

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

Status: Submitted

Last Updated: 11/10/2015 12:35 PM

## Technical Review Coversheet

**Applicant:** Innovative Schools Development Corporation (U282B160044)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum and Instructional Practices</b>		
1. Quality of Curriculum	15	15
<b>Assisting Educationally Disadvantaged Students</b>		
1. Achievement Standards	5	4
<b>Assessing Achievement of School Objectives</b>		
1. Assessing Achievement	15	15
<b>Community &amp; Parental Support &amp; Comm. Involvement</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	10
<b>Existence &amp; Quality of Charter or Performance Con.</b>		
1. Existence of Charter	15	15
<b>Degree of Flexibility Afforded by the SEA/LEA</b>		
1. Degree of Flexibility	3	3
<b>Sub Total</b>	100	94
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	3
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	0
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	0
<b>Sub Total</b>	8	3
<b>Total</b>	108	97

# Technical Review Form

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

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

Applicant: Innovative Schools Development Corporation (U282B160044)

## Questions

### Selection Criteria - Quality of Curriculum and Instructional Practices

#### 1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

**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.**

#### Strengths:

The applicant will adopt and implement the curriculum proposed by the New Tech Network (TNT). The program has been used in 172 schools in 28 states and Australia and China (p.10).

The curriculum components and courses to be offered are clearly described in the Education Plan in its charter application (pp. e90 - 98). The Pathway coursework is the highlight providing students choices to select the focus area of science based on students' interest. The technical training opportunities also enable students to enter the workforce after graduation (p. 13).

The applicant provided the detailed descriptions about the instructional design to be implemented, which is aligned with the curriculum. Project-based learning (PBL), a research based program and proven to be effective in increasing student performance, is the center of the instructional approach proposed (p.14). Further descriptions of the instructional design and how each piece is integrated with each other are evident in the Educational Plan in the charter application (pp. 92-98). It is evident that the applicant has a clear understanding about how the academic program would work and ensures the alignment among the standards, curriculum, and instructional methodology.

The program is to be served for 9th - 12th grades (p. 11).

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

### Selection Criteria - Assisting Educationally Disadvantaged Students

#### 1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

#### Strengths:

The applicant proposed to offer the extended school year through a summer immersion program to assist disadvantaged students who are in needs. Pre-teaching programs, the nature of the PBL program, and technology provide more opportunities for teachers to tackle the academic issues of struggling students. Individual learning plan will be developed to document the strengths, challenges, and learning progress of the students, which is an effective approach addressing the needs of individual student (pp. 16-17).

**Weaknesses:**

The applicant could elaborate further on monitoring the student progress based on data collection and analysis.

**Reader's Score:** 4

**Selection Criteria - Assessing Achievement of School Objectives**

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

**Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school s objectives, inclusive of developing 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 Section VI.4. Performance Measures 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 provided the detailed management plan including objectives, measures, targets and the year to implement (p.18). The targets and objectives are measureable and achievable, for example, "All students - annual growth in reading, math, science, and social studies will exceed state average using Smart Balanced by 2017-18" (p. 18). These objectives are aligned the goals proposed in its charter application. PerformancePLUS assessment and curriculum management software will most likely yield comprehensive and reliable data enabling teachers and administrators to make data driven decisions. SunGardeSchoolPLUS will track student attendance and discipline. Valid formative and summative assessments designed for each subject will be used to access student performance (pp. 19 - 21). The assessment and data systems proposed are comprehensive.

**Weaknesses:**

No weaknesses noted.

**Reader's Score:** 15

**Selection Criteria - Community & Parental Support & Comm. Involvement**

**1. Please provide your responses in the sub-questions.**

**The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).**

**Strengths:**

**Weaknesses:**

Reader's Score: 10

Sub Question

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--

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

**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.

**Strengths:**

The applicant solicited supports from various community supports such as Technical Advisory Group, Junior Achievement, Boys and Girls Club, Latin American Community, etc. (p.22). Letters of support are evident in the application (pp. e 199 - 210).

**Weaknesses:**

No weaknesses noted.

