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

Status: Submitted
Last Updated: 06/14/2018 10:23 PM

Technical Review Coversheet

Applicant: CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL (U282E180021)
Reader #2: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantaged Students		
1. Disadvantaged Students	15	12
Quality of Project Design		
1. Project Design	30	24
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	10	5
Quality of the Eligible Applicant		
1. Eligible Applicant	20	11
Continuation Plan		
1. Continuation Plan	15	15
Sub Total	100	76
Priority Questions		
Competitive Preference Priority 1		
Access to High-Quality Educational Choice		
1. Increasing Access	2	2
Sub Total	2	2
Competitive Preference Priority 2		
Dual or Concurrent Enrollment Programs		
1. Enrollment Programs	2	2
Sub Total	2	2
Total	104	80

Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

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

Applicant: CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL (U282E180021)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. **The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

Strengths:

Central Jersey College Prep Charter School is a school that will provide college courses through Advanced Placement and Dual Enrollment Program. The applicant will meets the priority of expanding educational opportunities for students who are traditionally educationally disadvantaged students because it will offer a satellite campus to the urban area of New Brunswick which has a high poverty level and a high Hispanic population as noted on page e17.

Weaknesses:

The NJ Department of Education approved a 2:1 weighted lottery favor to the students that live in the New Brunswick area. The applicant should specify how the applicant received the weighted lottery favor as it could be perceived as a mandate to include "educationally disadvantaged" students.

Reader's Score: **12**

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: **24**

Sub Question

1. **(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable**

Strengths:

The clarity of goals, objective, and outcomes are specified and measurable as noted on page e50-e53. Goals specify construction, enrollment, quality of instruction, technology integrations of instruction, and the maintenance of college-prep and rigor for students at the middle and high school level.

Sub Question

Weaknesses:

The level of performance measures are addressed and are mainly rely on state standardized test results as noted on pages e52-e53.

Reader's Score: 9

2. **(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

Strengths:

The proposed project focuses on attendance zone of Franklin Township, New Brunswick City to enhance the opportunity for students including English Language Learners. On pages e21-e22, the design is to extend and continue to have preparation for post-secondary education and small class sizes. The school has received several honors as listed on page e22:
National Blue Ribbon Award (2016)
High Performing Title I Reward Schools (2014-2015)
Bronze Award by US News' Top US High Schools (2015)

Weaknesses:

None noted.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

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

Reader's Score: 9

Sub Question

1. **(1) 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**

Strengths:

None noted.

Weaknesses:

There is no evidence that states how the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented.

Reader's Score: 0

Sub Question

2. **(2) The qualifications, including relevant training and experience, of key project personnel**

Strengths:

The personnel of the applicant warrants that all personnel have relevant training and experience. Resumes are on file beginning on page e252.

Weaknesses:

None noted.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

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

Strengths:

The key leadership will be responsible to ensure completion of project goals as noted on page e55 for student recruitment and staffing considerations . Staffing for the New Brunswick campus has been outlined through specific plans. For example, the kindergarten through second grade classes will maintain the class size at an average of 18 students, while additional classes for each grade level will be added in conjunction of additional staff members as outlined on pages e56 and e57.

Weaknesses:

The management plan does not address the project's budget and timeline for the construction portion of the project which is a major portion of the anticipated costs associated with the grant.

Reader's Score: 5

Selection Criteria - Quality of the Eligible Applicant

1. **The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:**

(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

(3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and have had any significant issues with respect to student safety.

Strengths:

The data showcases students performing at a high achieving rate with PARCC with students meeting the or exceeding expectations academically. The data analysis for student groups begins on page e75 and supports that this school is a high performing charter school.
On pages e21-e22, the design is to extend and continue to have preparation for post-secondary education and small class sizes. The school has received several honors as listed on page e22:
National Blue Ribbon Award (2016)
High Performing Title I Reward Schools (2014-2015)
Bronze Award by US News' Top US High Schools (2015)

Weaknesses:

The data supplied in the appendices of this application on page e74 provides data that in 16-17 there were 7% of students with disabilities and 1% of English Language Learners. While the population showcases 17.1% of student population being Hispanic, this does not address if these students are English Language Learners . With the purpose of the plan to increase the enrollment of English Language Learners, specific data could have been included in the appendix to support the eligibility of the plan.

