

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

Status: Submitted

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## Technical Review Coversheet

Applicant: Stellar Collegiate, Inc. (U282B160026)

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	5
<b>Assessing Achievement of School Objectives</b>		
1. Assessing Achievement	15	13
<b>Community &amp; Parental Support &amp; Comm. Involvement</b>		
1. Community Support	10	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	19
<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	9
<b>Degree of Flexibility Afforded by the SEA/LEA</b>		
1. Degree of Flexibility	3	3
<b>Sub Total</b>	100	86
<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	2
<b>Sub Total</b>	8	5
<b>Total</b>	108	91

# Technical Review Form

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

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

Applicant: Stellar Collegiate, Inc. (U282B160026)

## 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 chart on pages 30-31 include the specifics of the curriculum and instructional approaches chosen, by grade level, in reading, writing, math, science, and social studies. The choices are based on the commitment to placing students on a path to college by building a solid foundation of skills and knowledge as well as teaching them to think critically and apply their knowledge across content areas (page e29). Based on this, there is both vertical and horizontal alignment. It is based on Common Core State Standards, Next Generation Science Standards, Wisconsin Model Academic Standards for Social Studies, and Wisconsin Model Early Learning Standards for K4. It is also based on research related to long term outcomes, such as high salary professions (page e32). The Instructional strategies include backward design (teachers begin each school year with a completed daily scope and sequence for the entire year as well as six weeks of lessons already written), active learning (page e39 lists the specific instructional choices designed to increase this), intellectual preparation for teaching is a must (teacher specialization allows a focus on fewer subjects in order to accomplish this), and the belief that every student is unique (targeted small group instruction, extended day, every teacher trained in ELL strategies, structures throughout the day that allow teachers to capture anecdotal evidence of student learning and strategies they use).

#### Weaknesses:

No weaknesses were 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 school is designed specifically to meet the needs of students who are educationally disadvantaged (page e10) because the city in which it is located has the largest achievement gap in the United States. Curriculum, assessments, and instructional practices are chosen based on serving these populations. Specifically included are more time, more small group instruction, and more data (page e43). In addition, the overall school goal of all students being on grade level in reading applies to all students. Students will be assessed in reading, math, and writing (and for Kindergarteners school readiness) prior to the first day of school in order to begin targeted instruction immediately. Every eight weeks, students will be reassessed, with a staff data day to follow in order to provide needed support to keep all students on track. Data

will be used to place students in small groups for target instruction, develop tailored lesson plans, and support the creation of differentiated assignments and homework.

**Weaknesses:**

No weaknesses were noted.

**Reader's Score:** 5

**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 table on pages 45-47 include the types of assessments that will be used to evaluate student performance, when these assessments will be used, and how the data obtained will be utilized. The strategic goals of the school are provided on pages e48-e52. This includes absolute, comparative, and growth measures. Goals are set for student achievement in Reading Language Arts, Mathematics, Sciences, and Social Studies. Goals for the school include key indicators of success and are related to financial and fiduciary responsibility, enrollment, and parent satisfaction. Enrollment includes student attendance and retention.

**Weaknesses:**

The applicant did not provide project objectives or project specific performance measures and targets. No explanation was provided related to the inclusion or exclusion of the school's goals as project goals.

**Reader's Score:** 13

**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: 9

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:**

In addition to the involvement of community members and organizations, a strong Board made up of active community leaders has been formed. Fifty families have indicated their intent to enroll their children next year (page e54). The school has received 20 letters of support from community members and businesses, has formed more than 30 community partners. Five schools have committed to allowing access to their families. Ten meetings have been held at local libraries and community centers to share the school's vision and seek feedback.

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

**Strengths:**

Key ideas that have been received from community members and have resulted in changes in school design are: rewarding bilingualism on the salary schedule, sharing with neighbors what to expect and how to communicate with the school regarding concerns, a quarterly newsletter to direct neighbors, and a position at the school to be charged directly with families to connect them to community agencies (pages e53-e54). Input on the school's vision and design at community meetings has led to the inclusion of a Spanish Enrichment curriculum (page e55).

**Weaknesses:**

There is no plan to involve parents in a meaningful way in the implementation of the school.

Reader's Score: 4

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:** 19

**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 school will recruit using a mix of media and face to face strategies to reach a broad pool of applicants (page e11). The applicant has also built a strong online presence designed to attract a diverse audience for both students and personnel.

