### **Weaknesses:**

The use of volunteers is notable; however, adequate training must be provided in each subject area to maintain consistency with academic objectives.

Reader's Score: 14

### Selection Criteria - Significance

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

**Strengths:**

The entire proposal is focused on this population and this goal rather than being a separate concept (pps. 20-22)

A multi-tiered approach will use the RtI model to identify students who are struggling and provide appropriate additional support. Attachment 12

The full inclusion model using a personalized learning approach to provide ongoing support to students at every stage of progress.

The types of instruction will be differentiated in every subject level and grade level. Additionally, the following best practices will be implemented daily at the site. (p. 19)

There is a plan with domains, measures and targets which could be enhanced with a timeline of staff development and other milestones critical for program goals.

Developing caring relationships while maintaining high expectations; engaging and motivating students; assessing student performance; grouping students for instruction; selecting and effectively using learning resources and promoting and learning from family and community engagement.

**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:**

There is a working draft of a strategic plan for assessing achievement with specific domains, measures and targets (pps. 22-24)

A wide range of assessment tools have been identified to measure student performance based on state standards and schoolwide goals and objectives.

**Weaknesses:**

The draft strategic plan for meeting targets could be more comprehensive in scope by including training and collaboration efforts and milestones.

Although in draft form, the ultimate goal preparing students to excel at a four year college could be more fully developed with descriptions of partnerships with area universities, etc.

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

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

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

**(10 points total)**

**General:**

There is significant evidence of strong community support, especially under new regulations allowing for charter authorization in the state (Washington). p.26

There is evidence of public forums and informational meetings as a part of the authorization process. There are many letters of support from a broad range of community members (Attachment 9).

The charter has met with leaders from local community groups providing services for youth and with area business organizations.

A process to engage community leaders for input during the planning phase of the school has begun. p. 27

Efforts to become a Partner School to model inclusivity and openness to the community has been embraced.

All families will be asked to volunteer hours of service to the school to further unite all stakeholders in the planning and initial implementation phase.

The advisory program will build relationships with families through home visits and looping with a particular cohort of students. Parent workshops will further engage families.

Area organizations, including non profit community groups and institutions of higher education have been asked to partner and form a sense of community pride in making college a reality for all of its students. p.30

A community outreach plan has been staffed with a coordinator to lead efforts to engage the community.

**Reader's Score: 10**

**Sub Question**

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

**Strengths:**

There is much evidence of strong community support for the application from area non profits and institutions of higher education.

An outreach plan provides a plan of action for engaging the community in planning and implementing the project.

**Weaknesses:**

No weaknesses.

**Reader's Score: 5**

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

**Strengths:**

The staffing of a Family Outreach Worker provides an effective way to encourage parental and community involvement in every step of development prior to and after the launch of the site.

The use of AmeriCorps volunteers is a way to further engage the community with a higher level of commitment.

Public forums will be ongoing and engage families and community partners.

Because of the diversity of the population, it is significant that staff has been hired with language proficiency to reach the diverse multi-lingual community.

Social media and key community partnerships have been primed to prepare the community for the launch of the program and part-time interpreters and community connectors will be hired to facilitate the process.

Applications have been made to the state charter association to further facilitate the process of community engagement,

**Weaknesses:**

No weaknesses.

**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:**

A highlight of this project is the strong leadership team and project personnel who have been active in planning one or more years prior to launch of school.

There is evidence of the types of experience required to launch a charter school, including prior success in school design, non-profit management, legal expertise, financial expertise, and more.

**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 has recruited and sought out applicants from persons who are members of groups traditionally underrepresented based on race, color, national origin, gender, age, or disability.

Further, the applicant has made efforts to address the multi-linguist needs of the charter population. Staff have been hired to speak in diverse languages to assist in engaging public and families in program development.

**Weaknesses:**

No noted weaknesses.

**Reader's Score: 2**

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

**Strengths:**

The founding leader and other early staffing recruits have a demonstrated commitment and training in working with a diverse population with a variety of special needs.

The school leader is recognized for her work in achieving un-paralleled results with this student population.

The Board of Directors includes some significant leaders of the community including a Sr. Vice President of Amazon; an Associate Director of the University of Washington Center for Educational Leadership, Dean of Undergraduate Affairs at the U. of Washington; a VP and General Counsel at Amazon and the Executive Director of the Rainer Scholars program, one of the regions most successful educational nonprofits.

