

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

Status: Submitted

Last Updated: 08/21/2013 08:33 AM

Technical Review Coversheet

Applicant: Five Smooth Stones Foundation, Inc. (U282B130081)

Reader #1: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	12
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	13
4. Community Support	8	8
Quality of Project Personnel		
1. Quality of Personnel	22	19
Quality of the Management Plan		
1. Management Plan	18	16
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	1
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	2
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	1
Competitive Priority 3		
1. Military Families	3	0
Total	109	91

Technical Review Form

Panel #6 - Panel - 6: 84.282B

Reader #1: *****

Applicant: Five Smooth Stones Foundation, Inc. (U282B130081)

Questions

Selection Criteria - Quality of Project Design

1. I. Quality of the proposed curriculum and instructional practices

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 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 is employing proven strategies (extended school day, school year, and mastery scheduling) to address the learning needs of disadvantaged students (page 11).

The proposed charter- private school partnership is particularly interesting and may yield great results for the students at BCSB given the strong track record of the Friends School in sending its graduates to college (page 12).

The proposed academic design is very strong with a focus on content mastery (page 15), continuous assessment (page 16), and social emotional learning (page 17).

Overall, the applicant presents a strong vision for an integrated teaching and learning strategy that will serve students well and put them on track for college ready work.

Weaknesses:

While the vision of curriculum and instructional practices was very strong, the applicant did not directly address teacher and leader professional development to support the instructional strategy.

Reader's Score: 12

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

The baseline data for male student achievement in Baltimore is alarming and the applicant seeks to close these historical achievement gaps by starting with 4th grade boys. As the research suggests, 4th grade is when boys start to disengage from learning. (page 26).

The applicant's focus on mastery will ensure that students are not socially promoted and chronically performing below grade level (page 27).

Overall, the applicant's enrollment strategies, instructional approach, focus on mastery, and curriculum design will likely accelerate student achievement and better serve students.

Weaknesses:

No weaknesses noted.

Reader's Score: 3

3. The quality of the strategy for assessing achievement of the charter school's objectives.

Strengths:

Math and Reading objectives are clear, ambitious, and measurable (page 27).

The balance of state assessment, nationally norm referenced tests, formative and summative assessments, etc., will create a data rich environment to measure the impact of the applicant's work (pages 29-30).

The data rich environment the applicant seeks to create is further enhanced by a balanced scorecard that includes school culture measures (page 30).

Weaknesses:

The applicant did not set academic targets for other core, or elective, subject areas.

The applicant fails to outline specific measures for school culture and climate.

While the applicant seeks a data rich environment (page 29), there is little strategy as to how the candidate will train the faculty to effectively use data to better serve students.

Reader's Score: 13

The extent of community support for the application.

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--

- (i) The extent of community support for the application (up to 4 points); and**
- (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 4 points).**

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

General:

The applicant presented strong evidence of community support.

Reader's Score: 8

Sub Question

1. The extent of community support for the application.

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--

(i) The extent of community support for the application (up to 4 points)

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

Strengths:

The initial community outreach (page 30) effectively engaged parents and established a corps of 30 founding families.

The planning process, launching in 2010, effectively engaged parents and community champions and led to a base of 350 interested community members (page 31).

Weaknesses:

No weaknesses noted.

Reader's Score: 4

2. The extent of community support for the application.

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--

(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 4 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

Strengths:

The applicant's strategy to engage the community through effective staff training, creating a home-school connection, agreeing to a family-school covenant, family workshops and school climate surveys (page 33) is thoughtful and will likely lead to sustained parent engagement.

The Villagers group (pages 34-35) can be a powerful organizing tool to help BCSB help achieve its ambitious goals.

Sub Question

Weaknesses:

No weaknesses noted.

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

General:

The applicant has a strong founding team and vision for the staff.

Reader's Score: 19

Sub Question

1. Quality of project personnel.

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

- (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); and

Strengths:

The applicant's staff recruitment yielded a diverse applicant pool that reached traditionally underrepresented groups (page 42).

Weaknesses:

The applicant does not have a board adopted policy addressing non-discriminatory hiring policies.