**Weaknesses:**

No weaknesses were 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 founder/School Director has experience in teaching and leading schools serving low-income ELL students. In an administrative role for a network of schools, she was responsible for hiring and leading a regional support team and for the stewardship of a 32M budget. She is a Fellow with Building Excellent Schools. The Board members were carefully chosen and represent a broad range of abilities and significant community involvement. Board Committees and responsibilities are described on page e62. The qualifications and key responsibilities of the school leadership positions are described fully on pages e85-87.

**Weaknesses:**

The application does not explain who the Project Director and staff will be, so it is not possible to determine if their training and experience are appropriate.

**Reader's Score:** 17

## 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:

A management plan is provided on pages e63-e65 that includes key objectives, milestones/targets, timelines, and persons responsible.

#### Weaknesses:

The management plan is not specific to this project. The key objectives on the management plan are different from the school's strategic goals and neither set is delineated as project goals.

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: 9

#### 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 authorizer, the Office of Charter Schools at UWM, has recommended the school for approval, and contract negotiations have begun. The UMW model contract will be used, which includes a description of the program, an annual accountability plan, methods, and the requirement to administer State exams (page e97).

**Sub Question**

**Weaknesses:**

The charter application will also need the Chancellor's approval of the committee's recommendation to go forward (page e94). A performance contract is not yet in place, so it is difficult to determine what it will consist of. No details are provided related to the process of contract negotiations.

**Reader's Score:** 5

**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 model contract includes language related to the requirement to administer State exams (section 3.5a). State law requires adherence to specific annual academic standards as developed in the contract.

**Weaknesses:**

The contract does not include language related to any other assessments.

**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:**

State law exempts charter schools from most state rules that inhibit flexible operation and management. It provides them with autonomy regarding schedule, curriculum, employment policies, student discipline, and the ability to manage its own operations. The school will be considered to be its own LEA. Separate teacher and administrative pathways have recently been approved by the State that allow for those who have been licensed in other states to transfer credentials if working in a charter school.

**Weaknesses:**

No weaknesses were 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 population of the location chosen for the proposed school is comprised of 92% Hispanics. The school districts in this area serve 24.6% ELL students and 15.6% students with disabilities (page e12). The design of the educational program is focused on meeting the needs of these populations. It includes personalized instruction, a multi-tiered support approach, GLAD strategies, a combination of small group and online learning programs, and a leadership team of experts to provide support for teachers (pages e23-e24).

#### **Weaknesses:**

No weaknesses were 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:**

This priority was not addressed. No strengths were noted.

#### **Weaknesses:**

No weaknesses were noted.

**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 applicant plans to open the school in the fall of 2016, with 140 students in K4 and K5, thus serving only pre-first graders in the first year. This also adds an additional year of formal schooling for those students who begin in K4. A key focus of the school is to ensure early literacy success. Goals for the K4 year are to build literacy and numeracy skills through a research proven curriculum and social skills by developing their emotional vocabulary and building their interpersonal problem solving skills (page e28).

### Weaknesses:

No weaknesses were noted.

**Reader's Score:**     **2**

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Status: Submitted

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## Technical Review Coversheet

Applicant: Stellar Collegiate, Inc. (U282B160026)

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	14
<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	8
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	16
<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	10
<b>Degree of Flexibility Afforded by the SEA/LEA</b>		
1. Degree of Flexibility	3	2
<b>Sub Total</b>	<b>100</b>	<b>74</b>
<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	2
<b>Sub Total</b>	<b>8</b>	<b>5</b>
<b>Total</b>	<b>108</b>	<b>79</b>

# Technical Review Form

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

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

Applicant: Stellar Collegiate, Inc. (U282B160026)

## 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:

Applicant's plan to use data driven models to assess student progress and achievement and to also customize the learning experience to the needs of each individual student is comprehensive. They have identified that students in their region are weak on literacy so this will be a focus for them, starting at the preschool level, which demonstrates an ability to identify where the challenges in literacy will exist. Thus, they were able to devise an extensive solution which combines data, instruction, and technology(p. e22-23).

Applicant adequately outlines the curriculum that they will use (i.e. for literacy the Michael Heggerty Phonemic program, math will use Engage NY curriculum, and for social skills they will implement the Kimochis program) which shows that the applicant has put forethought into the planning process to ensure a quality school(p. e27-28).

