

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

Status: Submitted

Last Updated: 08/28/2014 04:21 PM

## Technical Review Coversheet

Applicant: Chicago Education Partnership (U282B140031)

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	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	18
<b>Quality of the Management Plan</b>		
1. Management Plan	15	12
<b>Quality of Project Design</b>		
1. Existence of charter	15	0
<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>83</b>

# Technical Review Form

Panel #1 - Non-SEA Charter Schools - 1: 84.282B

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

Applicant: Chicago Education Partnership (U282B140031)

## 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:

Then applicant proposes to initially serve Kindergarten – Grade 1 students continuing to add grades up to 8th (pg. e13, pg.12).

The applicant describes a holistic approach to education with a focus on personalization, character development, and partnership (pg.e13).

The curriculum source is described as Core Curriculum for all core subjects as well as the arts (pg. 12).

The applicant sites research that reports students using Core Knowledge curriculum scored significantly higher than others students (pg.13).

The applicant presents a strong addition of supplemental curriculum including Singapore Math, FOSS for science education, and Lexia math and reading online program (pg.14-15).

The instruction will take place using a daily rotation model as described by the applicant (pg. 16).

The applicant includes a wide variety of instructional strategies that include direct instruction, small group, technology enabled and individual tutoring, and Response to Intervention (17-19, pg. 21).

The applicant details students are evaluated to determine which skills they need assistance with. Students are then grouped for instruction in those skills (pg.17).

The application includes NWEA as the tool for universal screening (pg.22).

The applicant provides an after school component (pg.23).

#### Weaknesses:

None

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 application includes NWEA as the tool for universal screening (pg.22)

The applicant will utilize the three tiers of RTI, universal screening, progress monitoring and data based decision making (pg.22).

The applicant presents a clear multi level prevention system including small group that includes differentiated instruction (pg. 22).

In addition the applicant presents a tier of small group instruction with targeted supplemental instruction and tutoring (pg. 22).

The applicant provides for intensive instruction through small group or individual tutoring (pg.22).

#### 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 a chart that includes the assessments to be given, subjects, grade levels and the expected growth (pg.25-26).

The applicant includes satisfaction and school culture surveys as a form of assessment of customer satisfaction (pg.27).

In addition the applicant included an operations chart which included teacher retention, budgetary items, and teacher satisfactions (pg.27).

The applicant included measurable goals (e39).

The applicant includes satisfaction and school culture surveys as a form of assessment of customer satisfaction (pg.27). In addition the applicant included an operations chart which included teacher retention, budgetary items, and teacher satisfactions (pg.27).

**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:** 8

**Sub Question**

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

**Strengths:**

The applicant lists a wide variety of strategies to garner parental and community support including community meetings, canvassing the neighborhood where the school will be located, home visits presenting at churches and meetings with all areas of community stake holders (pg.28).

The applicant states a parent and community board was established, meets, and has provided input on design and implementation of the school (pg.29).

The application states they have received numerous letters of support from parents and community members in support of the school (pg. 29).

**Weaknesses:**

No documentation of the letters from parents and community was included (pg.29).

No documentation of parental and community input was provided (pg.30).

**Reader's Score:** 4

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 supplies a list of parent and community priorities for the school (pg.30).

**Sub Question**

The applicant proposes a strong desire to continue to involve parents and community in the school through parent orientation, parent workshops, and volunteer opportunities (pg.31).

The applicant offers numerous opportunities for parents to be involved further by forming a parent advisory committee, supplying parents with staff members contact information and staff conducting regular home visits (pg. 32).

**Weaknesses:**

No documentation of the newly formed WSEC West Side Education Consortium (pg.29).

**Reader's Score:** 4

**Selection Criteria - Quality of Project Personnel**

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

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

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

**(22 points total)**

**General:**

**Reader's Score:** 18

**Sub Question**

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

**Strengths:**

The applicant proposes hiring a diverse staff that matches the racial make- up of the student population (pg.33).

Then applicant desires to recruit, hire and retain high performing educators (pg.33).

The applicant includes a list of diversity targets with an appropriate goal that 70% of staff meet one or more of the following qualifications: ethnic minority, men, career changers, non TFA member, have a minimum of 5 years teaching experiences (pg. 33).