Reader's Score: 1

2. Quality of project personnel.

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

Sub Question

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

Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

Strengths:

The project staff is well qualified to lead this program as evidenced by deep experience in the education, nonprofit, and government sectors (page 37).

The education credentials of the lead team and board of directors are impressive (appendix).

Weaknesses:

Candidate resumes and biographies give very little information as to their achievement in previous positions and are heavily focused on inputs instead of outcomes (appendix).

The Executive Director has limited experience in the public education sector and has a relatively short tenure in most of those education roles (appendix).

While the applicant references hiring a founding school principal (page 42), they failed to include biographical information or a resume for the principal.

Reader's Score: 18

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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.

Strengths:

The applicant lays out a comprehensive and thoughtful management plan that addresses the non-academic portions of launching a new school (pages 43-45) and proposes an appropriate budget for the plan.

First Year Goals and Milestones document (appendix) lays out SMART goals across the organization from teaching and learning to operations to student recruitment and enrollment.

The applicant presented clear expectations for the board of directors and associated committees.

Weaknesses:

The applicant's management plan is comprehensive but lacks some specificity as to who is responsible for the milestones.

Reader's Score: 16

Selection Criteria - Quality of Project Design

1. **Existence and quality of a charter or performance contract between the charter schools 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. 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 applicant before resubmitting it to the authorized public chartering agency.**

Strengths:

The applicant has an approved five-year charter through the Baltimore City Board of School Commissioners (appendix: Charter School Agreement).

Additionally, the charter school agreement outlines appropriate academic, financial, and operational objectives for the school (appendix: Charter School Agreement).

If the school fails to meet performance measures the charter can be revoked.

Weaknesses:

Reader's Score: 16

2. **The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.**

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, and personnel in accordance with its State's charter school law.

Strengths:

The applicant has autonomy around curriculum and instructional practice (page 45), which is critical to ensure the right strategy to best serve the students.

Weaknesses:

While there is some flexibility granted to the charter holder, school staff are hired by BCPS and governed by their policies. This may significantly limit the applicant's ability to execute against its academic and instructional program (Page 46).

Reader's Score: 1

Priority Questions

Competitive Priority - Competitive 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 this 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: This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

Strengths:

The applicant does an exceptional job outlining the need for their school and the education crisis facing young men in Baltimore. The applicant also gives baseline data for the likely enrollment of students with disabilities (page 5), as measured by the current percentage of elementary aged children enrolled in special education services.

Understanding how boys and young men develop language, motor, and social skills (page 6) will likely help reduce the over-identification of students with disabilities.

Weaknesses:

The applicant's strategy to serve students with disabilities (page 6) and reference to the Camino Nuevo approach to male ELL learners lacks depth and fails to set forth a defined strategy to better meet the needs of either of these populations.

Reader's Score: 2

Competitive Priority - Competitive Priority 2

1. Competitive Preference Priority 2--Promoting Diversity.

Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.

Note: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

Note: For information on permissible ways to address this priority, please refer to the joint guidance

issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

Strengths:

The applicant seeks to enroll a diverse cross-section of young men that represent the diversity of Baltimore.

Weaknesses:

Although the applicant seeks enrollment diversity at the school, there is not an explicit student recruitment strategy outlined to meet that goal.

Reader's Score: 1

Competitive Priority - Competitive Priority 3

1. Competitive Preference Priority 3--Support for Military Families.

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

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

Strengths:

The applicant did not address this competitive preference priority.

Weaknesses:

The applicant did not address this competitive preference priority.

Reader's Score: 0

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Technical Review Coversheet

Applicant: Five Smooth Stones Foundation, Inc. (U282B130081)

Reader #2: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	10
2. Disadvantaged Students	3	2
3. Strategy for Achievement	15	12
4. Community Support	8	8
Quality of Project Personnel		
1. Quality of Personnel	22	20
Quality of the Management Plan		
1. Management Plan	18	12
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	2
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	2
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	2
Competitive Priority 3		
1. Military Families	3	0
Total	109	86

Technical Review Form

Panel #6 - Panel - 6: 84.282B

Reader #2: *****

Applicant: Five Smooth Stones Foundation, Inc. (U282B130081)