For EL populations implementing the G.L.A.D program is feasible and certifying all teachers to be equipped to teach the EL population is beneficial(p. e24).

For students with disabilities, their plan is exhaustive including: licensed special educator, multi-tiered support system, Rtl model, and an 'end of day' small group instructional time which will ensure that students receive the assistance they need to be successful and achievement academic growth and success.

Applicant's adequately describes the number of days it plans to utilize for PLC time which is beneficial. (pp. e25) Applicant states it will dedicate three full hours per week for PLC which is above norm and will add to the quality of the program. It also plans to provide a full training to teachers during summer break from Dean of Support services. This will further lend to the strength of the program as teachers will be well versed on how to be achieve academic goals for students with disabilities and while incorporating the complexities of students' Rtl plans and IEP's which can be confusing and complex.

NextGen science standards will be used for science curriculum(p. e30).

Applicant appropriately states that it will implement both vertical and horizontal alignment so that all curriculum complements and builds which is highly advisable and a strong plan(p. e37).

#### Weaknesses:

The planned 8:00am - 4:00pm school day is too long for students, especially those who are ages 4 and 5. Most schools have a half day or 6 hour school day for this age(p. e28).

Reader's Score: 14

### 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:

Applicant's goal is to ensure that all students are on or above grade level in reading by 3rd grade and their plan to accomplish this via extra instructional minutes, specialization of teachers, small group dynamics, and solid reading curriculum provides for a solid executable plan. The Kimochis curriculum that applicant plans to use incorporates an emotional vocabulary so that students simultaneously work on word skills and social skills(p. e28-29).

Applicant plans to use data driven models and the STEP literacy assessment to measure progress and meet weekly objectives which is necessary to execute the plan properly and this method is highly recommended to keep the school on track with its targets for student achievement(p. 29).

The applicant's plan to use co-teachers to teach enrichment classes such as Spanish, Art and Physical Education is an efficient way to ensure that students receive a holistic education and doesn't overburden the lead teaching staff(p. e29).

The teacher specialization model will help the school to reach the individual needs of each student which will positively impact student achievement scores(p. e40). Assessments have been put in place by applicant using the STEP literacy and Interim Assessment and state assessments to ensure students reach targeted educational goals and meet Common Core standards(p. e43).

#### Weaknesses:

Applicant is vague about transportation and how students who are too poor to obtain personal travel to the school will be able to get to school.

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:

Adequately describes assessments that will be utilized such as: daily exit tickets, interim assessments, on demand writing, STEP, NWEA MAP, Badger Exam (SBA) and the Wisconsin Knowledge and Concepts Exam. Applicant states that the ongoing collection of data will be managed by the School Director who will allot hours in the professional calendar to examine data with teachers and make adjustments. This strategy is a sound way to ensure that students hit target goals and stay on track. (pp. e45-e47)

Applicant's objectives include a heavy focus placed on academics which is evidence that their educational mission is in alignment with their reason for existence which is to teach. (pp. e48-51)

An additional focus on fiscal and fiduciary goals and attendance goals demonstrates their ability to identify what goals will make the school successful when combined with academic goals. (pp. e51) Applicant includes a focus on achieving parent satisfaction. (pp. e52)

**Weaknesses:**

On pp. e21 applicant states an EL population of 24% and on pp. e38 applicant states an expected EL population of 60% which is contradictory.

Applicant is vague about data systems that will be utilized for assessments.

Parent goals of participation at 80% of families responding with a satisfaction rate of 85% is unrealistic. Applicant fails to describe the types of questions that will be asked in the parent satisfaction survey. (pp. e52)

**Reader's Score: 10**

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

**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:**

See answers in the sub-questions below.

**Weaknesses:**

See answers in the sub-questions below.

**Reader's Score: 8**

**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 will provide communications in English and Spanish in order to meet the needs of the high density Latino population where the school will be located(p. e11).

The applicant will use local media combined with social media outlets to reach job applicants and student applicants. They also plan to conduct outreach at libraries, local churches, by canvassing at local preschools. This

### Sub Question

combination presents a strong and viable plan for communications and outreach to the community because it will help them to reach an extended audience and along with various demographics and cultural sub-groups(p. e11).

The applicant spent multiple hours with community members clarifying their concerns and incorporating their priorities for the school into the petition and aligned it to the needs of the community(p. 53).

Applicant provided numerical detail for the school by community members and parents, which included things like number of support letters received from businesses, number of community members invested in supporting the school, and the number of local schools who are supporting the opening of Stellar Collegiate(p. e54).