Further, the Outreach Coordinator has experience in Charter Schools in New York and was a former Executive leadership intern with the County's Office of Communications.

**Weaknesses:**

No weaknesses.

**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 school leader and Board of directors have played a key role in planning along with the founding group.

The founding board has received training from Charter Board Partners and The High Bar to differentiate governance and management of the school.

Although not complete, the Board is working on a detailed separation of duties, decision making and areas of authority to guide the work of the team and establish protocols for hiring or firing, if necessary, Board Members. (pps 41-42)

An organization chart is provided to show relationships between all levels of leadership.

The school leader has been designated as project manager of the grant and will supervise the governance structure.

A chart has been provided to illustrate key milestones, timelines and designated responsibilities.

Past performances of both the school leader and board of directors indicate expertise and success in capacity to launch the charter in a strong and fiscally sound manner.

### **Weaknesses:**

There could be clearer evidence of parental involvement in the governance structure and founding group.

**Reader's Score: 14**

## Selection Criteria - Quality of Project Design

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

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

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

### **Strengths:**

The charter is provided with a comprehensive plan for meeting state standards. (Attachments 7, 8, 9)

Teachers will be given time to collaborate on data driven instruction. (p.e230)

A draft assessment calendar provides a schedule of events to measure skills for comparisons with the state and district. (e231)

The school will use Common core State Standards and college readiness work.

A schedule of formative and summative assessments are embedded in the program design.

A list of students in danger of falling behind will be addressed using the RTI model and these students will be provided additional interventions and their progress monitored more closely. 9e231)

The extended school day is a key component in implementation of student performance objectives.

**Weaknesses:**

There is mention of other nationwide charters to model; however, a more detailed plan of how these partnerships will be engaged is not clearly evident (for example, will new staff visit these sites, etc.).

**Reader's Score: 14**

**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 original charter was approved unanimously and this school was one of only eight approvals out of nineteen applicants which all went through a rigorous process. (p. e61)

The application complies and perhaps exceeds the state's focus on providing quality instruction and results for "at risk" students. (p. 45)

The state charter law exempts charter schools from most Statutes and rules that apply to traditional public schools so there is autonomy in staffing, curriculum and learning opportunities to improve student outcomes.

**Weaknesses:**

No weaknesses.

**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 expected enrollment of students with disabilities is significantly higher than the national average. A full inclusion model will be implemented in every phase of instruction.

There will be a focus on hiring staff with a proven track record of working with students with special needs and a learning specialists will be hired for each grade level and loop with the population to ensure consistency.

The school is located in a linguistically diverse area with more than a 100 spoken language and staff have been hired with a focus on multi-lingual skills.

This emphasis is part of the core values of the school and runs throughout the entire proposal.

The school is modeled on successful programs with similar demographics and circumstances in other areas of the country.

#### **Weaknesses:**

There are few weaknesses in design; however, there could be a stronger link to academic innovations and accelerated learning to improve graduation rates.

Will staff make visits to model schools as part of professional development during implementation phase?

**Reader's Score:** 3

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

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

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

**Note:** To receive points under this priority, an applicant's project must target military-connected

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

**Strengths:**

This priority is not addressed.

**Weaknesses:**

This priority is not addressed.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 08/25/2014 01:42 PM

Status: Submitted

Last Updated: 08/21/2014 05:07 PM

## Technical Review Coversheet

Applicant: Rainier Prep (U282B140026)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Project Design</b>		
1. Project Curriculum	15	13
<b>Significance</b>		
1. Achievement Standards	5	3
<b>Quality of the Project Evaluation</b>		
1. Assessing Achievement	15	15
<b>Quality of Project Design</b>		
1. Community Support	10	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	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>98</b>

# Technical Review Form

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

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

Applicant: Rainier Prep (U282B140026)

## 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 clearly demonstrates an appropriate curriculum and instructional practices are in place for the proposed charter school. For example, the proposed charter school will follow a four-year middle-school model, providing time to build skills to prepare students for enrollment in a college track in high school. The applicant will implement a college-preparatory curriculum. (pgs. 2-4) Each subject in the curriculum area will have a scope and sequence, a course map, unit plans, and lesson plans organized around essential questions in order to meet CCSS, Next Generation Science Standards, the C3 Framework for Social Studies State Standards, and the College and Career Readiness Standards. The curriculum was designed using the research-based framework, Understanding by Design, in which the school will implement both vertical alignment of subject areas from one grade to the next and horizontal, cross-content alignment from subject area to subject area within each grade level. (pgs. 2-7)

The applicant effectively describes each subject matter and research-based curriculum program that will be used in the schools. Appropriate instructional practices for each curriculum area was provided. Examples include, inquiry based practices, whole group and small group instruction, direct instruction and collaborative learning. The proposed curriculum and instructional practices are appropriate for implementing a college and career ready based program.

