

**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: Prospect Schools, Inc. (U282E180023)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	15
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	8
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	20
<b>Continuation Plan</b>		
1. Continuation Plan	15	15
<b>Sub Total</b>	100	98
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High-Quality Educational Choice</b>		
1. Increasing Access	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	2	0
<b>Sub Total</b>	2	0
<b>Total</b>	104	100

# Technical Review Form

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

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

Applicant: Prospect Schools, Inc. (U282E180023)

## 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 charter school will expand opportunities for educationally and economically disadvantaged students. For example, to achieve this goal the applicant has developed a multifaceted student recruitment plan aimed at: (1) removing barriers of entry to families with little or no English comprehension, (2) providing information to families about student support services to support all student needs particularly traditionally underserved students, and (3) building relationships with members of the Danbury community through partnerships with community stakeholders who will serve as DPCS community ambassadors. The applicant will engage in targeted outreach to attract prospective families from traditionally underserved communities. The school is scheduled to open in September 2019 with a 6th grade cohort of 100 students, and will grow to serve 1 approximately 700 students in grade 6-12. (pgs. 12-15)

#### Weaknesses:

No weaknesses noted.

Reader's Score: 15

### 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 applicant adequately presented goals and objectives that are measurable. For example, the applicant is proposing to develop a rigorous academic program to achieve higher academic outcomes and high-levels of college

**Sub Question**

readiness for all students. The aligning goals are: (1) To increase the number of students with access to high quality schools of choice through the expansion and replication of Prospect Schools; and (2) provide to the Danbury community an academically rigorous program for grades (6-12) with a college preparatory education, guided by the principles of the International Baccalaureate Program in a student centered environment with the goal of graduating 100% of students college ready. The applicant provided aligning measurable performance objectives indicating that 100% of the students will be college ready. (pgs. 21-23)

**Weaknesses:**

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:**

The applicant effectively demonstrated that the proposed project is appropriately aligned with the needs of the targeted population. As presented the various components of the program has the potential to successfully provide opportunities for ELL students. For example, the DPCS will use the world class International Baccalaureate Program (IB), to develop a rigorous academic program to achieve higher academic outcomes and high-levels of college readiness for all students. The International Baccalaureate Diploma Program, 5 (IBDP), is internationally recognized for providing students with an academically challenging and balanced academic program which prepares students for success in college and beyond. DPCS will use the Prospect Schools' academic model and established curriculum to build a 6-12 college-preparatory community where 100% of students are prepared to enter the IBDP by the end of 10th grade and 100% of students will graduate college ready. (pgs. 21-22)

**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: 10**

**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 provided a detailed narrative that successfully demonstrated that the school is committed to encouraging applications for employment from persons who are members of groups that have traditionally been underrepresented. For example, the applicant indicated that recruiting a diverse staff is a priority in the Prospect Schools organization. Over 60% of all new hires made by Prospect Schools during the 2016-17 school year identify

**Sub Question**

as people of color. The applicant will track and measure the racial and ethnic diversity of staff through the maintenance of a Human Resources Staffing Database. (pg. 37)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 1**

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

**Strengths:**

The applicant successfully demonstrated that the key personnel have the relevant professional experience and requisite skills needed to ensure the success of the project. For example, the Director of Academics, will serve as the Project Manager. He has 15 years of experience in education to successfully oversee this project. He began his teaching career with Teach for America and has remained committed to enacting meaningful education reform and designing programs aimed at increasing academic performance and closing achievement gaps.

The Executive Director, will provide oversight and approval for this project. He is the Prospect Schools co-founder and has over 26 years of education experience and 11 years leading Brooklyn Prospect Charter School. The Director of Finance, is responsible for managing the financial components of this project. She joined BPCS in 2009 as a founding member of the finance team. She is experienced at managing federal funding and related compliance requirements including the Title I funding, school lunch funding programs, which are federal program administered by New York State. (pgs. 32-35)

**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 comprehensive management plan that has the potential for serving as a blueprint for implementation from the beginning through the end of the grant. The management plan is arranged in three sections, such as the (1) Governance Timeline, (2) Operations Timeline and (3) Academic Timeline. Each timeline is aligned with goals, objectives and persons responsible for achieving all tasks and activities. (pgs. 29-35)

**Weaknesses:**

In the management plan, the applicant did not provide tasks and activities beyond June 2019. It is unclear if the proposed listed activities are ongoing.

### 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 effectively demonstrated that Prospect Schools are proposing to increase access to high-quality education choice to high needs students, specifically English Language Learners. The applicant indicated that in the targeted region, 38% of public school students speak a language other than English at home and according to the Dominant Languages by School and English Language 2 Learner (ELL) status, in 2014-15, of the 12,873 students evaluated, 18% of them (277 students) were English Language Learners. The applicant indicated that the Danbury district schools are not currently meeting the needs of their ELL population. In 2016-17 only 3% of Danbury middle school ELL students were proficient in ELA and 2.9% were proficient in math. (pgs. 23-36)

(2) The applicant is proposing a new school and there is no data for the new school. However, the applicant indicated that in the Brooklyn charter school the college going rate was 100% in 2016 and 2017. Additionally, almost all subgroups outperformed the district and state on standardized tests in 2017, with the exception of the black student group in English Language Arts. For the last two years, Prospect Schools average SAT scores was higher than New York State. For example, the Class of 2017 average SAT score was 1112 (562 in evidence based reading and writing and 550 in math) compared to 1057 (530 in EBRW and 528 in math) BPCS-High School students scored an average of 55 points higher than New York State. The Class of 2018 also outperformed the state cohort with a score of 1056 versus the New York State SAT average of 1053.(pgs. 33-35)