Reader's Score: 5

2. 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) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

**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.

**Strengths:**

The applicant held various parent meetings throughout 2014-15. The applicant offering biosciences pathway is a direct response to parents indicating the need for students to access training. A Parent/Teacher Organization is in place. Parents and teachers have the opportunities to serve on the leadership team through the involvement with the Board and other committees (p. 23).

Parents and community will be informed about the charter school through town hall meetings, outreaching events, partnership with non-profit community groups, parent information meetings, and social media.

The lottery process is included if needed to ensure that all students will be given an equal opportunity to attend the charter school (p. 24).

**Weaknesses:**

No weaknesses noted.

Reader's Score: 5

Selection Criteria - Quality of Project Personnel

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

**Strengths:**

**Weaknesses:**

Reader's Score: 22

Sub Question

1. 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 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).

**Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.**

**Strengths:**

The applicant promotes diversity by stating that the school is Equal Opportunity Employers. The applicant intends to work with a historically black college to seek teachers and other universities with a greater number of minority students. The efforts are positive approach to encourage employment applications from persons who are members of groups that have been traditionally underrepresented (pp. 25 -26).

**Weaknesses:**

No weaknesses noted.

Reader's Score: 2

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

**Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.**

**Strengths:**

The applicant proposed a leadership team with rich backgrounds in all areas to launch a quality charter school. For example, school leadership team consists of the project director who has an extensive experience in managing multi- million dollar programs.

The CMO, Innovative Schools, will provide support in curriculum planning and implementation, student recruitment, professional development, and financial advising. New Tech Network will provide necessary support to ensure the model is implemented with fidelity (pp. 26 - 31). Resumes are evident in the application (pp. e62 - 70).

**Weaknesses:**

No weakness noted.

**Sub Question**

**Reader's Score: 20**

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

**1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).**

**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 proposed dual leadership team consisting of the Executive Director overseeing the school operation and the Chief Academic Officer monitoring the student academic progress. Such approach is research based and widely adopted by schools in the charter community (p. 32). The CMO enters a five year agreement to support the school in various areas such as curriculum design and implementation, budget development, etc. (pp. 33 - 34). The three year management plan is submitted including the timeline, major objectives, and activities to be conducted in the planning year (p. 35). A logic model is included which has strategically outlined the expected outcomes.

**Weaknesses:**

In the management plan, most activities listed are to be conducted in the planning year. These objectives are not aligned with the project objectives proposed in section 3 of this application (p.18). As an example, one of the targets proposed "Target 1.2, 10th grade students meet or exceed state standards using Science Assessment in 2016 - 17" (p.18). This objective is not evident in the management plan (p.35). Objectives and activities to be conducted in the implementation years are vague and presented weakly.

The management plan is not adequate to achieve the objectives when the objectives proposed are not aligned. Other key elements are not evident such as responsible party, milestones to achieve, and quantitative targets to meet.

**Reader's Score: 10**

**Selection Criteria - Existence & Quality of Charter or Performance Con.**

**1. Please provide your responses in the sub-questions.**

**The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).**

**Strengths:**

**Weaknesses:**

**Reader's Score: 15**

**Sub Question**

**1. The Secretary considers--**

**(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);**

**Sub Question**

**Note:** In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.

**Strengths:**

The charter contract between the charter school and the authorizer is evident in the application (pp. e179 - 198).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

**2. The Secretary considers--**

**(ii) 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 (up to 5 points)**

**Note:** In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.

**Strengths:**

Delaware Department of Education Charter School Office uses Performance Framework to evaluate the performance of charter schools. One of the indicators used to measure student performance is the state examination DCAS. For example, "School's average proficiency rate on DCAS reading and math falls in the top 10 percent of statewide performance of schools serving the same grades, is considered 'Exceeds Standard' " (p. e185).

It is indicated that the state assessment DCAS must be conducted in charter schools.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA**

- 1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).**

**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.

**Strengths:**

The applicant provided detailed description about the flexibility afforded. Delaware charter schools are free of many State and district rules and regulations governing public education. Charter schools have the autonomy in academic programs, budget and operating procedures, personnel, academic standards, etc. Each charter is its own LEA. The state funding formula ensures the equitable funding and flexibility in funds usage (pp. 37 - 39).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Priority Questions****Competitive Preference Priority - Supporting High-Need Students - 1****1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)**

**Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:**

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

**Note: 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 chose to respond to the priority areas of students with disability and English learners. The applicant expected to enroll 13.9% of Sped. Students supported by two certified Sped. Teachers and a Sped. Coordinator using push-in and push-out services. All related services will be documented in IEP following Delaware Dept. of Education policy and process for Exceptional Students. Instructional approach will be using Delaware Response to Intervention process (pp. 6-7). The well thought plan is very likely to meet the needs of the target students.

