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

Status: Submitted
Last Updated: 06/21/2018 12:07 PM

Technical Review Coversheet

Applicant: Paterson Arts and Science Charter School (U282E180029)
Reader #2: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Assisting Educationally Disadvantaged Students			
1. Disadvantaged Students		15	10
Quality of Project Design			
1. Project Design		30	27
Quality of Project Personnel			
1. Project Personnel		10	9
Quality of the Management Plan			
1. Management Plan		10	10
Quality of the Eligible Applicant			
1. Eligible Applicant		20	13
Continuation Plan			
1. Continuation Plan		15	15
	Sub Total	100	84
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	0
	Sub Total	2	0
	Total	104	86

Technical Review Form

Panel #3 - CSP Developers (84.282E) - 3: 84.282E

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

Applicant: Paterson Arts and Science Charter School (U282E180029)

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:

The applicant successfully demonstrated that the proposed expansion project will address the need for educational choices for educationally disadvantaged students. The applicant indicated that in the targeted communities, the high school graduation rates are at 71.4-percent, however, only 15.7-percent of high school graduates attend colleges or universities. Demographic statistics indicated that 60-percent of the population in Paterson is Hispanic, 26-percent is Black, 9-percent is White, and 5-percent is Asian or other. Approximately, 29-percent of Paterson residents fall below the poverty line with the per capita income of $16,821. 53.4-percent of people living in Paterson are Spanish speaking, while 46.1-percent speak English and 8.3-percent of the population is unemployed. Based on these community statistics, the proposed project will strengthen the college preparedness program to provide students with more pathways to college and beyond. (pgs. 11-15)

Weaknesses:

The applicant did not clearly discuss a recruiting plan to explain how they ensure the targeted population will have access to the program.

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: **27**

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 applicant provided detailed goals that were aligned with specific measurable performance objectives. A logic model was provided to further demonstrate the proposed outcomes for the expansion project. For example, a goal of the project is to increase student academic proficiency and growth in AP courses. The goal is for at least 75-percent of all AP students to score from levels 3-5 on the AP exam and the goal will be measured by tracking

Sub Question

student proficiency inside AP testing. One of the tasks the applicant will undertake to achieve this outcome is to establish Advanced Placement courses for U.S. History, Psychology, Sociology, and Spanish. (pgs. 21-24)

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria

Weaknesses:

The applicant did not provide specific measurable outcomes for all of the objectives. Additionally, the applicant indicated a focus on recruiting ELL and SPED students, however, none of the goals and objectives were focused on these targeted populations.

Reader's Score: 12

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 successfully demonstrated that the proposed expansion design is appropriate and will address the needs of the targeted population. For example, the applicant’s program is designed to provide services and support for students who are partially proficient in meeting standards. In the newly designed program, the applicant will have in place a Student Support Team and a Response to Intervention (RTI) tracking system to track students at various points in time. This system will be coupled with a merit and demerit points system to provide students and parents with constant updates in regard to the students’ daily academic and behavioral performance. (pgs. 25-27)

Additionally, all classrooms will be full inclusion classrooms and staffed with the regular classroom instructional personnel and three teachers as special education resource teachers. All of these are resources to support student academic needs.

This application was thoroughly discussed with respect to each selection criterion.

Weaknesses:

No weaknesses 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**

Sub Question

Strengths:

No strengths noted.

Weaknesses:

The applicant does not address how the program will 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.

Reader's Score: **0**

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

Strengths:

The applicant successfully demonstrated that the proposed project will be implemented by a team of experienced and highly trained key personnel. The experiences and credentials for the key personnel were evidenced in resumes and the project narrative summaries describing the tasks and responsibilities for each. For example, the Chief Financial Officer will lead a group of seven team members who manage network and school financial matters. The Chief Schools Officer, will supervise all aspects of the schools' leadership, evaluation practices and professional development. Both positions will be led by persons who have many years of experience working in their respective fields. (pgs. 32-33)

The Chief Academic Officer will oversee the entire academic structure of the schools and lead a team of program directors and academic coaches. She has degrees in education and experience as a school administrator and trained in the Danielson framework for teaching and learning. (Appendices)

Weaknesses:

No weaknesses 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 applicant provided a detailed and comprehensive management plan that was appropriately aligned with the goals and objectives of the project. The management plan has clear lines of responsibilities for completing all tasks and activities. The management plan is aligned with the implementation activities as well as operational tasks. There are milestones associated with each activity. For example, the applicant indicated that one of the tasks is to implement school-wide Advanced Placement courses aligned with College Board. The associated milestone is to acquire and create appropriate curricula, syllabi, and educational materials for courses and completion is when the courses become a part of the Student Database system report. The plan has the potential to provide a clear blueprint for the applicant to meet timelines within budget. (pgs. 40-45)

Weaknesses:

No weaknesses noted.

Reader's Score: 10

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:

(1) The applicant provided some evidence that the charter school has had some success in increasing academic achievement. For example, the applicant evidenced they have met growth targets in math. The narrative did not provide comparison data with the local schools.

(2) The applicant demonstrated the program has had success meeting attendance targets. The applicant indicated that in the targeted communities, the high school graduation rates are at 71.4-percent, however, only 15.7-percent of high school graduates attend colleges or universities.

(3) Paterson ASCS operates under the Charter Management Organization (CMO) known as iLearn Schools. The applicant has not had any terminations or revoked licenses. (pg. 47)

Weaknesses:

(1) The applicant does not provide concrete evidence of achievement with ELL and SPED students. The narrative did not provide comparison data with the local schools.

(2) The narrative did not provide comparison data with the local schools.

(3) No weaknesses noted.

Reader's Score: 13

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 indicated that the charter school relies upon state funding, fundraising and donor support, and grant funding. The charter school is a part of the iLearn Schools Education Foundation and iSupport Foundation. Those organizations reach out to individual funders, vendors, and donors to raise funding. (pg. 46)

   This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

   Weaknesses:

   No weaknesses 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 successfully demonstrated that the proposed expansion project will address the need for educational choices for educational disadvantaged students, in particular ELL students. Demographic statistics indicated that 60-percent of the population in Paterson is Hispanic, 26-percent is Black, 9-percent is White, and 5-percent is Asian or other. 53.4-percent of people living in Paterson are Spanish speaking, while 46.1-percent speak English and 8.3-percent of the population is unemployed. Based on these community statistics, the proposed project will strengthen the college preparedness program to provide students with more pathways to college and beyond. (pgs. 11-15)

   This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

   Weaknesses:

   No weaknesses 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:

Not applicable. The applicant is not proposing to implement a Dual or Concurrent Enrollment Programs or Early College High Schools.

Weaknesses:

Not applicable. The applicant is not proposing to implement a Dual or Concurrent Enrollment Programs or Early College High Schools.

Reader's Score: 0

Status: Submitted

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Status: Submitted
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Technical Review Coversheet

Applicant: Paterson Arts and Science Charter School (U282E180029)
Reader #1: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Assisting Educationally Disadvantaged Students			
1. Disadvantaged Students		15	9
Quality of Project Design			
1. Project Design		30	26
Quality of Project Personnel			
1. Project Personnel		10	9
Quality of the Management Plan			
1. Management Plan		10	8
Quality of the Eligible Applicant			
1. Eligible Applicant		20	13
Continuation Plan			
1. Continuation Plan		15	10
	Sub Total	100	75
Priority Questions			
Competitive Preference Priority 1			
Access to High-Quality Educational Choice			
1. Increasing Access		2	0
	Sub Total	2	0
Competitive Preference Priority 2			
Dual or Concurrent Enrollment Programs			
1. Enrollment Programs		2	0
	Sub Total	2	0
	Total	104	75

Technical Review Form

Panel #3 - CSP Developers (84.282E) - 3: 84.282E

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

Applicant: Paterson Arts and Science Charter School (U282E180029)

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:

The proposed school expansion will likely provide an option for and serve educationally disadvantaged students. The school is located in an area with 29 percent of families below the poverty line (e18). The current school serves 82 percent economically disadvantaged students (e15).

Weaknesses:

The school's uneven academic performance based on the state report beginning on p. e246 raises questions about whether the school will enable students to "meet challenging State academic standards." For example, the school did not meet its state target for economically disadvantaged students ELA as noted on pp. e246 and e277. In addition, while the application mentions student recruitment on pp. e40-41, the application does not contain a specific plan to recruit such students aside from the school's location.