**Weaknesses:**

none

**Reader's Score:** 2

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

**Sub Question**

**Strengths:**

The applicant lists key personnel that include Executive Director, Principal, Chairman of the Board, Vice Chairman of the board, Treasurer of the Board, and board members (pg.34-39).

The personnel listed have adequate education and experience and it is listed (pg.34-39).

The applicant provides a chart with milestones, person responsible, and target date (pg.43-48).

**Weaknesses:**

Does not include staffing plan and how plan will achieve objectives.

The applicant only provides documentation for the qualifications of the Executive Director and Principal. 16

**Reader's Score: 16**

**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 details that the Board of Directors will oversee operations, academic, and financial aspects of the school (pg.40).

The applicant outlines the sub committees of the board to include Finance and Audit, Governance, Education, and Advancement (pg. 40-42).

The application contains the duties of each sub- committee (pg. 41).

The applicant describes the Principal, and Executive director as a team to develop and launch the school, added support will come with the addition of Director of Blended Learning and Chief Financial Officer (pg. 42).

The application provides a chart of all staff with milestones, person responsible, and timeline (pg. -48).

**Weaknesses:**

The plan did not include information relating professional development to teaching and learning.

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

authorized public chartering agency.

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

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

**Strengths:**

The applicant has submitted a charter approval request (pg.48).

Applicant provides that upon approval the charter contract will not be awarded until 10-15 (pg.49).

**Weaknesses:**

The charter contract is not approved and included (pg. 48-49).

**Reader's Score: 0**

**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 school has autonomy over operations, personnel, finances, and vender and service provider selection (pg.50).

The application further states the school has autonomy over the curriculum, school calendar, schedule and discipline policies (pg.50).

The application includes restrictions on hiring, 75% of staff must hold state certification (pg.50).

**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:**

Strengths

The applicant plans to raise the graduation rate by implementing a personalized education plan for each student (pg. 3). The applicant will provide students with after school activities (pg.4).

The applicant will address the needs of the students with disabilities with extensive learning opportunities and inclusion (pg. 4).

The applicant will assist students with disabilities accelerate their learning by the support of teacher paraprofessionals, clinicians, special education teachers, and general education teachers (pg. 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:**

Strengths

The applicant describes providing services for military connected students (pg.7).

The applicant plans to reach out to military connected students through military facilities (pg. 7).

The applicant considers the holistic approach of education will meet the socio-emotional needs of the military connected student and their family (pg.8).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

---

**Status:** Submitted

**Last Updated:** 08/28/2014 04:21 PM

Status: Submitted

Last Updated: 08/22/2014 05:39 PM

## Technical Review Coversheet

Applicant: Chicago Education Partnership (U282B140031)

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	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	16
<b>Quality of the Management Plan</b>		
1. Management Plan	15	11
<b>Quality of Project Design</b>		
1. Existence of charter	15	0
<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>81</b>

# Technical Review Form

Panel #1 - Non-SEA Charter Schools - 1: 84.282B

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

Applicant: Chicago Education Partnership (U282B140031)

## 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 provides a clear description of the school which, will open in Aug. 2015 with 180 students in kindergarten and first grade in a newly constructed school building and will grow to 810 students in grades at capacity in grades K-8 (p26/140).

The applicant provides a detailed description of its educational program approach, (p13/140), which is based on personalization, character development and partnership (p23/140).

The applicant identifies the research-based curriculum to be used and explains why it was selected, with clear examples for how it will benefit the students (p26/140). The applicant also clearly describes the supplemental curricula to be used (p28/140).

The applicant clearly describes the multiple instructional strategies to be utilized to increase student achievement. For example, students will be exposed to a variety of learning environments that include direct instruction, small group instruction, individual tutoring and technology assisted learning within a rotational schedule (p30-31/140). Each of the identified approaches are clearly explained in detail (p30-34).

#### Weaknesses:

None 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 is anticipating a large percentage of students may be educationally disadvantaged due to poverty, given that more than 90% of the students at the surrounding schools within the community to be served qualify for free or

reduced price lunch, (p 35).

The applicant describes its assessment processes in detail (e.g., Universal screening, progress monitoring, data-based decision making, multi-level prevention system) for identifying and serving students in need of intervention services. For example, the school will administer the NWEA MAP for Primary Grades assessments in both reading and math as a diagnostic tool for all students upon enrollment (p35-36/140).