#### Weaknesses:

The applicant indicated that the school would specifically focus on students with disabilities and ELL learners, however, the applicant does not address any curriculum and instructional practices for these groups of students. Additionally, no information was provided on the career readiness curriculum.

Reader's Score: 13

### Selection Criteria - Significance

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

**Strengths:**

The applicant reasonably provided evidence that strategies and practices are in place to ensure educationally disadvantaged students are prepared to meet state and local academic standards. For example, the applicant will align the curriculum with all required state standards, thus ensuring standards are represented in all subject areas. To support disadvantaged students the applicant will utilize the research based program Response to Intervention. (RTI). The RTI model provides both behavioral and academic support. The multi-tiered approach will ensure struggling students with learning challenges are identified early and given frequent follow-up service and attention. (pgs. 5-8)

**Weaknesses:**

The applicant's response was general and lacked details that evidences appropriate services will be provided for educationally disadvantaged students. There was no reference for ELL students and students with other disabilities. More details were needed to effectively determine the program will meet the challenging needs for students who are pursuing a college and career ready program and expected to excel at four-year colleges in the future.

**Reader's Score:**     **3**

**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 comprehensively demonstrates strategies to assess the achievements of the charter school's objectives are in place. The applicant provided a detailed table that clearly set forth the proposed performance measures and performance targets. The targets are consistent with the school's objectives and includes achievable and specific measures. The applicant indicated that some of the measures are still in the development stage and the final draft will be completed after collaborating with the Washington State Charter School Commission and NACSA. The collaboration will help with creating a more detailed framework in each area with goals, measures, and targets. The framework will be completed by Fall 2014. (pgs. 15-18)

Based on a review of the charter school's objectives to prepare students to excel at four-year colleges, the objectives are appropriately balanced to ensure data is collected on student achievement and school performance. For example, the applicant will develop SMART goals for each academic area, thus allowing for assessment to take place on a daily and ongoing basis to shape the work of the school and ensure the achievement of the outcome goals.

**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 provides evidence that the proposed charter school has the support of the community and have engaged supportive partners in the design of the school. For example, the applicant in the early planning-stage months held six public meetings to share information and listen to ideas from the community on what they want to see in a school. (pgs. 23-27)

Reader's Score: 8

#### Sub Question

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

#### Strengths:

The applicant adequately provides evidence that the proposed charter school has the support of the community and has engaged supportive partners in the design of the school. For example, the applicant in the early planning-stage months held six public meetings to share information and listen to ideas from the community on what they want to see in a school. (pgs. 23-27) As part of the authorization process, they held a public meeting in which one hundred diverse members of the community attended. The applicant included letters of support and meeting agendas in the appendix as evidence. Based on a review of the evidence, support from community agencies include: (1) Boy and Girls Club, (2) Highline Community College, (3) White Center CDA, (4)YMCA, (5) City of Burien, (6) South County Council of Human Services, (7) South King County Chamber of Commerce, and (8) Highline Public Schools.

#### Weaknesses:

While the applicant provided evidence of meetings to inform the community of the upcoming charter school development, the narrative lacks details in discussing how the community will contribute to the charter schools success. More information was needed to provide evidence that the community meetings were productive discussions and provided the community an opportunity to help shape the vision and mission of the school. For example, if the community college was in attendance, it would have been a helpful discussion to indicate the community college will work with the college-preparation program on the future admission for students who are graduating from the program.

Reader's Score: 3

**Sub Question**

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

**Strengths:**

The applicant reasonably provides evidence that the proposed charter school program has been and will continue to seek support and input from parents and families on the vision and mission of the school. The applicant indicated that informational meetings to mobilize prospective families were held before the charter was submitted for approval.

The applicant sought support in making decisions on which grade level should be included, school uniforms, dress codes and other school related issues. (pgs. 29-30) The applicant will continue to hold meetings at assessable times for all parents. The applicant will additionally ask that all parents provide 10 or more hours of voluntary service to the school. This is intended to help build a sense of community through completion of needed tasks and meaningful engagement. Examples of voluntary service will include high leverage work that supports student learning such as volunteering in classes or coaching/leading and enrichment activities.