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:**

Reader's Score: **26**

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:

Beginning on p. e53, the application includes a series of goals for the project. For example, the application includes an overarching goal for the project, with five objectives underneath it. Each of those objectives has indicators (i.e., " Indicator 1.3. Paterson ASCS will organize three school-wide enrichment events each year," p. e55).

Sub Question

Weaknesses:

The application would be stronger if the goals were better-defined. For example, Indicator 1.4: “The school will host at least 10 colleges and universities from the top-100 schools across the United States” would be a measurable goal, if the application defined (ie, which are the top-100 schools across the United States. Also Indicator 1.5 mentions PARCC tests as a measure, but this indicator could also be clarified by mentioning which PARCCC tests it is including.)

Reader's Score: **13**

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 includes a very specific and detailed rationale for its academic programs. Specifically, it defines itself as a STEAM school beginning on p. e27 and in the fuller charter on p. e213. The school's CCP program described on p. e23 includes a rationale for its college-readiness work.

Weaknesses:

The application does not propose any adjustments to its current model of operation in order to serve the target population, other than to add grades. This model has only been inconsistently successful, as described in the state report beginning on p. e246 which shows that the school is not meeting state standards in every subject area, especially ELA.

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: **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:

This criterion was not addressed in the application.

Weaknesses:

This criterion was not addressed in the application.

Reader's Score: **0**

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

Sub Question

Strengths:

The personnel descriptions on p. e42 and the resumes beginning on p. e282 show appropriate and relevant experience and training for the key personnel. These staff have experience in school leadership, curriculum and instruction, and financial management.

Weaknesses:

No weaknesses 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 application's management plan includes a timeline with milestones, and responsible parties attached to each activity, beginning on p. e60. The management plan is tied directly to the list of outcomes on p. e53. For example Objective 1 and its Indicators are related to the College Coaching Program, and Activities 1.1.1 through 1.1.4 in the Timeline are tied to that Objective.

Weaknesses:

The application would be strengthened by having more measurable milestones/goals, for example by defining the "Top 100" colleges and universities as stated in the Goals and Objectives, and using that list to drive the Activities in the Timeline in order to make the Activity more measurable.

Reader's Score: **8**

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:

(1) The school met all of its Math and Math Science growth targets from the state in 2017, as noted on p. e277, including targets for all subgroups. It met the targets for several subgroups in ELA.
(2) The school met all of its state attendance targets in 2017 as noted on p. e270.
(3) The application notes no compliance issues, based on an outside audit (p. e186) and state records (p. e200).

Weaknesses:

(1) The school has not increased academic achievement consistently. A state report notes the school's "inconsistent academic performance" on p. e200, in the process of denying a request for a PK grade addition. The school has not met its ELA targets for economically disadvantaged students, nor its growth targets in ELA for Black students as noted on p. e277.
(2) The school's scores lag the state for most subgroups, especially in ELA, as noted in the grade-by-grade reports beginning on p e246. In math, only 13 percent of 8th graders met standards on the state test. In grades 3-7, at least two subgroups lagged the state in ELA.
(3) No weaknesses noted.

Reader's Score: **13**

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 school's financial audit beginning on p. e90 shows a positive financial position for the school (approximately $750,000 ending June 2017). The state's report on e200 notes no financial issues with the school. The school notes on p. e50 that it has done some fundraising, and has additional plans including donor solicitation and grant writing.

Weaknesses:

While the budget is clear, and the project has timelines for standing up an expansion, the application would be strengthened by including specific language about plans for continuing some projects. For example, the application could include a plan for the fields trips, camps, and professional development listed in the budget on pp. e298-299.

Reader's Score: **10**

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:

No strengths noted. This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

Though the school enrolls a large number of students who live in home in which Spanish is the primary home language speakers (36.5 percent per p. e245), it enrolls a relatively low number of ELL and SWD students (4 and 6 percent in 2017, too few to report achievement data for, per p. e245). The application does not include a plan to enroll such students specifically.

Reader's Score: **0**

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:

None noted.

