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

Applicant: Kansas City Girls Preparatory Academy (U282B1800039)
Reader #1: ********

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Priority Questions

Competitive Preference Priority 1
Access to High Quality Educational Choice
1. Increasing Access                            | 4               | 4             |
| **Sub Total**                                  | 4               | 4             |

Competitive Preference Priority 2
Dual or Concurrent Enrollment Programs
1. Enrollment Programs                          | 4               | 0             |
| **Sub Total**                                  | 4               | 0             |

**Total**                                        | 108             | 94            |
Technical Review Form

Panel #2 - CSP Developers (84.282B) - 2: 84.282B

Reader #1: ********
Applicant: Kansas City Girls Preparatory Academy (U282B180039)

Questions

Selection Criteria - Contribution in Assisting Educationally Disadvantaged

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 open will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

On page e19, the applicant provided a detailed description of the targeted population of students they intend to serve. The opportunity to serve students in a single-gender school will increase opportunities for students to have access to high-quality educational options within their community. Pages e19 and e20 include a detailed plan for recruitment and enrollment of students from the surrounding schools. Within the plan, the applicant includes an enrollment preference to students who live within a specific zip code which will help to ensure that the school is continuously recruiting disadvantaged students.

Weaknesses:

The applicant included information in the enrollment plan that states that a geographical enrollment preference to students living in zip codes where statutorily defined "high-risk" factors are prevalent, existing performing school options are limited, and that is within reasonable proximity of the school facility (pg. e21). This preference may be violating state or federal laws and risk access to government funding.

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: 30

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 goals embedded within the logic model listed on pages e30 - e32 are clearly aligned and clearly, demonstrate how the proposed project will directly impact student achievement. The applicant also included activities that correlate to the project goals with clearly defined outcomes. This diagram was helpful in understanding how the proposed project inputs will result in the intended outcomes. The applicant included strong measures for each goal which are attainable.
Sub Question

Weaknesses:
No weaknesses noted in this section.

Reader’s Score:  15

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 applicant provided substantial detail that describes an ongoing model of continuous improvement and data-driven instruction that will directly impact the individual needs of learners (e34- e35). This model will be a key component in addressing the needs of the target population. Additionally, the applicant has identified a comprehensive plan to support the large population of English Learners (EL) within the school by providing supplementary instructional resources. The applicant described a strong plan for delivering professional development for teachers and staff to ensure that there is consistency in the level of instruction that is being provided to all students.

Weaknesses:
No weaknesses noted in this section.

Reader’s Score:  15

Selection Criteria - Quality of Project Personnel

1. Note: 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:  17

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:
The applicant indicates that they honor and encourage applicants and support the necessity for diverse staff. On page e56, the applicant describes a collaborative plan for working work the board and the Family and Community Engagement Coordinator to develop a strategy to ensure diversity and equity school-wide. On page e56, the applicant also plans to work closely with a Diversity, Equity, and Inclusion cohort who will act as advisors to the recruitment efforts. All of these efforts add further assurance that the school will meet the project criteria for underrepresented groups.

Weaknesses:
No weaknesses noted.

Reader’s Score:  2

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

**Strengths:**
The Founding Board members are a variety of experiences that help to ensure that the school can be managed appropriately. On pages e57 - e58, the applicant included information that describes board members as having extensive experiences with overseeing similar schools that have been recognized nationally. The school will be led by an experienced principal and assistant principal as evidenced on pages e59 and e73.

**Weaknesses:**
In the Budget Worksheet on pages e104 and e105, the applicant lists the salaries for a Director of Finance and Operations, Director of Student Support, Director/Manager of Operations, and Director of Curriculum and Instruction but there is no information listed in the application that describes the qualifications of the individuals. These personnel members appear to have critical roles with the school and implied responsibilities for the project goals. More information is needed about these roles to ensure that all key personnel is qualified to carry out tasks associated with the proposed project.

Reader’s Score: 15

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 management plan included on pages e60 - e62 is very thorough and provides adequate insight to project goals. The timeline included has activities that are aligned to specific milestones throughout the duration of the project. All milestones are assigned to an owner who is qualified to oversee each task. The timelines for each activity is realistic and can be accomplished within the specified budget.

**Weaknesses:**
The applicant lists consultants and professional development resources in the budget but does not describe how they will be used in the management plan. To better understand the financial implications of these resources, it would be helpful to understand how these roles will support the proposed project and during what time period these resources will be used.