The applicant expected to enroll 8% ELL students. The Home Language Survey will be sent home with instructions in various foreign languages. Translator will be provided to facilitate the evaluation process if needed. Baseline data will be collected through WIDA, an assessment system widely used in schools and districts. Sheltered Instruction Observation Protocol (SIOP) will be implemented in the class instructions. SIOP is a research based and field tested model to educate ELL students effectively. Educational portfolio will be used as formative assessment to measure student progress without language barriers (pp. 7-8). The plan is comprehensive and well thought to meet the needs of ELL students.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

## Competitive Preference Priority - Supporting High-Need Students - 2

### 1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)

Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.

**Strengths:**

No strengths noted.

**Weaknesses:**

The priority was not addressed.

**Reader's Score:** 0

## Competitive Preference Priority - Improving Early Learning Outcomes and Developments

### 1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

**Strengths:**

No strengths noted.

**Weaknesses:**

The priority was not addressed.

**Reader's Score:** 0

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**Status:** Submitted

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Status: Submitted

Last Updated: 11/10/2015 05:13 PM

## Technical Review Coversheet

**Applicant:** Innovative Schools Development Corporation (U282B160044)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum and Instructional Practices</b>		
1. Quality of Curriculum	15	10
<b>Assisting Educationally Disadvantaged Students</b>		
1. Achievement Standards	5	3
<b>Assessing Achievement of School Objectives</b>		
1. Assessing Achievement	15	15
<b>Community &amp; Parental Support &amp; Comm. Involvement</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	13
<b>Existence &amp; Quality of Charter or Performance Con.</b>		
1. Existence of Charter	15	14
<b>Degree of Flexibility Afforded by the SEA/LEA</b>		
1. Degree of Flexibility	3	3
<b>Sub Total</b>	100	90
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	3
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	0
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	0
<b>Sub Total</b>	8	3
<b>Total</b>	108	93

# Technical Review Form

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

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

Applicant: Innovative Schools Development Corporation (U282B160044)

## Questions

### Selection Criteria - Quality of Curriculum and Instructional Practices

#### 1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

**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.**

#### Strengths:

The application clearly states the grades levels and students to be served. The school intends to enroll 250 9th and 10th grade students in fall 2016 and expand by 150 9th graders each year of the project. The school intends to use a New Tech Network (NTN) school design, which, according to the application, is a network of 172 schools. The application indicates that the intended curriculum aligns with the state's standards and describes general content of the coursework, but does not specify which curriculum will be used. The applicant describes the instructional approaches, including project-based learning and integrated coursework. (pp. 14-5)

#### Weaknesses:

The application provides contradictory start dates. It mentions 2015-16 school year (p. 9) and the application implies students will start September 2016 (p. 11). The applicant's description of the curriculum is limited to general statements about the STEM subject pathways students can choose: engineering environmental science or bioscience.

Reader's Score: 10

### Selection Criteria - Assisting Educationally Disadvantaged Students

#### 1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

#### Strengths:

The applicant clearly states their plans to assist educationally disadvantaged students by extending the school year through a summer immersion program. The applicant describes their project-based learning approach and plans to provide computers as methods to help struggling students (p. 17).

#### Weaknesses:

The applicant neglects to provide assessment and monitoring strategies.

Reader's Score: 3

## Selection Criteria - Assessing Achievement of School Objectives

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

**Note:** The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school s objectives, inclusive of developing 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 Section VI.4. Performance Measures 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 clear project specifics measures and performance targets in a detailed table (p. 18). The targets are specific and aligned to broader goals, with specific measurements identified. The applicant also describes the data management and assessment the school will put in place. (pp. 18-9)

#### **Weaknesses:**

No weaknesses found.