Questions

Selection Criteria - Quality of Project Design

1. I. Quality of the proposed curriculum and instructional practices

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 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 proposal described the mission that will provide an extended school year and day, that is a world-class college preparatory school that will be challenging, and will have clear academic goals and standards. The curriculum will be comprised of four ten-week core sessions that will use project based learning activities. (Page 11) The details for the using different strategies in the curriculum are clearly delineated in the proposal. A number of solid approaches such as the use of inquiry based teaching, group activities focused on the students, the Socratic method of dialogue and instruction and active engagement. (Page 11-12) The proposal outlines the seven key elements of to address the educational needs of the students. (Page 14-17) The program will focus on mastery and an individualized approach to learning. Students will be able to pace themselves according to mastery of the content. The use of Wednesday afternoon for professional development while the students are engaged in sports is an excellent approach. (Page 21) Each student will be assigned a tutor for daily academic study. The curriculum will be aligned to the Common Core National Standards and the Maryland State Curriculum.

Weaknesses:

There is a lack of details on what will be implemented and what is meant by best practices. The visit to other schools was helpful but the proposal does not indicate the curriculum components that will be implemented in the school. (Page 12-13) The proposal lacks a description of the professional development and the process/strategies that will be used to implement the curriculum. It does not describe how it will be developed, who will be involved and how one determines whether it is effective in meeting the needs of all of the students. The budget includes a heavy investment in technology but there is minimal information provided in the grant on how this will be applied to the curriculum areas.

Reader's Score: 10

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

The data presented support the focus on minority students who are most at risk. The proposal indicates that economically disadvantaged 4th grade boys are not on grade level in reading and math. (Page 19-20) The curriculum will be designed for all students including talented and gifted and special needs and all types of support will be provided to the students in

order to succeed in the Baltimore Collegiate School for Boys (BCSB). The focus will be on 4th grade students where the trend can be reversed with a lot of support and a rigorous curriculum. (Page 26)

Weaknesses:

The data presented is from 2008 and these are not recent statistics. (Page 25) The proposal is unclear on how the students will be provided the support and resources to increase their academic achievement. Broad statements about support and guidance are made without identifying specific steps and strategies for the implementation of such efforts. (Page 29-30)

Reader's Score: 2

3. The quality of the strategy for assessing achievement of the charter school's objectives.

Strengths:

The proposal outlines reading and math outcomes including the assessment that will be used for academic achievement. (Page 27) The NCLB requirements for the BCSB are also identified in the proposal. Standardized tests such as the NWEA will be used to measure student growth and in areas of weakness, individualized learning plans will be developed. (Page 28) The school will develop a professional learning community to support the efforts in raising academic achievement of the students.

Weaknesses:

The applicant did not mention how they would train the teachers on the use of data in the classroom. The proposal does not include professional development for teachers to analyze the assessment results (drill down), determine where the greatest needs are for each student and the whole classroom. The proposal comments, "an assessment system that measures each students' progress in reading and math will be implemented." (Page 28) There is no explanation describing the implementation of this process with staff and administrators and how this will impact the curriculum and teaching strategies.

Reader's Score: 12

The extent of community support for the application.

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--

- (i) The extent of community support for the application (up to 4 points); and**
- (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 4 points).**

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

General:

See below

Reader's Score: 8

Sub Question

1. The extent of community support for the application.

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--

(i) The extent of community support for the application (up to 4 points)

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

Strengths:

The proposal indicated that the community has provided much support for this effort. Page 30) The recruitment effort will intensify during the summer months with additional family information sessions and partnerships with various principals, teachers and organizations serving youths. (Page 31-32) A website, twitter and Facebook account were set up to assist in the distribution of the information about BCSB. There will be additional marketing efforts and other unique outreach programs. The outreach will include Latino families.

Weaknesses:

None noted

Reader's Score: 4

2. The extent of community support for the application.

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--

(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 4 points).