Holding parent coffees, parent focus groups and orientation sessions before the start of school also provides a solid foundation for the opening of the school as it will build momentum for a strong opening enrollment and increase family and parent engagement(p. e54-e55).

### Weaknesses:

Applicant states that school leader will visit all families prior to the start of school to establish a strong home to school connection which is not realistic or sustainable as they mention the number of families totaling 50 and this will be difficult to achieve before the start of school(p. e54 - 55). There is no mention of a PTO to support student activities and offer parent input. A PTO assists the principal or school leader with fundraising activities, school spirit days, special events, and builds important relationships between the staff and parents which is necessary for a healthy learning environment. A PTO also provides a feedback loop by which administration can gain insight into how policies, curriculum, and instruction are impacting students, such as homework load, complexity of assignments, and if expectation levels are age appropriate.

Reader's Score: 4

### 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's founder and director held numerous community meetings, parent focus groups, and engaged with local organizations to request their input and feedback about the educational needs of the students in that community(p. e52 - e55).

There is variety of community members involved in the planning of the school via the Board of Directors which is quite diverse as they have representatives from the following industries: legal, healthcare, financial, business, public relations, and education(p. e57 - 60).

### Weaknesses:

Applicant states they held a series of community forums in the winter and spring of 2015, but does not list the number of forums that was held or the total number of parents in attendance(p. e54).

Sub Question

Reader's Score: 4

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:**

See answers in the sub-questions below.

**Weaknesses:**

See answers in the sub-questions below.

Reader's Score: 16

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:**

Key staff members will be required to be bilingual to help serve the high density Latino population(p. e11).

**Weaknesses:**

Applicant states that it will use social media, traditional education job search websites, and targeted partnerships with universities to seek out a diverse applicant pool but fails to outline which social outlets that it will use, which job search websites and what universities it plan to engage(p. e14).

Applicant is not specific about whether teachers will be required to be credentialed.

Reader's Score: 1

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:**

Director has extensive experience in education and with EL students. She opened a charter school in California which was highly successful in the state, thus demonstrating that she has the skill set and capabilities to open a successful charter school. The Director has also served as a regional director for 5-7 other charter schools so she has the knowledge base required to open a successful charter school(p. e57).

## Sub Question

The Board of Directors is well represented by two lawyers, two educators, one Latino community representative who holds an MBA, one pharmaceutical executive, two finance executives, and one communications/public relations executive. Board Members are diverse in the skill sets required to govern a successful school(p. e60).

### **Weaknesses:**

Director doesn't appear to hold an administrative credential which provides the education and training necessary to run a successful school(p. e57).

The application lacks detail about key positions such as: job descriptions, organizational chart, diversity, and education/experience required for those key positions.

**Reader's Score:** 15

## 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 plans to have various committees such as governance, finance, facilities, development and student achievement to assist with the oversight and support of the school which will help to support the school administrative staff to ensure that the school runs effectively and efficiently(p e62).

The budget for technology is feasible as it appropriates \$22k for Chromebooks, \$9k for staff computers, and approx \$5k for other equipment and this is inline with the typical purchasing costs associated with technology(p. e188).

The applicant states that the cost for a full-time teacher for 4 weeks is \$4500 which equates to \$54k per year which is a comparable average salary range for teachers(p. e185).

#### **Weaknesses:**

The application lacks detail on hiring practices and number of key administrative positions that it expects to fill along with job duties(p. e63).

Applicant is vague about existence of annual auditing practices that board of directors will use to measure progress and ensure fiduciary responsibilities and proper accounting practices are being met.

In the timeline, there is lack of detail about when the lottery will be pulled, when the students will be onboarded with necessary enrollment paperwork such as birth certificates, IEP's, immunizations, etc, and it is missing detail about when it expects to order curriculum which is usually done the spring/summer before the start of school in the fall.

Travel expenses are high as each teacher does not need to visit an "excellent" school; the lead teacher is able to do the site visit and report back his/her findings. Most schools do not want a team of 12 visiting as it is disruptive to the educational process(p. 187).

In the budget narrative, the applicant fails to state in the cost per teacher if the cost they have outlined includes benefits

and teacher retirement costs as these add an additional 30% cost factor into the equation(p. e185).

**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:**

See responses in sub-questions below.

**Weaknesses:**

See responses in sub-questions below.