**Reader's Score:** 15

## Selection Criteria - Community & Parental Support & Comm. Involvement

### 1. Please provide your responses in the sub-questions.

**The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).**

#### **Strengths:**

#### **Weaknesses:**

**Reader's Score:** 10

#### **Sub Question**

### 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--

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

**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.

**Sub Question**

**Strengths:**

Letters of support are provided as evidence of community support. The applicant formed a Technical Advisory Group of STEM professionals to support the school's design and met frequently with community groups and prospective families. (p. 23)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 5**

2. 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) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).

**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.**

**Strengths:**

The schools demonstrates a commitment to parental and community involvement with their description of the parent information sessions and an intended parent teacher organization. The application thoroughly describes the application and lottery process intended to ensure students will have equal opportunity to attend the charter school. (pp. 24-5)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Personnel**

1. Please provide your responses in the sub-questions.

The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

**Strengths:**

**Weaknesses:**

**Reader's Score: 22**

**Sub Question**

1. 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 the extent to which the applicant encourages applications for employment from persons who are members of groups that

**Sub Question**

**have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up to 2 points).**

**Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.**

**Strengths:**

The school has a Statement on Diversity and intends to recruit teachers through job HBCUs and job sites and colleges with high minority populations. (p. 26)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 2**

- 2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).**

**Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.**

**Strengths:**

The applicant provides detailed descriptions of the founder's and CAO's strong experience in the education field, including forming new schools (pp. 26-7). The school leaders will be supported by the CMO team, who are very familiar with planning and implementing a charter school. (p. 28-30)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 20**

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

- 1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).**

**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 very specific dates, objectives and activities. The applicant delineates the general responsibilities of the school's leadership team, the school board, the CMO and external legal and accounting service providers (pp. 31-3). It provides further detail on the project management responsibilities by describing the intended establishment of a Citizens Budget Oversight Committee (p. 33).

**Weaknesses:**

The major milestone timeline for the management plan (p. 35) could have included a column identifying who is responsible for each activity.

Reader's Score: 13

**Selection Criteria - Existence & Quality of Charter or Performance Con.**

**1. Please provide your responses in the sub-questions.**

The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

**Strengths:**

**Weaknesses:**

Reader's Score: 14

**Sub Question**

**1. The Secretary considers--**

**(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);**

**Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.**

**Strengths:**

Innovative Schools has an approved charter with the Delaware Department of Education to develop Delaware STEM Academy. (p. 37)

**Weaknesses:**

No weaknesses found.

Reader's Score: 10

**2. The Secretary considers--**

**(ii) 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 (up to 5 points)**

**Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.**

**Sub Question**

**Strengths:**

A performance agreement setting academic standards is being developed. (p. 37)

**Weaknesses:**

The application does not specify within section 7 how student performance will be measured.

**Reader's Score:** 4

**Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA**

- 1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).**

**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.**

**Strengths:**

The applicant thoroughly describes the flexibility granted to Delaware charter schools. Delaware Code 501 provides Delaware charter schools autonomy and operational flexibility, including freedom from many states and district rules and regulations. In addition, charters receive 100 percent of division funding, but are not held to the same spending restrictions as other public schools. (pp. 37-9)

**Weaknesses:**

No weaknesses found.

**Reader's Score:** 3

**Priority Questions**

**Competitive Preference Priority - Supporting High-Need Students - 1**

- 1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)**

**Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:**

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

**Note: 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, Delaware STEM Academy (DSA) intends to create an environment that will serve students with disabilities and English language learners well. The applicant plans to hire two certified special education teachers with highly qualified content area certifications and one special education teacher to serve as special education coordinator. The application specifies the school's strategies designed to help ELL students, including home language surveys, Sheltered

Instruction Observation Protocol (SIOP) model delivery and monitoring.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Competitive Preference Priority - Supporting High-Need Students - 2**

**1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)**

**Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.**

**Strengths:**

The application does not address this competitive preference priority.

**Weaknesses:**

The application does not address this competitive preference priority.

**Reader's Score: 0**

**Competitive Preference Priority - Improving Early Learning Outcomes and Developments**

**1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments**

**Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.**

**Strengths:**

The application does not address this competitive preference priority.