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

Strengths:

Parents in the community will receive information on the mission and outcomes of the BCSB overall school program. Staff will be trained on socio-cultural awareness and also to become familiar with the communities. Home visits will be part of the steps in building a strong relationship with the communities. Family workshops will be provided and there will be at least one parent on the Foundation board. (Page 33) There are many additional outreach activities that will involve the community members to plan, design and implement the charter school. (Page 34)

Sub Question

Weaknesses:

None noted

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

1. Quality of project personnel.

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

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

Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

General:

See below

Reader's Score: 20

Sub Question

1. Quality of project personnel.

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

- (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); and

Strengths:

The Foundation was formed in 2010 and has a diverse group of individuals serving on the board. (Page 37-39) The Foundation has hired a principal after a national search that included applicants from diverse backgrounds. A national effort will be launched to hire staff and other staff members.

Weaknesses:

None noted

Reader's Score: 1

2. Quality of project personnel.

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

Sub Question

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

Note: The applicant is encouraged to provide evidence of the key project personnel's skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

Strengths:

The principal has extensive experience in education. The additional staff to be hired will have extensive experience in education including working with underachieving, handicapped and ELL students.

Weaknesses:

The Foundation members lack experiences in the education area.

Reader's Score: 19

Selection Criteria - Quality of the Management Plan

1. Quality of the management plan.

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.

Strengths:

The management plan provides an outline of key elements that will support and enhance the BCSB. The key elements of a quality management plan described in the proposal include finance, building a contingency, fundraising, start-up budget and other items. Each of these elements included a solid description and in some cases identified the person and /area of responsibility. (Page 43-45) There was a description of a strategic plan that is being developed for the BCSB.

Weaknesses:

The proposal did not include information on the timelines and milestones for completing the tasks. A Curriculum Committee will not be established until September 2014. This committee, which is extremely important, should be established prior to the opening of the school in order to identify the outcomes and professional development that will be required for new staff.

Reader's Score: 12

Selection Criteria - Quality of Project Design

1. **Existence and quality of a charter or performance contract between the charter schools 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.**
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 applicant before resubmitting it to the authorized public chartering agency.

Strengths:

The contract is for five years with BCPS and was approved on June 12, 2012. The contract specifies a performance rubric for renewal. (Page 45) The contract includes an accountability plan that has to be submitted every year, except for the final year of the contract. There are very specific items included in the accountability plan that include goals, content and performance standards, timelines for achieving academic and non-academic performance contracts, selection and supervision of personnel and many other items.

Weaknesses:

None noted

Reader's Score: 16

2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.

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, and personnel in accordance with its State's charter school law.

Strengths:

The Foundation will abide by the bylaws, contract with BCPS and the Maryland state and Federal regulations. The Baltimore Public School District employs the teaching staff. The foundation will hire educational professionals and consultants for specific school projects. (Page 46) The Executive Director reports to the Foundation Board and the responsibilities are outlined in the proposal. (Page 47) The Foundation has requested a number of waivers and requirements governing public charter schools in Maryland. (Page 47) There is a list of outcomes that must be accomplished prior to the renewal.

Weaknesses:

Certain staff members will be employees of Baltimore Public Schools (BPS) and will retain the rights as a member of the BPS.

Reader's Score: 2

Priority Questions

Competitive Priority - Competitive 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 this 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: This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

Strengths:

The proposal provided data to support the high need for students in Baltimore to receive an academic program that will lead to a high graduation rate and college matriculation to college. The program will focus on males from low-income homes, English learners and first generation entering college. (Page 4) The opportunity will be for students to earn a high school diploma and one to two years of transferable college credit. The data supports the effort to build a strong high school and an early college model with support from the University of Baltimore. (Page 2-3) The program will be designed to focus on the skills necessary to enroll in college courses and work backwards to design the curriculum to meet these outcomes. The charter school will provide different strategies to meet the needs of the at-risk students and students with disabilities.

Weaknesses:

The proposal did not list the criteria for selecting the Camino Nuevo School except to include the graduation rate. There were no criteria included on the use of the assessment or the identification of the curriculum and instructional components.

Reader's Score: 2

Competitive Priority - Competitive Priority 2

1. Competitive Preference Priority 2--Promoting Diversity.

Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.