**Reader's Score: 10**

**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:**

University of Wisconsin Milwaukee Office of Charter schools wrote a letter recommending approval of the charter school(p. e66).

**Weaknesses:**

There is not an executable contract and/or approval currently in place from an authorizing agency.

**Reader's Score: 5**

**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**

**Sub Question**

**authorizer 's approval process under applicable State law.**

**Strengths:**

Along with state testing, plan is to use several key assessments throughout the school year which is adequate to gauge progress such as STEP and NWEA MAP. Applicant states it will conduct data days with its staff once per quarter to review interim assessments and scores to determine where adjustments need to be made(Appendix; p. 3).

**Weaknesses:**

No identifiable weaknesses.

**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:**

Wisconsin State Statues provide a degree of flexibility for charters including scheduling, curriculum choice, employment policies, and student discipline. State law does require that teachers be licensed or credentialed and they do dictate pathways for administrative personnel which is reasonable(p. e67).

**Weaknesses:**

Applicant is vague about whether teachers will be allowed to be a part of the teacher's union.

**Reader's Score: 2**

**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 city where school is to be located is known as city with largest racial gap in country and in the school district where the charter is trying to open most schools only achieve 35% reading proficiency rate. It plans to locate in a densely populated city which is dominated by Hispanic / Latino at 92% and 24% of the student population is expected to be EL Learners.

Only 11% of population in the area it intends to locate has college degree. The percentage of Socio-economically disadvantaged in the area are mapped at 94.9% which is a high concentration. The expected percentage of student populations that will have disabilities is 15% which is high.

**Weaknesses:**

No noted weakness.

**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:**

This is not applicable as it is not a school focused on supporting Federally Recognized Indians.

**Weaknesses:**

This is not applicable as it is not a school focused on supporting Federally Recognized Indians.

**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:**

Applicant plans to provide K-4 instruction to 140 students at its opening(p. e17).

**Weaknesses:**

The instructional day is scheduled to go from 8am - 4pm which is a long day for K-4 students. The school only accepts K-4 and not preschool or three year olds.

**Reader's Score:** 2

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**Status:** Submitted

**Last Updated:** 11/02/2015 10:35 PM

Status: Submitted

Last Updated: 11/04/2015 10:05 AM

## Technical Review Coversheet

Applicant: Stellar Collegiate, Inc. (U282B160026)

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	12
<b>Assisting Educationally Disadvantaged Students</b>		
1. Achievement Standards	5	4
<b>Assessing Achievement of School Objectives</b>		
1. Assessing Achievement	15	13
<b>Community &amp; Parental Support &amp; Comm. Involvement</b>		
1. Community Support	10	9
<b>Quality of Project Personnel</b>		
1. Project Personnel	22	21
<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	4
<b>Degree of Flexibility Afforded by the SEA/LEA</b>		
1. Degree of Flexibility	3	2
<b>Sub Total</b>	100	75
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Supporting High-Need Students - 1</b>		
1. CPP 1	3	2
<b>Supporting High-Need Students - 2</b>		
1. CPP 2	3	0
<b>Improving Early Learning Outcomes and Developments</b>		
1. CPP 3	2	1
<b>Sub Total</b>	8	3
<b>Total</b>	108	78

# Technical Review Form

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

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

Applicant: Stellar Collegiate, Inc. (U282B160026)

## 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:

Solid curricular choices have been selected across all subject areas discussed: Engage NY, ST Math, Wilson Foundations, FOSS Science, History Alive, etc. (12-13)

A variety of literacy strategies are identified, including phonics, guided reading, etc. (11)

1.5 teachers per classroom supports the plan for increased small group time. (11)

Frequent STEP cycles and fluid regrouping of small groups are paired to allow for demonstrable data-driven decision making. (10)

Concrete examples of teacher-classroom-student interaction are provided. (16)

Specific examples of cross-classroom integration are provided (e.g. non-fiction reading units that use books about plants to coincide with science unit "Molecules to Organisms"). (17)

The applicants modeled their program after two successful charter schools in other states, and selected best practices to emulate. (19)

Instructional principals include backwards mapping and vertical/horizontal alignment, strategies identified including Kagan Cooperative and GLAD are discussed in depth, a rationale for and examples of each strategy is provided.

Submission and review of lesson plans on a weekly basis (22) will allow for collaboration and active supervision of staff by the school leader.