**Weaknesses:**

The application does not address this competitive preference priority.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 11/10/2015 05:13 PM

Status: Submitted

Last Updated: 11/09/2015 04:14 PM

## Technical Review Coversheet

**Applicant:** Innovative Schools Development Corporation (U282B160044)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Curriculum and Instructional Practices</b>		
1. Quality of Curriculum	15	13
<b>Assisting Educationally Disadvantaged Students</b>		
1. Achievement Standards	5	4
<b>Assessing Achievement of School Objectives</b>		
1. Assessing Achievement	15	10
<b>Community &amp; Parental Support &amp; Comm. Involvement</b>		
1. Community Support	10	10
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	22
<b>Quality of the Management Plan</b>		
1. Management Plan	15	12
<b>Existence &amp; Quality of Charter or Performance Con.</b>		
1. Existence of Charter	15	14
<b>Degree of Flexibility Afforded by the SEA/LEA</b>		
1. Degree of Flexibility	3	3
<b>Sub Total</b>	100	88
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	3
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	0
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	0
<b>Sub Total</b>	8	3
<b>Total</b>	108	91

# Technical Review Form

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

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

Applicant: Innovative Schools Development Corporation (U282B160044)

## Questions

### Selection Criteria - Quality of Curriculum and Instructional Practices

#### 1. The quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).

**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.**

#### Strengths:

The applicant's high school program is based on the STEM model with the integration of project-based learning and 21st century skills, and alignment with the State's Common Core Standards. The school will integrate the New Tech Network (NTN) model.

The core focus is an integrated curriculum across all disciplines. Course standards are aligned with the State of Delaware Curriculum Standards and Next Generation Science Standards. Students will be required to take the State's statewide assessments.

Technology will support the STEM program, with a 1:1 student to computer ratio.

Students will choose from three pathways based on interest: engineering, biosciences, or environmental science. (page 11) Career and technical training will also be available options. (page 13)

The applicant noted that the New Tech Network model, which is used in 172 schools nationwide, was selected because of its proven track record of serving students at-risk of academic failure. This model is directly connected to the school's intent to serve educationally disadvantaged student from urban and low-income areas.

The charter high school will open with a projected 250 students in grades 9 and 10, expanding to 650 in year 4.

#### Weaknesses:

By design, Project-Based Learning is student-centered and student-driven. The teacher plays a key role as the facilitator. Clarification and a more detailed description on how the PBL will operate within the program was needed, including teacher's role and student's role.

Reader's Score: 13

### Selection Criteria - Assisting Educationally Disadvantaged Students

#### 1. The extent to which the proposed project will assist educationally disadvantaged students and other students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

**Strengths:**

The school will address the needs of educationally disadvantaged students through a curriculum aligned with State standards, the implementation of a STEM-based program and New Tech Network model, career and technical training pathways and the development of individualized learning plans.

An extended school year, summer immersion program, and after-school tutoring will further enhance the focus on increasing academic achievement. (pages 16 – 17)

**Weaknesses:**

How the day-to-day instructional strategies will be implemented, leading to increased student achievement, was not clearly defined.

Additional clarification on the specific monitoring methods to assess student needs was needed.

Individualized learning plans lacked detail needed to fully understand how the plans would serve students in meeting State standards and achievement goals.

**Reader's Score: 4**

**Selection Criteria - Assessing Achievement of School Objectives****1. The quality of the strategy for assessing achievement of the charter school' s objectives.**

**Note: The Secretary encourages the applicant to propose a comprehensive plan for assessing the achievement of the charter school s objectives, inclusive of developing 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 Section VI.4. Performance Measures 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 intends to use the highly-recognized PerformancePLUS assessment and curriculum management system to support the school's ongoing monitoring of student progress in short intervals.

The Performance Agreement between the State and the charter school, which will identify the school's student performance goals and objectives, has not been finalized, according to the applicant. (page 36-37) The accountability criteria for the evaluation of student performance is outlined in the document entitled, Delaware Department of Education, Charter School Office, (2012), Performance Framework. (page e180+) and will be the basis for the Performance Agreement. This agreement will specify the statewide assessments to be used to determine student progress over time (i.e., instructional scale scores and growth to proficiency). Although the applicant states that the school's approved charter application serves as the basis for the Performance Agreement, the final approved agreement is necessary to determine if the applicant has met Criteria 3.