Note: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

Note: For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

Strengths:

The recruitment effort will promote diversity at BCSB and include students from the urban areas in Baltimore. The focus will be on recruiting boys, including African American and Latino students, who are at risk and not achieving at the desired level as identified by state standards. (Page 5) BCBS will share information about the school to many organizations in the community. The strategy will be broad-based, citywide and face-to-face. (Page 31) Efforts will be made to recruit students from the various communities in Baltimore. The Latino community will be contacted as well to find boys who will attend the

school. (Page 32)

Weaknesses:

None noted

Reader's Score: 2

Competitive Priority - Competitive Priority 3

1. Competitive Preference Priority 3--Support for Military Families.

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

Note: For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State 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:

Not addressed

Weaknesses:

Not addressed

Reader's Score: 0

Status: Submitted

Last Updated: 08/21/2013 08:33 AM

Status: Submitted

Last Updated: 08/27/2013 05:05 PM

Technical Review Coversheet

Applicant: Five Smooth Stones Foundation, Inc. (U282B130081)

Reader #3: *****

	Points Possible	Points Scored
Questions		
Selection Criteria		
Quality of Project Design		
1. Quality of Curriculum	15	11
2. Disadvantaged Students	3	3
3. Strategy for Achievement	15	15
4. Community Support	8	6
Quality of Project Personnel		
1. Quality of Personnel	22	21
Quality of the Management Plan		
1. Management Plan	18	14
Quality of Project Design		
1. Performance Contract	16	16
2. Flexibility	3	2
Priority Questions		
Competitive Priority		
Competitive Priority 1		
1. Rural/SPED/ELL	4	0
Competitive Priority		
Competitive Priority 2		
1. Promoting Diversity	2	2
Competitive Priority 3		
1. Military Families	3	0
Total	109	90

Technical Review Form

Panel #6 - Panel - 6: 84.282B

Reader #3: *****

Applicant: Five Smooth Stones Foundation, Inc. (U282B130081)

Questions

Selection Criteria - Quality of Project Design

1. I. Quality of the proposed curriculum and instructional practices

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 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 provided an adequate overview of the potential quality of the school's chosen single-gender early college/liberal arts anchored curricular and instructional philosophy and plan focused on skills mastery and application. The proposal also described the rationale and potential benefits of its choice to employ ability-based grouping in Math and ELA course blocks. There was also a clear presentation of the school's plans to incrementally increase in grade levels, which should allow for data-driven reflection and related refinement of curricula and instructional practices over its first years of operation. (pp. 10-25, e219-e222).

Weaknesses:

The proposal did not include examples of the standards-based curriculum it has reportedly developed. Nor were there overviews or descriptions of curricular, instructional or remedial resources. Specifically, there were no examples or detailed descriptions of specific Math, English, Social Studies, Science or electives course standards, materials or resources aside from mentioning alignment to the common core standards. Specifics around planning for the significant amount of professional development necessary to implement the school's chosen model were inadequate as well. (pp. 10-25, e219-e222).

Reader's Score: 11

2. The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.

Strengths:

The proposal provides strong evidence that assisting educationally disadvantaged students in meeting and exceeding state and local standards as its goal. In fact, its mission and vision goes well beyond this in that a particular goal is for its students to attain one to two years of college credit by high school graduation via rigorous and relevant curricula and instruction focused on skills mastery and application. Specific components focused on helping students overcome past academic deficiencies and meet the school's aspirational academic and social goals include mandatory extended day activities, mandatory extended academic years, the Collegiate Fellows tutoring program, intercession projects and character education. If implemented with fidelity, these support components coupled with the school's "village approach" have the strong potential for helping educationally disadvantaged students meet or exceed collective expectations. (pp.

22-27)

Weaknesses:

No weaknesses were noted.

Reader's Score: 3

3. The quality of the strategy for assessing achievement of the charter school's objectives.

Strengths:

The proposal provided detailed descriptions of the school's six (6) standards-aligned goals, the respective assessment measures and the related general structures for data-driven decision-making around curricula and instruction. Specifically, the proposal outlines plans for the systemic administration, collection, tracking, analysis and utilization of data around student achievement and growth in Reading (MSA, NWEA/MAP and Star Reading Assessment) and Math (MSA, NWEA/MAP and end of course assessments). Evidence is also provided evidencing the school's intention to establish and maintain a data-driven culture through state-mandated accountability plan reviews, Professional Learning Communities, interim formative data reviews, public data displays and eventually data dashboards. (pp. 27-30,33).