#### Weaknesses:

The foundation for the education model is based on a variety of best practices including an extended school day, however, there is no clear indication of how the youngest students, especially 4 year olds, will be supported through an eight hour school day. (10)

While it is beneficial to have the first six weeks of lesson plans written in advance, it is not clearly explained how the school leader will develop a full complement of lesson plans for core and specials classes for two grade levels on her own. (20)

Teachers are asked to do a lot of prep (writing and submitting lesson plans, content and grade level collaboration (22), classroom data collection/note taking) but it is not explained when and how teachers will have the time and supports to do this work.

Reader's Score: 12

### 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 design is based on a set of inputs which have become accepted strategies for improving outcomes for high needs students including more class time overall, use of small groups, data driven instruction. (24-25)

Nationally normed interim assessments (MAP and STEP) are used to support data driven instruction, test student growth, and allow for fluid small group assignment rather than stagnant "tracking." (25)

Students will be take baseline assessments in advance of the start of the school year. (26)

**Weaknesses:**

The application states that students are assessed using STEP every eight weeks and a data day occurs every eight weeks but unit plans are 10 weeks long, it is unclear how this aligns with 10-week lesson units, or with the four data days throughout the year described later in the application. (26)

The application doesn't indicate how, when, or by whom the pre-first day of school assessments will be administered, and whether they will be limited to STEP or will include other tests. (26)

**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:**

Nationally normed assessments including STEP and MAP will be used to assess the achievement of students and the school on an interim and annual basis. (27)

Assessment strategies include varying assessment types including externally and internally created elements, and are age appropriate. The assessment table clearly demonstrates how frequently students will be assessed, and why the the school has selected each assessment and will administer each type of assessment on the listed frequency. (27-28)

Goals are presented in SMART terms, and account for length of attendance at the school. Multiple comparisons are drawn, and goals have absolute, comparative, and growth components. (30-31)

Non academic goals include financial operations and family inputs via an externally administered survey. (34)

**Weaknesses:**

This section appears to contradict the previous section, where it is asserted that there will be a professional development day day every eight weeks, whereas this section states four per year, it is not possible to determine alignment of these two statements based on the materials provided. (29)

Nationally normed tests are not used for absolute goals, only growth. (31)

Reader's Score: 13

### 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: 9

#### 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 conducted over 150 meetings in the process of board recruitment. (34)

The application cites specific examples of input from external partners that informed elements of the school design.

For example, the applicant modified the salary schedule in order to incentivize bilingual applicants. (35)

A significant number of letters of support and partnership are included. (36)

The application states that 50 families have already expressed interest in enrolling. (36)

**Weaknesses:**

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.

**Sub Question**

**Strengths:**

The plan for family engagement is robust, codified, and includes concrete examples. For example, parents will be supported in extending at-home learning opportunities beyond homework through family activities like math and literacy nights. (38)

Frequent personalized student updates (3 conferences annually, weekly progress updates, phone calls) will support parent-teacher rapport building. (37) The school leader intends to visit every home for first year students.

The school intends to translate all recruitment materials into Spanish. (e11) Also, specific staff members including the school director and office manager will be bilingual.

Parent meetings held during the school design phase led to the selection of a specific product for a Spanish enrichment program. (36)

Parent focus groups are scheduled, and the application states that they will "refine our approach and materials for student recruitment." (37)

**Weaknesses:**

The regular communication schedule relies heavily on teacher effort, and will consume significant time in their daily and weekly schedules. Expected communications are numerous, including weekly progress updates and bi weekly phone calls. The application does not explain how or when teachers will have the time to execute these tasks in addition to their other duties. (37)

The application does not present specific ways that parents will be involved in the planning and implementation of the school, especially once it is open. (36-37)

**Reader's Score: 4**

**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: 21**

**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 GEPA statement notes that the the applicant will use a variety of recruitment strategies in order to recruit from as broad a talent pool as possible. (e13)

The application notes that the school has dedicated significant time to "recruit a diverse teacher ppol." (e11)

**Sub Question**

**Weaknesses:**

The application does not address explicitly address recruiting persons from underrepresented subgroups.