Reader's Score: 11

Selection Criteria - Continuation Plan

1. **The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

Strengths:

The continuation plan as mentioned on page e59 allows for economy of scale for controlling expenses, fiscal impact and management, grant spending and financial processes, and professional development.

Weaknesses:

None noted.

Reader's Score: 15

Priority Questions

Competitive Preference Priority 1 - Access to High-Quality Educational Choice

1. **Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice**

This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:

(i) Students in communities served by rural local educational agencies
(ii) Children with disabilities
(iii) English learners

(iv) Students who are members of federally recognized Indian Tribes.

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 is a part of the weighted lottery system to increase access to the educational system to include students who are high need.

Weaknesses:

None noted.

Reader's Score: **2**

Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

1. **Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools**

   The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

   Strengths:

   The application highlights that students may take AP courses and are offered preparations for SAT testing. College partnerships are in place for students to take college courses as noted on pages e23-24.

   Weaknesses:

   None noted.

Reader's Score: **2**

Status: Submitted
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Technical Review Coversheet

Applicant: CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL (U282E180021)
Reader #3: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantaged Students		
1. Disadvantaged Students	15	10
Quality of Project Design		
1. Project Design	30	22
Quality of Project Personnel		
1. Project Personnel	10	8
Quality of the Management Plan		
1. Management Plan	10	5
Quality of the Eligible Applicant		
1. Eligible Applicant	20	11
Continuation Plan		
1. Continuation Plan	15	15
Sub Total	100	71
Priority Questions		
Competitive Preference Priority 1		
Access to High-Quality Educational Choice		
1. Increasing Access	2	2
Sub Total	2	2
Competitive Preference Priority 2		
Dual or Concurrent Enrollment Programs		
1. Enrollment Programs	2	2
Sub Total	2	2
Total	104	75

Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

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

Applicant: CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL (U282E180021)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. **The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

Strengths:

Beginning this school year, CJCP will use a 2:1 weighted lottery system, vetted and approved by NJDOE to ensure that low-income families receive priority. (e17)
The school is explicitly being sited in a low-income, high minority community. (e17)
The current school, using the model described, can certainly be described as successful as evidenced by a 100% graduation rate and 100% four year college acceptance rate in each of the past five years. (e22)
The project is explicitly targeting closing the achievement gap for Hispanic ELL students. (e47)

Weaknesses:

The FRL rate for the current CJCP is 29%, the New Brunswick average is 90% (e46) and the target rate is 40% or higher for the combined campuses (e52). However, it is not clear whether the goal is for the New Brunswick campus specifically to have a more comparable rate.
The narrative fails to describe the demographics of the current or targeted population.
According to the NJ school report card, the current campus has a falling three year trend on percentage of FRL students, serves a low percentage of SWD (8% on average for the last three years), and serves only 1% ELLs currently. (e74) The report card fails to provide context about the sending districts. Based on this information it is not possible to assess whether the school is currently serving students equitably.

Reader's Score: **10**

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: **22**

Sub Question

1. **(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable**

Sub Question

Strengths:

The narrative lists goals, objectives, and activities for the project, which are aligned and for the most part measurable. (e50-51)
The narrative provides performance measures for the project including an explanation of the baseline used to set the 2018-19 targets. (e52-3)

Weaknesses:

The narrative fails to clearly describe what falls within the scope of the project. The goals, objectives, and measures described in this section are not fully aligned to the management plan section.
The application identified only one year of performance targets, but requests funding for five years.

Reader's Score: 9

2. **(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

Strengths:

The application identifies a variety of best practices used in the current school that will also be used in the new campus to meet the needs of all students including:
-high quality PBL curricular products (e20)
-AP courses and dual enrollment at Raritan CC (e20)
-College-prep focus at all grade levels (e20)
-collaborative teaching practices and PLCs (e20)
-significant college selection and application counseling and support services (e21)
-technology integration including 1:1 chromebook program (e21)
-HS level math and ELA classes available for MS students (e22)
-Structured small group intervention (e22)
-Low student-staff ratio (11:1) and small class sizes (14:1) (e22)
For 2016-17, CJCP has very high college persistence, with 84% of graduates enrolled in a post-secondary program after 16 months. (e21)

Weaknesses:

Because the school currently serves very low percentages of SWD and ELL students, and has a falling trend in FRL students, and because the project overall is poorly defined, it is not possible to fully understand whether the school's model will work if there is an influx of new students who are materially dissimilar to the current student body. Additionally, it is unclear whether the school's high performance based is due to the model they plan to replicate or to the overall lack of educationally disadvantaged students in the current school.