Weaknesses:

No weaknesses were noted.

Reader's Score: 15

The extent of community support for the application.

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--

- (i) The extent of community support for the application (up to 4 points); and**
- (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 4 points).**

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

General:

(i) The proposal provided evidence of community support for the proposed school and its mission, vision and plans as outlined. This evidence included indications of community support from families, community-based organizations, and educators, among others, including expressions of support and testimony from community members during its public charter school application hearing. Collaborative partners such as Johns Hopkins University and the University of Baltimore provided letters of support on the school's behalf. The proposal also offers that the school has recruited 30 founding families through its family information sessions held during the initiation year. There are also plans to continue these outreach efforts and initiate others throughout the planning year. (pp. 30-31).

(ii) There was likewise solid evidence provided around the school's plans to encourage parental and community involvement. This evidence included a brief overview of an outreach plan aimed at cross section of community stakeholders ranging from families to recreation center leaders to ministers. The outreach plans include hosting activities

and making presentations at community-based events. Plans for parent involvement are grounded in one of its core beliefs – students and their families are at the center of strong partnerships. One particularly strong parent community outreach effort provided was the description of conversations held with families focusing on “Raising and Educating our Sons,” during which families had the opportunity to share the challenges they’ve experiences supporting their sons’ education. Specific plans for parent involvement include staff training around parent partnerships, family-school covenants, family workshops and a parent representative on the foundation’s board. Specific plans for community involvement in program planning include the establishment of strong collaborative partnerships with The University of Baltimore and The Friends School of Baltimore School. (pp. 32-35).

(i) While broad support for the school was provided, the narrative did not evidence support for this grant application specifically.

Reader's Score: 6

Sub Question

1. The extent of community support for the application.

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--

(i) The extent of community support for the application (up to 4 points)

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

Strengths:

(i) The proposal provided evidence of community support for the proposed school and its mission, vision and plans as outlined. This evidence included indications of community support from families, community-based organizations, and educators, among others, including expressions of support and testimony from community members during its public charter school application hearing. Collaborative partners such as Johns Hopkins University and the University of Baltimore provided letters of support on the school’s behalf. The proposal also offers that the school has recruited 30 founding families through its family information sessions held during the initiation year. There are also plans to continue these outreach efforts and initiate others throughout the planning year. (pp. 30-31).

Weaknesses:

(i) While broad support for the school was provided, the narrative did not evidence support for this grant application specifically.

Reader's Score: 2

2. The extent of community support for the application.

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--

(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 4 points).

Sub Question

Note: In describing the extent to which the proposed project encourages parental and community involvement in 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.

Strengths:

(ii) There was likewise solid evidence provided around the school's plans to encourage parental and community involvement. This evidence included a brief overview of an outreach plan aimed at cross section of community stakeholders ranging from families to recreation center leaders to ministers. The outreach plans include hosting activities and making presentations at community-based events. Plans for parent involvement are grounded in one of its core beliefs – students and their families are at the center of strong partnerships. One particularly strong parent community outreach effort provided was the description of conversations held with families focusing on "Raising and Educating our Sons," during which families had the opportunity to share the challenges they've experiences supporting their sons' education. Specific plans for parent involvement include staff training around parent partnerships, family-school covenants, family workshops and a parent representative on the foundation's board. Specific plans for community involvement in program planning include the establishment of strong collaborative partnerships with The University of Baltimore and The Friends School of Baltimore School. (pp. 32-35).

Weaknesses:

No weaknesses were noted.

Reader's Score: 4

Selection Criteria - Quality of Project Personnel

Quality of project personnel.