The applicant has also assessed the degree and types of support needed for students working at computers (p37).

**Weaknesses:**

None 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 presents a logical plan supported with benchmarks based on research of the student population to be served (p 38). For example the applicant analyzed 2013 attainment and growth data from the nine CPS elementary schools located within a mile of the proposed site to project expected student needs and performance levels. Also, the applicant used the new CPS School Quality Rating Policy (SQRP) as a guide to determine its targets (p39/140).

The applicant has provided a table detailing the school's academic goals for its first five years of operations (p 39).

The applicant has established measurable operational goals (p41/140).

**Weaknesses:**

None 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:**

Responses provided in sub-questions 1 and 2.

**Reader's Score: 9**

**Sub Question**

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

**Strengths:**

The applicant describes its activities, in detail, for community and family involvement both during the planning and implementation phases of the school's development.

The applicant describes the specific strategies it used during the planning and program design phase, such as 1:1 at meetings, email, text message, Facebook, electronic newsletter, and an onsite suggestion box to elicit community and parent input (p44/140).

**Weaknesses:**

The applicant lacks evidence of the community and family support in the form of letters of support.

**Reader's Score: 4**

**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 discusses the feedback received and how it was integrated into the school design and implementation plans (p44/140). For example, the applicant lists the various design components — such as character development, opportunities for parents to access wraparound and supportive services through school and implementing a strong discipline policy—which were integrated into the school plan as a result of the feedback provided.

**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:**

Responses provided in sub-questions 1 and 2.

**Reader's Score: 16**

**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 provides a clear discussion for how it will encourage applications for employment from persons who are members of groups that have traditionally been underrepresented (p47/140).

**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 leadership team and founding board of directors have extensive and broad based experience in the key areas related to successfully opening, managing and sustaining a new school, including: teaching, school leadership, operations, finance, development and community engagement (p48/140).

The applicant describes the key roles of the certain key personnel such as the Executive Director Principal, Director of Blended Learning, Chief Financial Officer (p36 & 56 /140)

The principal has expertise in charter schools (see resume).

**Weaknesses:**

The applicant does not provide a staffing plan for the additional staff that will need to be hired for this school to operate as described.

The applicant does not clearly describe the roles or provide job descriptions for the educational staff.

**Reader's Score: 14**

**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 includes a management plan with a timeline aligning milestones/targets, with person responsible for the planning year 2014-2015. It has budgeted for all the milestones and is committed to meeting these targets on time and within budget (p57/140).

The applicant clearly describes the school's management structure. For example, the school's Board of Directors will oversee all areas of the school's operations and is responsible for the financial, operational and academic well-being of the organization. The Board will continuously monitor the academic, financial and operational aspects of the school through Board Committees. It also describes the various committees (such as finance, governance and education) which will be overseen by the Board (p54/140).

**Weaknesses:**

While the management plan activities are linked with milestones for the start-up year, they are not clearly connected with implementation goals and objectives for years two and three. The applicant does not provide a detailed description for how the planning activities will be shared among the three staff members during planning year one.

**Reader's Score: 11**

**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:**

No strengths noted.

**Weaknesses:**

The applicant has not provided evidence of its approved charter or performance contract between it and the authorized public chartering agency. The applicant lacks a draft of the proposed charter, demonstrating how student performance will be measured in the charter school pursuant to State assessments that are required of other schools.

**Reader's Score: 0**

**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 clear description of the degree and types of flexibility accorded charter schools under state law (p63/140), such as the responsibility for the school's management and operations of its fiscal affairs). The charter school has the freedom and flexibility to establish its own school calendar and schedule, curricula, employment policies, student discipline policies and manage its own operations. It also lists the exceptions to this flexibility, such as the requirement for background checks.

**Weaknesses:**

None 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 has selected its curriculum and developed its educational program to meet the needs of all students including students with disabilities. The applicant describes the specific strategies it will use to support students with disabilities (p19-20/140), such as IEPs for each identified student as well as adaptations to classroom, curriculum and activities to meet the needs of all students. For example, the applicant's rotational model, small group instruction and tiered supports will help to ensure that all students master the content and skills necessary.