Reader's Score: 13

Selection Criteria - Quality of Project Personnel

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

Reader's Score: 8

Sub Question

1. **(1) 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**

Strengths:

None noted.

Weaknesses:

The application fails to address this criterion directly.

Reader's Score: 0

2. **(2) The qualifications, including relevant training and experience, of key project personnel**

Strengths:

Based on the resumes provided (e252-265) the school leadership team members all appear to have sufficient education and expertise for their respective duties at the current school. Notably, most of the staff members identified have been with the school for more than five years.

Weaknesses:

Because the scope of the project and the management plan are not clearly defined, and because the current school does not reflect the targeted population for the new campus, it is not possible to assess whether the team has a track record of successfully serving educationally disadvantaged students. Further, it is not clear how the staff will manage two geographically and demographically disparate campuses.

Reader's Score: 8

Selection Criteria - Quality of the Management Plan

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

Strengths:

The narrative identifies the members of the leadership team responsible for some key workstreams such as staffing and student recruitment. (e56-57) Some specific task are identified.

Weaknesses:

The narrative does not provide a detailed management plan and specifically fails to address timeline and milestones per the criteria. Further, this section of the narrative does not align with the goals, objectives, and measures previously discussed. Overall, because the scope of the project is so poorly defined, it is not possible to understand the plan for execution of the plan.

Reader's Score: 5

Selection Criteria - Quality of the Eligible Applicant

1. **The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:**

   (1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

   (2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

   (3) The extent to which charter schools operated or managed by the applicant have been closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation; have had any significant issues in the area of financial or operational management; have experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and have had any significant issues with respect to student safety.

   Strengths:

   CJCP is a 2016 Blue Ribbon award winner and was recently approved by NJDOE to add a New Brunswick campus. (e17)
   The school has had 100% graduation and 100% four year college acceptance for five consecutive years. (e22)
   Additionally, as previously noted, college persistence rates are high, at 84% after 16 months. Other awards include Title 1 Reward Status (2014-15), US News Bronze Award for Top US High Schools (2015), JerseyCAN Top Ten Middle School (2013-14). (e22)
   Three-year academic trends on PARCC are mostly positive.
   Assuming that the bar charts present CJCP on the left and New Brunswick (the proposed school location district) on the right, CJCP dramatically outscores the district on PARCC proficiency at all included grade levels (math 8 and geometry are not included). (e39-43)

   Weaknesses:

   The PARCC proficiency levels presented in the table on e37 reveal dropoffs in three of seven reported math testing groups, and cohort dropoffs in two ELA cohorts.
   The state report card reveals significant achievement gaps between the schoolwide proficiency averages (83.3%) and black and Hispanic students (both 71.7%). (e75) FRL students and SWD students also performed much worse (69.7% and 31.6% proficient, respectively) on ELA. (e75) Gaps were worse for math, with a school-wide proficiency rate of 63%, v, the following subgroup proficiency: Hispanic- 46.1%, black-46.5%, FRL-37.5%, SWD 10.5%. (e86)

Reader's Score: **11**

Selection Criteria - Continuation Plan

1. **The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

   Strengths:

   The application lists four main components of the continuation plan:
   -economy of scale as the school grows (e59);
   -fiscal management (e60);
   -grant spending priorities (e61); and
   -Professional development (e61).
   The school currently has $1.1M in cash reserves. (e60)

The narrative states that the majority of the grant funding is aligned to one-time expenditures. (e61)

Weaknesses:

None noted.

Reader's Score: 15

Priority Questions

Competitive Preference Priority 1 - Access to High-Quality Educational Choice

1. **Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice**

   This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:

   (i) Students in communities served by rural local educational agencies
   (ii) Children with disabilities
   (iii) English learners
   (iv) Students who are members of federally recognized Indian Tribes.