Reader’s Score: 18

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:**
On page e66, the applicant describes an opportunity to build capacity within the school leadership to help ensure that there is a sustained effort with regards to instruction. The applicant also states that there are efforts to ensure sustained funding through federal and state grants, special events, and individual donations (pg. e67).

**Weaknesses:**
The funding plan for continued programming is not included in the narrative. The applicant feels strongly that decreasing expenses over time will ensure that programming efforts can continue after the end of the grant cycle. Clarification is
needed that explains what resources will decrease as it pertains to professional development how it allows the project to continue in a consistent manner (pgs. e65- e66).

Reader's Score: 13

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 provided compelling data that describes the population of students that will be served by the proposed project. It is evident that the target population will significantly benefit from the proposed project. It is also noted that because of the high population of students with disabilities and English Learner students (EL) the applicant has adequately responded to the priority in serving disadvantaged students (pg. e18).

Weaknesses:
No weaknesses noted in this section.

Reader's Score: 4

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 applicant did not respond to this priority.

Weaknesses:
The applicant did not respond to this priority.

Reader's Score: 0
**Technical Review Coversheet**

**Applicant:** Kansas City Girls Preparatory Academy (U282B180039)

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

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**Sub Total** 100 88

**Priority Questions**

**Competitive Preference Priority 1**

Access to High Quality Educational Choice

1. Increasing Access 4 4

**Sub Total** 4 4

**Competitive Preference Priority 2**

Dual or Concurrent Enrollment Programs

1. Enrollment Programs 4 0

**Sub Total** 4 0

**Total** 108 92
Technical Review Form

Panel #2 - CSP Developers (84.282B) - 2: 84.282B

Reader #2: *********
Applicant: Kansas City Girls Preparatory Academy (U282B180039)

Questions

Selection Criteria - Contribution in Assisting Educationally Disadvantaged

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 open will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

Applicant has proposed an array of well-developed integrated educational programs and services that are designed to meet the needs of a student population that has experienced degrees of educational disadvantages, which will also include students that come from homes with economic challenges as it is anticipated that 95% of the targeted student population will be eligible for Free and Reduced Lunch. Applicant proposes the following delivery of service programs: Priority enrollment of high-need students; Professional development for teachers and instructional leaders; Integrated community programming; Research-based program design; Observation and collaboration with exemplary urban public middle and high schools; Affiliation with Young Women’s Leadership Network; Student retention program; Provision of transportation; and Policies to adhere to federal Title IX Statue. (e19-29)

Applicant also provides current data for student outcomes of surrounding public and other charter school: Only three schools had more than half of their students proficient in both English Language Arts (ELA) and mathematics; Across all primary schools, students scored an average of 37% at Basic or Proficient in ELA, 26% at Basic or Proficient in mathematics, and 19% at Basic or Proficient in science; Secondary students averaged 36% at Basic or Proficient in ELA, 24% at Basic or Proficient in mathematics, and 18% at Basic or Proficient in science; Four-year graduation rate of 64%; and ACT scores of 16 with 83% of graduates taking the ACT. (e21-22)

Weaknesses:

The applicant’s overarching mission of the school is to create more educational opportunities provide educational services and support to for young women of color who have been disproportionately affected by racial segregation, which has reduced equitable access to educational opportunities. However, applicant does not explain how, and under what circumstances the educational disparity occurred for their intended student population. (e19)

It is difficult to determine the magnitude of low student performance, because the information that is provided is not presented on the overall student population that is being served by the local school district. It is also unclear how many school are being reported on from the data is being presented. For example, applicant reports that: “Only three schools within KCGPA’s priority zip codes had more than half of students proficient in both English Language Arts (ELA) and mathematics in 2016-2017.”(e21) However, applicant does not report exactly how many schools come under the reported zip code areas provided.

Reader’s Score: 9

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:
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:
   Applicant provided a detailed perspective on the proposed project for Kansas City Girls Prep(e25) and how the design is intended to meet their stated goals. KCGPA will be an affiliate of the Young Women’s Leadership Network (YWLN), a network of all-girls schools that has had success in ensuring college access for young women from low-income neighborhoods.