**Weaknesses:**

The applicant included their "Project Specific Performance Measures and Performance Targets" chart, which identifies the school's goals, measurements and targets. (page 18) It would have been helpful for the applicant to submit a plan that clarified, in greater detail, the information on the chart under each of its headings to ensure there was no

misunderstanding of the applicant's intent.

**Reader's Score: 10**

**Selection Criteria - Community & Parental Support & Comm. Involvement**

**1. Please provide your responses in the sub-questions.**

**The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).**

**Strengths:**

**Weaknesses:**

**Reader's Score: 10**

**Sub Question**

**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--**

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

**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.**

**Strengths:**

The applicant included letters from local community members and state officials in support of the project. (page 22; pages e-199 - e-210)

**Weaknesses:**

No weaknesses were noted.

**Reader's Score: 5**

**2. 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) How parents and other members of the community will be involved in the planning, program design, and implementation of the charter school (up to 5 points).**

**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**

**Sub Question**

**will be informed about the charter school and how students will be given an equal opportunity to attend the charter school.**

**Strengths:**

Parent and community outreach will be facilitated through town hall meetings, particularly in low income neighborhoods; contact with schools through the targeted community, partnerships with non-profit community groups; parent information meetings at venues throughout the community, website communication and print information (in English and Spanish) for distribution to targeted areas.

The applicant will participate in the state-mandated open enrollment application process. (page 23 – 24)

The applicant identified the extent to which the community and parents have supported the application and assisted in the planning of the project, including a technical advisory committee consisting of community professionals, endorsements by community groups, parent interest surveys, prospective parent meetings and informational sessions, and, after the school opens, a Citizens Budget Oversight Committee and Advisory Board.

Students will have an equal opportunity to attend the charter school through a lottery process. (page 24) The applicant outlined the school's lottery process in full, and it meets the guidelines set forth in the USDOE CSP Nonregulatory Guidance, January 2014.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 5**

**Selection Criteria - Quality of Project Personnel**

**1. Please provide your responses in the sub-questions.**

**The quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).**

**Strengths:**

**Weaknesses:**

**Reader's Score: 22**

**Sub Question**

- 1. 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 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).**

**Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.**

**Strengths:**

The applicant provided evidence of its intent to attract traditionally underrepresented groups for employment by recruiting from local colleges and universities that have a greater number of minority representation among its students.

**Sub Question**

Further, the human resource specialist will support the school in its efforts to increase the number of minority candidates for positions within the school. (page 26)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 2**

2. In addition, the Secretary considers the qualifications, including relevant training and experience, of key project personnel (up to 20 points).

**Note: The Secretary encourages the applicant to provide evidence of the key project personnel 's training and experience in activities related to the planning, program design, and initial implementation of a charter school.**

**Strengths:**

The planning, program design and initial implementation of the school will be guided by the school leadership team, Innovations Schools, the charter management organization (CMO), and New Tech Network (NTN). (page 26 – 31)

The school leadership team will be lead by the school's founder, who will also serve as the project manager for the grant. The individual's professional experience includes education, public finance, transportation and environmental science. The team will also include a chief academic officer with experience in school-based administration, classroom instruction and project-based learning. (pages 26-27)

Key personnel of Innovation Schools, the CMO, have experience in educational administration, school district systems and operations, charter school administration, and school finance. (pages 28 – 30)

New Tech Network staff will support the school's leadership team in the planning and implementation of the NTN model. Key personnel have administrative, curriculum development and project-based learning experience at the school-based level. (pages 30 – 31)

**Weaknesses:**

No weaknesses found.

**Reader's Score: 20**

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

1. The quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).

**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 project will be coordinated and managed by a charter management organization. They appear to possess the necessary expertise to manage the project and achieve the defined objectives on time and within budget. The governing board will have final oversight responsibilities.