Weaknesses:

While the school mentions college visits and has a college interest plan ("CCP," p. e23), the application does not contain a plan for dual enrollment programs.

Reader's Score: **0**

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Technical Review Coversheet

Applicant: Paterson Arts and Science Charter School (U282E180029)
Reader #3: **********

		Points Possible	Points Scored
Questions			
Selection Criteria			
Assisting Educationally Disadvantaged Students			
1. Disadvantaged Students		15	4
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	10
Quality of the Eligible Applicant			
1. Eligible Applicant		20	12
Continuation Plan			
1. Continuation Plan		15	8
	Sub Total	100	67
Priority Questions			
Competitive Preference Priority 1			
Access to High-Quality Educational Choice			
1. Increasing Access		2	0
	Sub Total	2	0
Competitive Preference Priority 2			
Dual or Concurrent Enrollment Programs			
1. Enrollment Programs		2	0
	Sub Total	2	0
	Total	104	67

Technical Review Form

Panel #3 - CSP Developers (84.282E) - 3: 84.282E

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

Applicant: Paterson Arts and Science Charter School (U282E180029)

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:

The proposal describes an RtI, 504, & Special Education plan that emphasizes inclusion and support within the classroom. An appropriate identification process is described including the role of a school psychologist and multidisciplinary team. An RtI model with appropriate steps toward a 504 determination is indicated (e37-e40). Overall, the proposal indicates an appropriate awareness and understanding of regulatory and statutory requirements for exceptional education.

The application appendices indicate that the school has a free and reduced lunch population of 81%, demonstrating a high propensity to enroll economically disadvantaged students. The school also enrolls a majority of students who identify as persons of color (e215).

Weaknesses:

It is unclear from the proposal whether the school will result in expanded educational opportunities for educationally disadvantaged students. The application lacks clearly defined recruiting goals or methods that would target traditionally underrepresented subgroups. Demographic information on the state and host district cannot be found as a point of comparison, therefore it is not clear whether the applicant enrolls a disproportionately higher or lower percentage of each of the listed subgroups.

Reader's Score: 4

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**

Sub Question

Strengths:

Five specified objectives are described in sufficient detail. Each objective contains indicators (some subjective and others measurable) to provide data or tracking towards these objectives (e53-e57).

Measurable indicators include (e53-e57):
80% of students scoring 4 or 5 in PARCC
75% of all AP students scoring 3 or above on AP exams
the school will host at least 10 colleges and universities from the top 100 schools across the United States and visit at least 5 campuses in total
A goal of 70% of students achieving proficiency in PARCC
Evaluations of 75% of teachers will reveal them to be highly effective, with the remaining being effective.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

A lack of specificity in the measurable goals makes the tracking of performance challenging: (1) It is unclear if this goal if the PARCC goal is in each subject area.
(2) It is unclear what AP exams are to be tested or included
(3) It is unclear what list of 100 top schools will be used to determine school quality.
(4) It is unclear if this goal if the PARCC goal is in each subject area.
(5) It is unclear under which rubric the teachers are being evaluated.

Overall the goals described lack the specificity to be fully measurable. They are not well defined and therefore lack a great deal of validity in evaluating the effectiveness of project activities.

Reader's Score: 11

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 attempted replication of the program at Bergen ASCS, with an 86% acceptance rate of students into a four year university and $2.5 million in financial assistance awarded, indicate an appropriate fit for the model with the targeted population.

The iLearn ELA model of instruction is well-described to include non-negotiables for classroom instruction and cross-curricular Social Studies approach (e28). The model relies heavily New Jersey Department of Education curriculum with a daily focus on reading and writing (e28).

The enVision Math program includes remediation on simpler, prerequisite skills and problem solving opportunities. Thorough research basis for problems of the day, visual representation of mathematical concepts, practice for procedural fluency, etc. is well articulated (e33-e34). Overall, the curricular program presents a strong understanding of research-based best practices in instruction that are appropriate for the target population.

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Sub Question

Weaknesses:

The Cares for College program is not clearly presented with a research basis or specific curricular approach.

An oversimplified statement of math instruction in the ELA section does not reflect current best practices or mindsets (e31).

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: 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:

No strengths found.