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

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

Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

General:

- (i) The proposal provides adequate evidence of the applicant's beliefs around the importance and potential collective benefits of a diverse faculty, staff, student body and collaborative partners. The proposal also provided specific steps the founding group would take to recruit, retain and support a diverse faculty and staff through "a rigorous and far-reaching recruiting process" which yielded a 90% applicant pool of men of color (pp.42). (pp. 31-32, 34).
- (i) Collectively, the qualifications, skills and experience of the founding group and key personnel were relatively strong. Specifically, the Executive Director and other key foundation board members seem to have relevant training in and experience with pedagogy, finance, school operations and development initiatives. The foundation has recently conducted a national search for a founding principal who will begin working during the planning year. (pp. 36-39, 42).

(i) The aforementioned applicant pool is 90% men of color. While this could be viewed as admirable and in some ways consistent with the school's mission and vision, such a faculty/staff composition could also be considered one that lacks diversity in other important ways (i.e. gender, race, ethnicity, etc.). Put another way, if the mission is to prepare students for global citizenship, perhaps the faculty/staff should be much more representative of the world's cultures. (pp. 31-32, 34, 42).

(ii) No weaknesses were noted.

Reader's Score: 21

Sub Question

1. Quality of project personnel.

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

(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); and

Strengths:

(i) The proposal provides adequate evidence of the applicant's beliefs around the importance and potential collective benefits of a diverse faculty, staff, student body and collaborative partners. The proposal also provided specific steps the founding group would take to recruit, retain and support a diverse faculty and staff through "a rigorous and far-reaching recruiting process" which yielded a 90% applicant pool of men of color (pp.42). (pp. 31-32, 34).

Weaknesses:

The aforementioned applicant pool is 90% men of color. While this could be viewed as admirable and in some ways consistent with the school's mission and vision, such a faculty/staff composition could also be considered one that lacks diversity in other important ways (i.e. gender, race, ethnicity, etc.). Put another way, if the mission is to prepare students for global citizenship, perhaps the faculty/staff should be much more representative of the world's cultures. (pp. 31-32, 34, 42).

Reader's Score: 1

2. Quality of project personnel.

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

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

Note: The applicant is encouraged to provide evidence of the key project personnel s skills and experience in the following areas: successfully launching a high-quality charter school; developing an innovative school design; relevant non-profit organization management and leadership; sound board governance; effective curriculum development and implementation; and strong fiscal management.

Strengths:

(i) Collectively, the qualifications, skills and experience of the founding group and key personnel were relatively strong. Specifically, the Executive Director and other key foundation board members seem to have relevant training in and experience with pedagogy, finance, school operations and development initiatives. The

Sub Question

foundation has recently conducted a national search for a founding principal who will begin working during the planning year. (pp. 36-39, 42).

Weaknesses:

- (ii) No weaknesses were noted.

Reader's Score: 20

Selection Criteria - Quality of the Management Plan**1. Quality of the management plan.**

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.

Strengths:

The applicant provided an adequate overview of the charter organization's proposed structure from the board of trustees to the faculty and staff. Clear expectations of the board members, board committees (both active and in development), executive director, principals, faculty and staff were also provided. A framework outlining the hierarchical reporting structure evidenced mechanisms for accountability and shared responsibility for meeting the school's pre-established academic, social and organizational goals. There was also evidence of plans for annual audits and the establishment of internal controls guided by accepted accounting principles. The proposal provided solid evidence of projected timelines, milestones and responsible parties for major planning year and year 1 project tasks and activities. Activity areas included marketing, student recruitment, literacy, staff alignment, school climate, student achievement and leadership. The budget provided was congruent with other sections of the proposal. (pp. 39-46, e296-e299)

Weaknesses:

Governance-wise it does not sound as though this particular school has its own separate board of trustees. The proposal indicates that the foundation board, which oversees four other schools, will be the same board for the proposed charter school. There was also no mention of a separate committee specifically charged with oversight and support for this particular school. While there may not be anything illegal associated with such an arrangement, the efficacy of such a structure is in question. Another weakness is the fact that the curriculum and instruction committee is not scheduled to be established until after the start of the first year. (pp. 39-46).

Reader's Score: 14

Selection Criteria - Quality of Project Design

- 1. Existence and quality of a charter or performance contract between the charter schools 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. 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 applicant before resubmitting it to the authorized public chartering agency.**

Strengths:

The proposal provides evidence of an existing charter school agreement with the Baltimore City Public Schools that is in effect for five fiscal years at which time a renewal/revocation decision will be made. There is also evidence of the development of mutual agreed upon accountability plan focused on the areas of reading proficiency and improvement, mathematics proficiency and improvement, and management proficiency and improvement. (pp. 44, e300-e355, Appendix 6).