**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 discusses outreach activities it will implement to connect with military-connected families and children (p21). The applicant also describes types of counseling and support services they be able to provide to these families and discusses the stresses faced by military-connected families and children and challenges associated with frequent relocations and prolonged parental absences as obstacles for military connected students (p21/140).

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 3

---

**Status:** Submitted

**Last Updated:** 08/22/2014 05:39 PM

Status: Submitted

Last Updated: 09/02/2014 03:58 PM

## Technical Review Coversheet

Applicant: Chicago Education Partnership (U282B140031)

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	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	15
<b>Quality of the Management Plan</b>		
1. Management Plan	15	10
<b>Quality of Project Design</b>		
1. Existence of charter	15	0
<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>79</b>

# Technical Review Form

Panel #1 - Non-SEA Charter Schools - 1: 84.282B

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

Applicant: Chicago Education Partnership (U282B140031)

## 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 provides information about Core Knowledge and the important role that it plays in defining the scope and sequence for subject areas. It is a research based curriculum that is aligned with the common core. It is designed to provide schools with specific scope and sequence in order to equip students with knowledge necessary for reading and academic success (pages 12 and 13). The applicant provides appropriate information about the supplemental curriculum offerings that students will access online. The applicant provides a description of the computer-based reading/language arts and math software, that the applicant is piloting. The online reading curriculum provides instruction on students learning foundational reading skills. The math software is game-based instructional software that uses a visual approach to teaching math. Both online supplemental curriculums are for use in the after school program (pages 14 to 16). The applicant provides a description of five instructional strategies that teachers will have to choose from (pages 16 to 20). The applicant indicates that teachers will receive coaching designed to provide support in the classroom. The applicant points out that giving teachers the flexibility to make professional decisions is important because research studies (cited by the applicant, page 16) conclude that teachers play a transformative role in the lives of students. Teachers are the most important factor affecting student achievement (page 20). The proposed project will open with 180 students in kindergarten and first grade and will grow to 810 students grade kindergarten to 8 (page 12).

#### 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:**

To address the needs of those students who are educationally disadvantaged, the applicant plans to do the following: gather performance data; plan instruction; provide remediation; monitor student progress; make data based decisions; and implement a three level prevention process to provide specialized or intensive instruction. The students are administered the Measures of Academic Progress (MAP) assessment in reading and math for diagnostic purposes. Teachers are given the data in advance of the school year for instructional planning purposes. Personal Learning Plans are developed for each student. Assessment data is reviewed weekly and those data direct instructional decision making (page 21).

The applicant will implement Response to Intervention (Rtl) to identify students who need remediation. The applicant explains that Rtl includes universal screening, progress monitoring, data-based decision making, and multi-level prevention system. The multi-level prevention system is three step process wherein identified student (tier 1) receive targeted small group instruction (tier 2) and if needed, intensive supplemental instruction in a small group or individual basis (page 22).

**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 comprehensive information that describes the process of determining how the proposed projects objectives will be set. The applicant established baseline data by analyzing the State Progress Reports for schools operating near the target community and the proposed charter school. Based on assessment data analysis, the LEA's Quality Rating Policy, and national growth norms, the applicant determined the percentage of students meeting or exceeding group norms on reading and math assessments, percentile increases, percentage of students exceeding their growth goals. In summary, the applicant set the objectives as follows: at the end of the 2015 – 2016 school year, students grade K – 1, 70% of the students will score above the 70th percentile on the National Average Growth Norms on Reading and Math Assessments. At the end of the 2015 – 2016 school year, students grades K - 1, 50% of the students will meet 130% of their growth goals on the Reading and Math Assessments (pages 24 to 28).

**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:** 9

**Sub Question**

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

**Strengths:**

The applicant states that community support for the proposed project includes the following: over 400 signatures on petitions of support; 222 students/parents submitted intent to enroll forms for 180 open seats; and 30 letters of support from local community stakeholders (pages 28 and 29).

**Weaknesses:**

The applicant does not provide documentation of the support described.

**Reader's Score:** 4

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 states that as a result of feedback received, priorities for the proposed school were set (page 30). The applicant provides a list of actions taken in the design and implementation phases that are responsive to the input received (pages 30 to 32).