**Reader's Score:** 1

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 school leader has a strong background including having founded a school within the RSED network serving students similar to those Stellar seeks to enroll. She served in multiple roles at RSED including as a regional VP. She has significant experience in hiring and supervising staff at a variety of levels, and in financial stewardship. (39) As a BES fellow (39), the school leader will also receive additional support and will be paid during the planning year. The board is well rounded, with the experience and knowledge base needed to oversee a charter school and includes financial, HR, educational, non-profit, and legal expertise. (40-43)

**Weaknesses:**

**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 leadership team structure for year one is logical given the fact that the school director is the instructional leader and has significant classroom related work experience as described elsewhere in this evaluation. (45)  
The project plan is robust in scope, well organized, and logically assigns time frames. (45-47)

**Weaknesses:**

It is unclear why such a large leadership team is needed for a school of only 410 students at capacity. 3 deans, a director of finance, and the two managers is a lot of high-level roles for seven grades. (45)  
The operations manager is tasked with creating transition plans and dismissal procedures, a task which would better align with the classroom management and school culture plan if done by a staffer with a classroom background. (47)  
It is not clear why the school director is not using the operations manager for financial management work. (47)  
The project plan time frames are broad and in some cases seem intentionally aggressive (master schedule planned in summer, rather than contingent upon hiring) (46) or unreasonably conservative (deadline for full enrollment is 2 weeks before school).

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: 4

**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 Stellar application to University of Wisconsin Milwaukee has been recommended for approval. (e94)

**Weaknesses:**

The School has not received approval from the UWM chancellor (e94), nor have contract meetings or negotiations been held. (48)

Reader's Score: 3

**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:**

The contract does include in Article nine the revocation standards, which include failure of students to progress, three years of "Fails to Meet Standard" ratings on the state accountability report card. (e105) Also included are financial requirements such as accounting standards in line with GAAP standards.

**Weaknesses:**

Only the odd pages of the UWM charter contract template were included, the performance section (5.3) is not included, so it is not possible to assess the performance measures and accountability consequences of the contract. (e95-e108)

**Reader's Score:** 1

**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:**

Significant autonomies including alternative teacher pathways to WI licensure are afforded to the school which will be important to the execution of the model. (49)

**Weaknesses:**

It is not possible to fully assess this question because the model contract is not complete.

The application states that state law lays out expectations for charter school boards including frequency of parent teacher conferences and detailed description of the board's accountability measures for the school if the school falls below expectations. (48)

Additionally, school model elements, including expulsion processes, are reviewed by the authorizer and included in the contract. No other examples of model elements included in the contract are provided, but this could indicate limited freedom in school culture model or other school design areas. (49)

**Reader's Score:** 2

**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 demonstrates through demographic information gathered from extant schools in the targets community that the target student population is likely to be significantly impacted by ELL and special education needs. The applicant additionally provides evidence that even area schools which the state of Wisconsin has rated as "meets" or "exceeds" expectations are likely to under-serve their students when their basic proficiency scores are examined. (4-5)

The applicant proposes a literacy-focused program aimed at improving student's overall achievement by reversing the effects of the 30 million word gap. Specifically, they intend to use a rotation of small group and technology supports to individualize learning. (5-6)

The application states that the school will train all teachers and paras in GLAD. (6)

As the school grows to scale, a leadership role for special education, dean of student supports, is added. (8)

**Weaknesses:**

The applicant predicts a 60% ELL population in year one when they will serve only K4 and K5, but does not substantiate this assertion. (6)

The applicant states that their preferred model is inclusive and heterogeneous, and that it is based on other urban schools serving similar students, but does not provide examples of schools serving extremely high ELL and SpEd designated student populations.(8)

**Reader's Score: 2**

**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:**

None noted.

**Weaknesses:**

The applicant did not address this criterion.

**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 school will use a packaged SEL curriculum (Kimochis) for young children to address SEL needs and communication issues. This curriculum is used by RSED, which serves a high need, latino student population. (9)

The named kindergarten curricula (EngageNY math, Wilson Foundations) are widely used in urban schools. (9)

Frequent STEP assessment paired with the use of fluid small groups will allow for actual data-driven instructional changes. (11)

**Weaknesses:**

The application explicitly states that the additional year of "formal" schooling is crucial for early intervention, but does not address recent research and trends towards greater independence and play-based learning. (8)

While an extended school day and full day kindergarten are both solid strategies, the applicant does not describe how four and five year old students will be supported through a nine hour school day. (10)

The teacher specialization model is interesting, but no successful implementations of this model are presented, nor is the scheduling presented. (11)

**Reader's Score:** 1

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**Status:** Submitted

**Last Updated:** 11/04/2015 10:05 AM