Weaknesses:

No weaknesses were noted.

Reader's Score: 16

2. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.

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, and personnel in accordance with its State's charter school law.

Strengths:

The proposal provides solid evidence of Maryland public charter schools being afforded flexibility and accountability around school governance, fiscal decision-making, operations, and curricula and instruction. Specific areas of autonomy set forth in state law include programmatic management, budgets and operations, real estate ownership, establishment of academic and social standards, and admissions processes, among others. (Appendix, charter agreement)

Weaknesses:

The proposal evidences that the school is not afforded the status of a separate and independent LEA. According to MD public charter school law, charter school faculty and staff are employees of the authorizing district and subject to collective bargaining, which has a direct affect on personnel decision-making processes. These two factors alone appear to indicate that there is a fair measure of incongruence between the authorizing environment described and the qualities encouraged by the Secretary. (Appendix, charter agreement)

Reader's Score: 2

Priority Questions**Competitive Priority - Competitive 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 this 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: This competitive preference priority encourages the applicant to provide a thoughtful, in-depth response to the priority area(s) to which it is well-suited to respond. Applicants will receive up to four points for how well they address priority areas (a) through (c). Applicants may choose to respond to one, two, or three of the priority areas but, in order to receive the maximum available points, it is not necessary for applicants to respond to more than one priority area.

Strengths:

No strengths were noted.

Weaknesses:

The proposal lacked articulation of specific programmatic components and activities aimed at accelerating learning and helping to improve the graduation rates of students with disabilities and/or English Learners. Moreover, there was insufficient specificity around the instructional program for students with disabilities beyond the applicants aim to be compliant with state and federal regulations and providing a high-quality education to all of its students. This is a significant weakness given the citywide SPED data provided evidencing the strong potential for a high percentage of the target population to enter the school with active Individual Education Programs (IEPs), and the subsequent right to receive commensurate services. Similarly, the lack of specific ELL programming was a significant weakness given that Latino boys are a target population as well. Specific professional development plans focused on teaching students with special needs and ELLs were also missing in the narrative provided. (pp. 5-6).

Reader's Score: 0

Competitive Priority - Competitive Priority 2

1. Competitive Preference Priority 2--Promoting Diversity.

Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.

Note: An applicant addressing Competitive Preference Priority 2--Promoting Diversity is invited to discuss how the proposed design of its project would help bring together students from different backgrounds, including students from different racial and ethnic backgrounds, to attain the benefits that flow from a diverse student body, or to avoid racial isolation.

Note: For information on permissible ways to address this priority, please refer to the joint guidance issued by the Department of Education and the Department of Justice entitled, **Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools** at <http://www2.ed.gov/about/offices/list/ocr/docs/guidance-ese-201111.pdf>.

Strengths:

The applicant provides a strong overview of its clear vision of preparing urban African-American and Latino boys, both academically and socially, to thrive in post-secondary education and beyond. While a primary focus on serving educationally and socioeconomically disadvantaged male students, the application also provides evidence of the acknowledged benefit of bringing together male students of various backgrounds from a variety Baltimore neighborhoods and family structures in efforts to prepare its students for global citizenship. Evidence of a fair and prudent enrollment lottery process is also presented. It also acknowledges the need for planned interaction with female students through structured collaborative partnerships and extracurricular activities. (pp. 31-32, abstract narrative, pp. 291).

Weaknesses:

No weaknesses were noted.

Reader's Score: 2

Competitive Priority - Competitive Priority 3

1. Competitive Preference Priority 3--Support for Military Families.

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

Note: For purposes of this program, projects meeting this priority must target military-connected students who are current or prospective public charter school students. The applicant's recruitment and admissions policy must comply with its State 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:

There was no mention of specific components or practices focused on addressing the needs of military-connected students.

Reader's Score: 0

Status: Submitted

Last Updated: 08/27/2013 05:05 PM