**Sub Question**

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Personnel**

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

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

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

**(22 points total)**

**General:**

**Reader's Score: 15**

**Sub Question**

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

**Strengths:**

The applicant outlines the specific steps taken to recruit top talent. The activities include a variety of approaches including, but not limited to, word-of-mouth, job fairs, websites, organizations like Teach for America, and social networking (pages 33 and 34).

**Weaknesses:**

The applicant does not state that there are efforts directed at encouraging applications from persons who are members of groups traditionally underrepresented.

**Reader's Score: 1**

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

## Sub Question

### Strengths:

(ii) The applicant provides a narrative that highlights key personnel's (including board members) accomplishments and related work experiences (pages 33 to 40). The Executive Director's resume documents developing and implementing an effective curriculum and recruiting and evaluating effective educators (pages e66 and e67). The Principal's resume documents experience supporting teachers in an academically successful charter school (Assistant Director, Charter Schools USA) (page e69).

### Weaknesses:

(ii) The applicant provides insufficient documentation to provide an effective detailed review of key personnel's educational and professional history. The applicants' narrative of key personnel is quite limited.

Reader's Score: 14

## 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 broad scope of the board of directors' authority. The board has authority over finances, governance, education, and advancement. The board oversees the Executive Director (pages 40 to 41).

The applicant provides a chart that shows that the applicant is prioritizing Milestone/Target, Responsibility, and Timeline as areas that the proposed project will oversee and administer. The category section marked Academic contains nine entries. The chart represents the applicant's plan to manage professional development, parent-teacher activity, assessment, curriculum, planning, and monitoring (pages 43 to 48). The applicant shows which key personnel are designated as the person(s) responsible. The chart reflects that the activities are time-based.

### Weaknesses:

The applicant does not provide information about how the management plan will ensure that there is a process in place to achieve the objectives of the proposed project. The applicant provides insufficient information about the sections of the plan that impact teaching and learning. For instance, the activities associated with professional development provide scarce information about its relationship to classroom instruction. The applicant indicates that direct instruction is a critical component of the Instructional Strategy part of the instructional process (page 17). Assuming that the professional development activities, conducted by the designated person, are designed to guide true implementation of direct instruction, the management plan should illustrate a process that shows support of achieving the objective of improving student achievement. The management plan should show how evidence will be captured that shows that the teacher is implementing direct instruction true to the guidance and support provided. Additionally, the management plan should establish what will be done with performance assessment data, and what follow-up actions are appropriate for that classroom.

The applicant provides insufficient information about how the management plan will help to achieve the objectives of the proposed project within budget.

Reader's Score: 10

### Selection Criteria - Quality of Project Design

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

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

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

#### Strengths:

No strengths noted.

#### Weaknesses:

While the applicant provides information that the proposed project has approval to open in the fall of 2015 (page 48) pending the approval of the Academic Capacity section, the applicant does not provide evidence that a charter exists.

Reader's Score: 0

### 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 adequate information that documents that the proposed charter school has a high degree of autonomy over all laws and regulations in the State School Code with the exception of nine specific areas. Those area pertain to school safety and security, pupil personnel discipline, school report cards, legal liability, child abuse, student records, the education data system and the Education Labor Relations Act (pages 49 and 50). The applicant has the flexibility to implement innovative educational techniques and programs.

**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 indicates that the proposed program will implement differentiated instruction. Students with disabilities will receive instruction and support from regular education and special education teachers, teacher assistants, paraprofessionals, and clinicians as appropriate (page 5). Students will receive specialized services throughout the regular block schedule which includes rotations between direct instruction, small group learning, and technology sessions (pages 5 and 6).

The applicant provides additional information about how the proposed project will hold all students to high expectations and participation in various academic experiences with all students by providing opportunities for students to integrate technology into daily practices (page 7).

**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](http://www2.ed.gov/programs/charter/nonregulatory-guidance.html) at (<http://www2.ed.gov/programs/charter/nonregulatory-guidance.html>)).

#### Strengths:

The applicant will initiate contact with all of the National Guard Armories in and around the target community. The applicant indicates that proposed project will address the social and emotional needs of military-connected students with a holistic approach to education. The applicant discusses plans to implement a counseling program based on the American School Counseling Association model (pages 7 and 8).

#### Weaknesses:

No weaknesses noted

Reader's Score: 3

---

**Status:** Submitted  
**Last Updated:** 09/02/2014 03:58 PM