**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 provided adequate evidence that the key members of the school leadership team are qualified and experienced in implementing educational programs. The proposed school leader has 17 years of experience in public education, having served as a classroom teacher, department chair, school reform leader, principal and senior fellow in the Washington State Charter Schools Association.

**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).**

### Sub Question

#### Strengths:

The applicant indicated that the school will ensure the caliber of the individuals hired will be qualified to fulfillment of our mission of the school. The applicant additionally provided detailed and comprehensive strategies and plans for ensuring and encouraging 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. The applicant will recruit minority candidates for positions by visiting minority servicing institutions. (pg.36)

#### 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 provided adequate evidence that the key members of the school leadership team are qualified and experienced in implementing educational programs. The proposed school leader has 17 years of experience in public education, having served as a classroom teacher, department chair, school reform leader, principal and senior fellow in the Washington State Charter Schools Association. Based on review of her credentials, she has a wealth of knowledge, experience and skills in administration, curricular leadership and design, governance and school leadership. All of her skills will be an asset in ensuring successful outcomes for the school, especially her previous work with the state charter school organization. (pgs. 25-29) The other key personnel are additionally qualified and have educational experiences related to work in the specified roles described in the narrative.

#### 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 provided an adequate management plan for ensuring the proposed project will be delivered on time accomplishing all project tasks. The applicant has a founding board in place to provide a strong management structure and successful execution of all aspects of the school's plan. The Board of Directors will be responsible for the overall management of the school in both academic delivery, organizational health and financial matters, strategic planning, financial oversight, long-range vision, and will hire, support, evaluate the school staff. (pgs. 30-31) The school leadership team will be responsible for all aspects of day-to-day operations of the school. The applicant evidenced the management structure in an organizational chart that illustrates the leadership team positions and advisory bodies.

The applicant additionally provided a management timeline chart that clearly identifies key milestones, timeline for task and project completion dates and persons responsible. The timeline for accomplishing project tasks and activities is

reasonable and achievable over the life of the project. (pgs. 31-33)

**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 clearly demonstrates that The Washington State Commission unanimously approved the Rainier Prep charter application on January 30, 2014. The Board of Directors reports directly to the Washington State Commission. The Washington state law requires that the charter schools focus on reaching the at risk students who have the worst outcomes in the traditional district system and it focuses on creating a small number of high-quality options. Rainier Prep was one of only eight approved schools of the nineteen that applied through a rigorous process designed by the Washington State Commission in collaboration with the National Association of Charter School Authorizers (NACSA). (pgs. 39-40)

Additionally, the applicant's charter indicates that the school will participant in all required State testing program and set annual performance targets to meet all applicable federal and state expectations. (Appendix)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 15**

**Selection Criteria - Adequacy of Resources**

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

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

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

**Strengths:**

The applicant clearly demonstrates that The Washington State Commission unanimously approved the Rainier Prep charter application on January 30, 2014. The Board of Directors reports directly to the Washington State Commission. The Washington state law requires that the charter schools focus on reaching the at risk students who have the worst outcomes in the traditional district system and it focuses on creating a small number of high-quality options. Rainier Prep was one of only eight approved schools of the nineteen that applied through a rigorous process designed by the Washington State Commission in collaboration with the National Association of Charter School Authorizers (NACSA). (pgs. 39-40)

**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:**

Rainier Prep was created to improve academic achievement, increase high-school graduation rates, and increase four-year college graduation rates for students who have historically had the most barriers to achieving these outcomes. In the target geographical area, four of every ten Black, Latino, and low-income students are dropping out of high school, strongly diminishing the likelihood of a college education and significantly limiting their career and life options. The majority of students will be the first in their families to attend and graduate from college.

Rainier Prep will follow a four-year middle school model, which will provide the time to build both the academic and social-emotional skills to prepare scholars for enrollment in a college-prep track during the high-school years. The educational model, school structure, and budget are designed to meet the specific needs of our targeted population and draw upon best practices from around the country. The educational model was created to engage all students in a rigorous college preparatory curriculum.

**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. The applicant does not address CPP2.

**Weaknesses:**

The applicant does not address CPP2 in the narrative. Therefore, the reader was no able to award points for CPP2.

**Reader's Score:** 0

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**Status:** Submitted  
**Last Updated:** 08/21/2014 05:07 PM