   Applicant has presented three distinctive goals that will drive the work and the activities of their educational programs (e26): 1) Adopt research-based, CCSS-aligned curricula; 2) Develop teacher and instructional leader content knowledge and pedagogy by integrating professional development with CCSS-aligned curricula; and 3) Increase high-need students’ achievements on CCSS-aligned assessments. A more detailed explanation spans from e29-55.

   Additionally, applicant has also outlined five intended program outcomes(e16) that are also integrated with the overall program goals: 1) Full adoption of CCSS-aligned curricula; 2) 100% of instructional leaders and teachers will demonstrate at least 80% proficiency on the Content Knowledge and Practice Survey and an AP assessment for their content area; 3) Students will achieve and average of 1.25 years of annual academic growth as measured by a nationally norm-referenced assessment; 4) at least 75% of students will demonstrate content mastery as measured by regionally and nationally criterion-referenced assessments; and 5) at least 75% of students classified as Limited English Proficient will be reclassified as Former Limited English Proficient.

   Additional activities that will support applicant’s intended goals and outcomes will consist of services drawn from pages e29-32: Internalization of the CCSS before instruction; Rigorous, Comprehensive Curricula and Assessments; Content- Focused, Expert-Led Collaboration; Frequent, Growth- Oriented Feedback; Assessments and adaptation of curricula before instruction; Cycles of Professional Learning; Weekly content team meetings; Weekly, data-based cycles of observation and feedback; Co-planning and coaching using daily formative assessments; Continuum of participatory teaching methods; Mastery-Focused Pedagogy; Inclusion and co-teaching; Three models for Special Ed students (Full inclusion, Substantial inclusion, and Substantially separate); ESL certified staffing; and tailored ELL program evaluation.

   Weaknesses:
   There are no weaknesses noted for this section

   Reader’s Score: 15

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:
   Applicant provided a very thorough and detailed analysis, and rationale for their selection of program design and services to be rendered for their students.(e26) Each of the applicant’s program goals were strategically delineated with an expansive amount of supporting activities that will be put in place to ensure a positive actualization in reaching each of their three stated goals. (e26) Applicant’s keen focus on student engagement and tailored services along with strong commitment to providing professional development for teaching and educational leaders are good indications for programmatic success that will meet the needs of the target population in an appropriate and
Sub Question

strategic manner that include: Extended academic standards; Research-based recruitment; Revision of standard disciplinary referrals; Provision of transportation to ensure equitable access; and ensuring that the school adheres to the district’s voluntary desegregation program. (26-29)

Weaknesses:
There are no weaknesses noted for this section

Reader’s Score: 15

Selection Criteria - Quality of Project Personnel

1. Note: 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: 18

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:
Applicant has established goals to ensure that 75% of teaching and leadership applicants are educators of color and/or women. (e55) Additionally, applicant has proposed the establishment of a committee called the KCGPA’s Community Design Collaborative which will include: Members of the Board, CEO, School Leader, Director of Finance and Operations, and Family and Community Engagement Coordinator. They will be charged with fulfillment of: (1) inclusion of community members in the design and leadership of the school; (2) recruitment of board members and staff with an explicit focus on racial and gender diversity; and (3) school-based systems for ensuring equitable advancement, pay, and recognition for all hires. This collaborative team will also receive training through a Diversity, Equity, and Inclusion cohort sponsored by the Ewing Marion Kauffman Foundation. (e56)

Weaknesses:
There are no weaknesses noted for this section

Reader’s Score: 2

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

Strengths:
Applicant’s founding board members and educational leader represents a significant amount of needed experience that will serve the operations of the school. Areas of experience and expertise come under: public school finance, technology, nonprofit and education law, governance, prior service on other charter school boards, district academic planning, school administration and instruction(e57-59).

The founding School Leader, also has an extensive background in preparation for her role with KCGP: Member of the New Teacher Project; taught at the middle school level, held administrative roles as Dean and Assistant Principal; taught at the secondary level at another charter school (KIPP); and recognized for her restorative practices in the reduction of out of school suspensions. (e59-60)
**Sub Question**

**Weaknesses:**
Applicant includes the Director of Curriculum Instruction, Director of Student Support, and the Director of Finance and Operations in the budget on pages e105 and e105. These three positions will play a critical role in the success of the schools plans for meeting their goals. The positions should also be considered as key roles for which prior experiences and formal training should be clearly identified in the personnel qualifications discussion.