Weaknesses:

A clear statement of the applicant's commitment to encouraging applications for employment from traditionally underrepresented groups cannot be found in the application. A systematic approach to encouraging diversity among applicants and the methods of recruiting cannot be found.

Reader's Score: 0

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

Strengths:

CEO/Founder has appropriate educational background and relevant experience necessary for effective charter school oversight (e285). Chief Academic Officer/ ELA Program director has significant administrative experience and appropriate education (e287). Additional key personnel possess a wealth of experience and training in the charter school sector to effectively support charter school operations.

Weaknesses:

No weaknesses found.

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 Project Management Plan includes broad yet appropriate categories under six different project activities.

These include (1) Creating and Implementing presentations and operations for College Coaching Program, (2) Implementing school-wide Advanced Placement courses aligned with College Board, (3)Creating an SAT Prep program designed to equip students with the necessary knowledge and skills to perform at a proficient level or higher in testing, (4) Organizing college visits to and from many of the top-100 schools across the country, (5) Effectively addressing college readiness standards throughout everyday instruction, and (6) professional development training and certification (e60-e63).

A timeline, reference to person or persons responsible, and indicators of successful completion are included.

The timeline is categorized under types of activities and presents a clear and comprehensive view of the project activities (e60-e63).

Weaknesses:

No weaknesses found.

Reader's Score: **10**

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 proposal indicates the school is outperforming the district of Paterson on PARCC assessment results. In 2017, the school beat district averages on the PARCC ELA by twenty percentage points and on the PARCC Math by thirteen percentage points. ASCS Growth scores were in the 84th percentile in the state in ELA and 61st percentile in the state in Math (e26). The data indicate that the student body of Paterson as a whole has increased academic achievement relative to district scores.

PARCC assessment data for 2016-2017 show black, Hispanic, and economically disadvantaged students exceeding the state average for percentage of tested students meeting or exceeding expectations (e246, e254).

Though the school demonstrates higher than state averages for students of color and economically disadvantaged students, these students make up an overwhelming percentage of the student population. This accounts for the school average being below the state average on PARCC, as the school is disproportionately Hispanic and economically disadvantaged (e245, e246, e254).

A clear statement on whether the applicant has faced any significant compliance issues is articulated in a CPA audit on financial concerns (e186).

Weaknesses:

It is not clearly explained why the school test results and district test results are identical (e246). School-wide PARCC mathematics test results indicate that Paterson performs below state average, contrary to statements in the narrative of performing above state average (e254).

Data on school attendance and retention cannot be found. Nor can comparisons to district and state averages in order to ascertain the extent to which the applicant is better servicing educationally disadvantaged students in these respects.

A June 2017 report indicated that “No current year findings” on federal and state financial assistance were found (e195). The absence of any other findings related to compliance with requirements is not found in the application.

Overall a lack of information and clear presentation makes it difficult to support the argument that the applicant is a high-quality charter as defined in the criteria.

Reader's Score: **12**

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:

Financial statements in 2017 indicate revenues exceeding expenses by over $700,000 and a reserve fund of approximately $1.7 million. The applicant appears to be in a financial position to sustain operations of the school once grant funds are not available (e102).

This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

Weaknesses:

A clear statement of the school’s ability to sustain charter school operations once the grant funds under this program are no longer available cannot be found. A discussion of the school’s finances and anticipated revenues and expenses under the proposed expansion cannot be found.

Reader's Score: 8

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:

   No strengths found.

   This application was thoroughly discussed with respect to each selection criterion. My scores reflect my professional assessment of the application with respect to those criteria.

   Weaknesses:

   Evidence of a systematic program to increase access to educational choice and improve academic outcomes for any of the Preference Priority subgroups cannot be found. The application is lacking demographic information of the proposed school location, detailed recruitment planning, and demographic information on current location relative to the current district that would ensure the school has the intention and capacity to meet the objectives of this Priority.

Reader's Score: 0

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:

   No strengths found.

   Weaknesses:

   Although the application mentions an opportunity for dual enrollment and earning college credits throughout high school, no details are provided. In order to meet this criterion, the proposal would have to describe the course offerings, the requirements of the program, and the partnership with an accredited college/university that was offering the dual enrollment program.

Reader's Score: **0**

Status: Submitted
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