The management timeline provides milestones for years 1, 2 and 3. (page 35)

**Weaknesses:**

The management timeline does not include a projected date for the final execution of the charter contract and accompanying Performance Agreement. (page 35)

The timeline should identify the individual(s) or entity responsible for ensuring the objective of each activity is met. (page 35)

**Reader's Score: 12**

**Selection Criteria - Existence & Quality of Charter or Performance Con.**

**1. Please provide your responses in the sub-questions.**

**The existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).**

**Strengths:**

**Weaknesses:**

**Reader's Score: 14**

**Sub Question**

**1. The Secretary considers--**

**(i) Whether a written charter or performance contract between the charter school and its authorized public chartering agency exists (up to 10 points);**

**Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.**

**Strengths:**

The school received approval of the charter application from the authorized public chartering agency on April 17, 2014. According to the applicant, the charter contract is in development. The contract serves as the basis for the Accountability Performance Agreement.

**Sub Question**

**Weaknesses:**

No weaknesses were identified.

**Reader's Score: 10**

**2. The Secretary considers--**

**(ii) 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 (up to 5 points)**

**Note: In considering whether there is a written charter or performance contract between the charter school and its authorized public chartering agency, the Secretary will consider, on a case-by-case basis, whether the school has received preliminary, conditional, or other intermediate approval to operate from the authorized public chartering authority, if applicable. An applicant should submit documentation regarding the status of any such approval and clearly describe the authorizer 's approval process under applicable State law.**

**Strengths:**

The applicant notes that the Performance Agreement will define the measures relative to the academic, financial and operational performance frameworks.

The application included a copy of the State's Performance Framework (page e185+) with student performance measures and performance targets. It is anticipated that the school's Performance Framework will mirror the example provided in the application.

**Weaknesses:**

For the sake of clarity, it would have been helpful if the applicant had specified that the State's Performance Framework, including performance measures and targets, is standard to all the state's charter contracts. (page e185+)

**Reader's Score: 4**

**Selection Criteria - Degree of Flexibility Afforded by the SEA/LEA**

**1. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7221c(b)(2)).**

**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.**

**Strengths:**

The applicant identified areas of flexibility granted to charters by the state. (pages 37 - 38) These include the charter school's power to manage the education program as approved by the charter; budget determination and operating procedures; acquire and convey interest in real property; debt incurrence; accept gifts; execute contracts; hire, manage and terminate employees; establish responsible academic and disciplinary standards; and establish applications and admission processes. The full text is enumerated in 14 Del.C., Ch. 5.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 3**

**Priority Questions**

**Competitive Preference Priority - Supporting High-Need Students - 1**

**1. Competitive Preference Priority 1 - Supporting High-Needs Students (Rural Students, Students with Disabilities, English Learners)**

**Projects that are designed to improve academic outcomes and learning environments for one or more of the following groups of students:**

- (a) Students served by Rural Local Educational Agencies**
- (b) Students with disabilities**
- (c) English learners**

**Note: 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 addressed two of the target areas list as a Competitive Priority: 1. Supporting high-needs students with disabilities and English learners.

The school anticipates serving a special needs population of 13.9% in year one, or 34 students out of 250 and projects that as enrollment expands in subsequent years, the ESE population will increase accordingly.

The Latino/Hispanic population of the school district in which the school will be located is 20%. The school anticipates an enrollment of English learners to be commensurate with the district.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 3**

**Competitive Preference Priority - Supporting High-Need Students - 2**

**1. Competitive Preference Priority 2 - Supporting High-Needs Students (Federally Recognized Indian Tribes)**

**Projects that are designed to improve academic outcomes and learning environments for students who are members of federally recognized Indian tribes.**

**Strengths:**

No strengths found. Applicant did not address Competitive Preference Priority 2.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 0**

**Competitive Preference Priority - Improving Early Learning Outcomes and Developments**

**1. Competitive Preference Priority 3 - Improving Early Learning Outcomes and Developments**

Projects that are designed to improve early learning and development outcomes across one or more of the essential domains of school readiness for children from birth through third grade (or for any age group within this range) through a focus on including preschool, whether offered in school or community-based settings, as part of elementary education programs and systems in order to expand opportunities for preschool students and teachers.

**Strengths:**

No strengths found. Applicant did not address Competitive Preference Priority 3.

**Weaknesses:**

No weaknesses found.

**Reader's Score: 0**

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**Status:** Submitted

**Last Updated:** 11/09/2015 04:14 PM