**Reader's Score:** 16

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

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

**Strengths:**
Applicant proposed a very detailed management plan to administer oversight and supervision of the KCGP. (e60) The management plan is driven by the overall goals and objectives of the school's operation and are in alignment with the applicant’s stated guiding principles.

The operational characteristics of the management plan are outlined in a detailed narrative that explains how management tasks will be implemented and support will be afforded KCGPA through interdependent functions and outlines measurable objectives. The operational aspects of the management plan are delineated with activities leading to overall systematic building of staff capacity in alignment with CCSS and other college and career ready standards and assessments. The management plan includes an operational table (e60-65) that details: Activities, Timeframe, Persons Responsible, and Milestones. Applicant's proposed budget appears to be sufficient and appropriate in being able to support the proposed activities for the school.

**Weaknesses:**
While the applicant does list their usage of consultants in their budget, there is no mention of how the consultants will actually be integrated into the overall operational plan that was detail on pages e60-65. It is important to understand the role of the consultants and the responsibilities that they will assume in helping the school in meeting specific goals, by implementation of measurable objectives, and meet specific milestones.

**Reader's Score:** 19

**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:
Applicant’s proposed leadership has longstanding and deep roots in the community of Kansas City, which can bode well for strong advocacy and support for KCGP as the school looks to provide sustainability once the grant funds under this program are no longer available. (e65) To support this effort, KCGP leadership intends to partner with the Achievement Network (ANet), who is also committed to KCGPA’s mission of equity, for which they hope to leverage in to securing additional resources for the school. (e67)

Weaknesses:
The applicant’s narrative discussion for sustainability beyond the life of this program’s grant funding have most to do with operational practices, and does not elaborate upon a strategic funding campaign that will endure that academic services and supports to students will not be interrupted. Applicant states that there are concepts regarding a comprehensive funding plan, but specific details about the plan were not included in the narrative. (e65-67)

Reader's Score: 12

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:
Applicant states that they intend to serve a student population from the local school district that covers Kansas City schools (e 16 & e19) Of that population, 50% of the students have been identified as Limited English Proficient, and 15% of the students have been identified as being eligible for Special Education Services.

Weaknesses:
There are not weaknesses noted for this section

Reader's Score: 4

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:
N/A Applicant does not address Competitive Preference Priority 2

Weaknesses:
N/A Applicant does not address Competitive Preference Priority 2

Reader's Score: 0

Status: Submitted
Last Updated: 06/18/2018 07:16 PM
Technical Review Coversheet

Applicant: Kansas City Girls Preparatory Academy (U282B180039)
Reader #3: ********

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Priority Questions

Competitive Preference Priority 1

Access to High Quality Educational Choice

Increasing Access | 4 | 4 |
| Sub Total        | 4 | 4 |

Competitive Preference Priority 2

Dual or Concurrent Enrollment Programs

Enrollment Programs | 4 | 0 |
| Sub Total         | 4 | 0 |

Total 108 95
Technical Review Form

Panel #2 - CSP Developers (84.282B) - 2: 84.282B

Reader #3: ******
Applicant: Kansas City Girls Preparatory Academy (U282B180039)

Questions

Selection Criteria - Contribution in Assisting Educationally Disadvantaged

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 open will recruit and enroll educationally disadvantaged students and serve those students at rates comparable to surrounding public schools.

Strengths:

The Project’s plan to recruit and enroll educationally disadvantaged students and to ensure that serving those the number of students served are comparable to surrounding public schools comprehensively described by the following highlighted considerations:

1. The Project will affiliate with Young Woman’s Leadership Network (YWLN) which is was founded to ensure college access for young women from low-income neighborhoods (e19).
2. The Project will prioritize enrollment of high-need students by partnering with families and its the school community to build a network of support and recruitment using zip codes to determine the highest needed areas (p. e20). The identified priority zip codes have already documented an average of 37% achievement at Basic or Proficient and English Language Arts (ELA) and 26% at Basic or Proficient in mathematics (p. e21), both of which warrant high need intervention.
3. The Project has a stated goal of serving a student population that is at least 95% eligible for Free and Reduced Lunch and 50% classified as Limited English Proficient (p. e20).
4. The Project indicates that it has already began started holding focus groups and begun a Community Design Collaborative in order to engage community members in the design process (p. e23).