   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:

Beginning this school year, CJCP will use a 2:1 weighted lottery system, vetted and approved by NJDOE to ensure that low-income families receive priority. (e17)
The new campus is being located in New Brunswick specifically because it has the most low-income families of the three communities from which the school draws. (e17)

Weaknesses:

None noted, although the applicant does not explicitly state applying under this CPP.

Reader's Score: 2

Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

1. **Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools**

   The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

Strengths:

CJCP offers AP courses and has a dual enrollment program with Raritan CC. (e20) The program offers college credit for pre calculus and college english, and has been in place since 2011. (e.44)
For 2016-17, 65% of HS students are enrolled in at least one AP course. (e44)

Weaknesses:

None noted.

Reader's Score: 2

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Status: Submitted
Last Updated: 06/21/2018 08:22 AM

Technical Review Coversheet

Applicant: CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL (U282E180021)
Reader #1: **********

	Points Possible	Points Scored
Questions		
Selection Criteria		
Assisting Educationally Disadvantaged Students		
1. Disadvantaged Students	15	12
Quality of Project Design		
1. Project Design	30	24
Quality of Project Personnel		
1. Project Personnel	10	9
Quality of the Management Plan		
1. Management Plan	10	6
Quality of the Eligible Applicant		
1. Eligible Applicant	20	15
Continuation Plan		
1. Continuation Plan	15	14
Sub Total	100	80
Priority Questions		
Competitive Preference Priority 1		
Access to High-Quality Educational Choice		
1. Increasing Access	2	2
Sub Total	2	2
Competitive Preference Priority 2		
Dual or Concurrent Enrollment Programs		
1. Enrollment Programs	2	2
Sub Total	2	2
Total	104	84

Technical Review Form

Panel #1 - CSP Developers (84.282E) - 1: 84.282E

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

Applicant: CENTRAL JERSEY COLLEGE PREP CHARTER SCHOOL (U282E180021)

Questions

Selection Criteria - Assisting Educationally Disadvantaged Students

1. **The significance of the contribution the proposed project will make in expanding educational Opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. In determining the significance of the contribution the proposed project will make, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to replicate or expand will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.**

Strengths:

(e17) The lottery is structured so that it is serving high need area, (e20-34) The school reviews its educational program including its college prep curricular focuses and instructional approaches, as well as it school/family climate/approaches. College acceptance rate is very high (e.g., 100%). Some aspects of note include the integration of ELA and math skills across the curriculum (e23-24), the emphasis on high quality instruction as well as extended opportunities for middle school students to take advance courses (26).

Weaknesses:

The information in the application is for the existing school, the New Brunswick school is a new school site with a different student population. (e75) The NJ performance report shows an achievement gap for Black students and students with disabilities.

Reader's Score: **12**

Selection Criteria - Quality of Project Design

1. **The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:**

Reader's Score: **24**

Sub Question

1. **(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable**

Strengths:

(e50, 522 and 53) The applicant included specific performance measures for students. The goals are appropriate, rigorous and ambitious.

Sub Question

Weaknesses:

The academic targets are combined targets (not New Brunswick alone), for example Measure 2 PARCC proficiency for Algebra 1 on e52. The academic goals in the application are for one year only.

Reader's Score: 10

2. **(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs**

Strengths:

CJCP believes it current program and success rate for Hispanic students will also occur in New Brunswick (e45). (e20-29) CJCP describes the quality of its college prep educational model and the results they have achieved. It also discussed how their model and success has been validated by a number of external reviews and awards it has received (e.g., 2016 Blue Ribbon Award (e20) and other awards (e21). The school also indicates that it has had a 100% graduation rate and college acceptance rate.
Aspects of the model that impact the ability to serve the targets population include sa small learning community with small class sizes (e27). The PBIS system is also in place to identify early students needing additional academic support, to provide it, and to track its success (e27).

Weaknesses:

The student population to be served at New Brunswick is different from the other schools, and this may impact the effectiveness of the approaches currently being used.

Reader's Score: 14

Selection Criteria - Quality of Project Personnel

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

Reader's Score: 9

Sub Question

1. **(1) 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**

Strengths:

Not able to find evidence in the application.

Weaknesses:

Not able to find evidence in the application.