Weaknesses:

The applicant states that enrollment preference will be given to students residing in the priority zip codes. Giving geographic enrollment preference to students living in state statutory defined “high-risk” factors that are prevalent is potentially in violation to Federal charter school regulations and can be deemed inadmissible.

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:
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 stated three major goals and their associated objectives and outcomes are fully-developed, demonstrating a clear understanding of the criterion requirements with a direct alignment between what is proposed, how it will be carried out, and subsequent impact.

   For example:
   1. The three key goals are each research based aligning curricula with professional development and focused on learning mastery (pp. e29-30).

   2. The logic model lists unambiguous objectives with activities and measurable outcomes (pp. e30-32).

   3. A standards-based grading system will further provide alignment with the clear learning goals and criterion based performance standards, all designed to reinforce the core value of growth through expectations, revision and improvement until mastery is achieved (p. e33).

   Weaknesses:
   There are no weaknesses noted.

Reader's Score: 15

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:
   Serving the needs of the target population is a consistent focus of the goals of the project design and the objectives, activities and outcomes fulfill the appropriate steps needed to adequately address those needs.

   For example:
   • Curriculum will be planned well in advance of their launch (p. e35).
   • Teachers will be provided with full curricular resources and a database of unit and daily lesson plans (p. e35).
   • During the launch year teacher will begin curriculum professional learning as early as six months prior to the beginning of school (p. e37).
   • Interim assessments on the effectiveness of adapting curricular during instruction will occur every six to eight weeks to provide clear benchmarks for measuring progress (p. e39).

   Weaknesses:
   There are no weaknesses noted in this section.

Reader's Score: 15

Selection Criteria - Quality of Project Personnel

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

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:**
   The applicant describes a defined strategy to ensure racial and gender diversity in the design and leadership of the school, inclusive of the recruitment of board members and staff (p. e56). The project has already established internal goals to ensure that 75% of applicants are educators of color and/or women (p. e56).

   **Weaknesses:**
   There are no weaknesses noted in this section.

Reader's Score: 18

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

   **Strengths:**
   The planning committee members represent a diverse array of leadership experiences which are relevant to the development and sustainability of the school project (p. e57). The Board Chair, Chief Executive Officer and Founding School Leader, in particular, offer demonstrated experience and accomplishments in effective school leadership in similar school settings (pp. e57-58).

   **Weaknesses:**
   Additional key personnel are not adequately identified. For example, the Director of Curriculum instruction (p. e104) is not discussed.

Reader's Score: 2

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 project demonstrated and extensive and comprehensive plan keyed to the objectives with relevant activities, with specific timelines, designated responsibilities and milestones designed to accomplish tasks based on the budget allocation (pp. e61-65).
Weaknesses:
The applicant indicates that “in the early of start-up, KCGPA will lean more heavily on external consultants and PD resources...” (p. e60) These referred consultants and resources are not noted in the management plan, which would have been more reflective of the whole selection of responsible parties to complete curriculum and professional development activities.

Reader's Score: 18

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 applicant provides relevant and significant assurances that the school will successfully operate once the grant funds are no longer available (pp. e65-57. The leadership and influence of the planning committee shows a dedicated commitment and coordination with city government, members of the business community, nationally known experts and a partnership with a nationally established nonprofit organization aligned with the schools mission (pp. e65-66).

Moreover, sustainability is enhanced by the reduction of budget expenses associated with hiring external professional development which has produced a deep instructional leadership capacity. By year 4 and 5 of the grant, it is predicted that teacher content leads rather than instructional leaders will be responsible for cycles of professional learning (p. e66). The projects mission in large part is based on a philosophy of growing staff capacity. Finally, a commitment is made to develop and implement and comprehensive funding plan (p. e67).

Weaknesses:
Specific plans of a "comprehensive" fundraising plan are not provided (p.e65).

Reader's Score: 13

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 details a strong commitment to serve student populations which are 50% classified as Limited English Proficient and 15% eligible for Special Education Services (p.e19). This not only mentioned in the Competitive Preference Priority section but is highly detailed in the Program Design where at least 75% of student classified as Limited English Proficient will be reclassified as Former Limited English Proficient by the end of the third year and at least 90% of student with IEPs will achieve 90% of annual IEP goals (p e32).

Weaknesses:
There are no weaknesses noted in this section.

Reader's Score: 4

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 applicant did not address this section.

Weaknesses:
The applicant did not address this section.

Reader's Score: 0

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