Reader's Score: 0

2. **(2) The qualifications, including relevant training and experience, of key project personnel**

Sub Question

Strengths:

(e52-55, e252-265) The qualifications of the key project personnel are appropriately broad and high.

Weaknesses:

None noted.

Reader's Score: 9

Selection Criteria - Quality of the Management Plan

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

Strengths:

(e55-57) (e65-66) The school provides a narrative of its activities to implement the project. The two areas discussed are student recruitment and staffing requirements. (e65-66) Some additional information provided in the chart on pages e65 and 66.

Weaknesses:

The Management plan lacks detail and specific milestones. In addition, while responsibilities of key staff are discussed elsewhere, the Management Plan does not indicate the persons responsible for implementation.

Reader's Score: 6

Selection Criteria - Quality of the Eligible Applicant

1. **The extent to which the applicant demonstrates that the charter school to be replicated or expanded is a high-quality charter school, including:**

(1) The degree to which the applicant has demonstrated success in increasing academic achievement, including graduation rates where applicable, for all students and for each of the subgroups of students described in section 1111(c)(2) of the ESEA, attending the charter schools the applicant operates or manages. These subgroups of students include: Economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and students who are ELs.

(2) The extent to which the academic achievement results (including annual student performance on statewide assessments and annual student attendance and retention rates, and where applicable and available, student academic growth, high school graduation rates, college attendance rates, and college persistence rates) for educationally disadvantaged students served by the charter schools operated or managed by the applicant have exceeded the average academic achievement results for such students in the State.

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Strengths:

(e58-59, e17, e20, e38) The applicant's presentation of its program and educational results are detailed in the introduction and the section "CJCP Meets the Definition of a High-Quality School. Some of the key indicators are the college acceptance rates, its success in closing achievement gaps and its record of higher achievement than surrounding

schools/district. It also cites the validation of these results by its recognition by external reviewers (e.g., its authorizer and being a Blue-Ribbon Award school.

Weaknesses:

(e75) The special education proficiency rates are not as high as desired.

Reader's Score: 15

Selection Criteria - Continuation Plan

1. **The extent to which the eligible applicant is prepared to continue to operate charter schools that would receive grant funds in a manner consistent with the eligible applicant's application once the grant funds under this program are no longer available.**

   Strengths:

   (e59-62) The Continuation Plan includes a reasonably complete discussion of how CJCP will continue to operate after the end of the grant. It includes a discussion of using sharing expenses across campuses (e.g., professional development), ongoing budget targets (e.g., no more than 15% for building rent) and other actions to ensure ongoing viability and success.

   Weaknesses:

   No discussion of contingency plan if expected developments (e.g., enrollment) does not occur.

Reader's Score: 14

Priority Questions

Competitive Preference Priority 1 - Access to High-Quality Educational Choice

1. **Competitive Preference Priority 1—Supporting High-Need Students by Increasing Access to High-Quality Educational Choice**

   This priority is for projects that are designed to increase access to educational choice and improve academic outcomes and learning environments for one or more of the following groups of students:

   (i) Students in communities served by rural local educational agencies
   (ii) Children with disabilities
   (iii) English learners
   (iv) Students who are members of federally recognized Indian Tribes.

   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:

   (e44) The school provides a high quality educational program. They have permission to hold a weighted lottery that favors economically disadvantaged students.

   Weaknesses:

   None noted.

Reader's Score: 2

Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

1. **Competitive Preference Priority 2—Dual or Concurrent Enrollment Programs and Early College High Schools**

   The extent to which the proposed project is designed to increase student access to, participation in, and completion of dual or concurrent enrollment programs or early college high schools.

   Strengths:

   (e20, e44-45) The school has an ongoing relationship with Raritan Valley Community College. “CJCP has an established relationship with Raritan Valley Community College going back to 2011- 2012 that has allowed the school to offer upperclassmen the chance to earn college credit for PreCalculus and college level English. Students test into the course in the spring before by taking the RVCC Accuplacer college placement test. Last year, 2016-17, 28 students took RVCC Dual Central Jersey College Prep Charter School 2 7 Enrollment courses PreCalculus I and II. We continue this relationship as it aligns well with our model for rigorous college level course offerings to our students. This year we are again offering RVCC PreCalculus I and II semester courses.”

   Weaknesses:

   None

Reader's Score: 2

Status: Submitted
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