Brooklyn Prospect High School has a higher graduation rate than New York State, New York City, the State of Connecticut, and the Danbury Public School District in 2015-16 and 2016-17. Brooklyn Prospect has graduated two classes thus far. In 2016, 94% of the High School class graduated within 4 years as compared to 72.6% in New York City (BPCS +21.4%), 79.7 in New York State (BPCS +14.3%), 87% in Connecticut (BPCS +7%), and 77% in Danbury (BPCS +17%). In 2017 100% of Black/African American, 94% of FRL students, 94% of Latino students, and 89% of students with disabilities graduated in 4 years. (pgs. 32-35)

(3) Prospect Schools has no history of major compliance or regulatory violations. No charter school developed by Prospect Schools has been closed or had a charter revoked. No schools developed by Prospect Schools have experienced any significant or critical compliance issues, or any significant issues related to student safety. (pg. 43)

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 20**

**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 adequately demonstrated that the Prospect Schools is prepared to continue to successfully operate Danbury Prospect with continued funds options. The current school and central office are fiscally sound and the new school (DPCS) will benefit from Prospect Schools' multi-pronged fundraising approach designed to raise public, foundation and private philanthropic dollars. The development team will use fundraising from three fundraising sources: (1) competitive state and federal grants, (2) private foundations, and (3) individuals. Prospect Schools has been able to forge relationships with many private foundations to support our working of creating thriving academic communities where excellent teachers prepare a diverse student body to have a positive impact on society and lifelong learning. The applicant has strong support and a relationship with the Peter and Carmen Lucia Buck Foundation (PCLB), a large family run foundation with strong ties to the Danbury community. (pg. 40)

**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 effectively demonstrated that the Prospect Schools is proposing to increase access to high-quality education choice to high needs students, specifically English Language Learners. The applicant indicated that in the targeted region, 38% of public school students speak a language other than English at home and according to the Dominant Languages by School and English Language 2 Learner (ELL) status, in 2014-15, of the 12,873 students evaluated, 18% of them (2,277 3 students) were English Language Learners. The applicant indicated that the Danbury

district schools are not currently meeting the needs of their ELL population. In 2016-17 only 3% of Danbury middle school ELL students were proficient in ELA and 2.9% were proficient in math.

**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:**

N/A The applicant did not propose to develop a dual or concurrent enrollment programs or early college high schools program.

**Weaknesses:**

N/A The applicant did not propose to develop a dual or concurrent enrollment programs or early college high schools program.

**Reader's Score: 0**

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

Status: Submitted

Last Updated: 06/22/2018 12:22 PM

## Technical Review Coversheet

Applicant: Prospect Schools, Inc. (U282E180023)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	15
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	8
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	19
<b>Continuation Plan</b>		
1. Continuation Plan	15	15
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High-Quality Educational Choice</b>		
1. Increasing Access	2	2
<b>Sub Total</b>	2	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	2	0
<b>Sub Total</b>	2	0
<b>Total</b>	104	99

# Technical Review Form

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

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

Applicant: Prospect Schools, Inc. (U282E180023)

## 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 school is likely to significantly expand opportunities for educationally disadvantaged students, as described on pp. e20-25. The school plans specifically to recruit such students and to provide application materials in multiple languages. The planned location of the school includes 38 percent ELL students. The school's goals are specifically to reach such students.

#### Weaknesses:

None noted.

Reader's Score: 15

### 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, objectives, and outcomes of the project are clearly stated in the table beginning on p. e29. For example: Outcome 2a: "By September 2020, DPCS will expand to include a 7th grade and will serve 200 students," and Outcome 3a: "Annually the percentage of students in DPCS scoring at or able a level 3 (proficiency) on the Connecticut State ELA and math exams (SBAC) is greater than the Danbury district average." The outcomes listed are specific and measurable, and include operational and academic measures of success for the project.

**Sub Question**

**Weaknesses:**

None 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:**

The proposed project, including the use of the IB program, is appropriate and is likely to address the needs of the target population. The application includes data on pp. e26 showing success nationally and with other schools in the network as measured by college enrollment rates.

**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: 10**

**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 application discusses the need for excellent teachers on p. e34. Beginning on p. 51 the application includes the organization's results in recruiting staff from underrepresented groups, and a continuing plan for monitoring itself and continuing its recruitment efforts.

**Weaknesses:**

None noted.

**Reader's Score: 1**

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

**Strengths:**

Key personnel are described beginning on p. e52 and resumes are included beginning on p. e71. The application's key personnel have appropriate training and experience in educational leadership, project management, and finance. The network, including the named Executive Director, has grown the organization from a \$1.5MM budget to a \$25MM budget. In addition, the organization has handled CSP grants in the past, as described on p. e71.

**Sub Question**

**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 application includes a table with a timeline, milestones, and responsible parties listed beginning on p. e71. The plan divides the tasks appropriately into "governance," "operations," and "academic tasks." The application includes an appropriate organizational chart on p. 148, showing defined roles and decisionmaking responsibilities.

**Weaknesses:**

The relationship between the table/timelines listed beginning on p. e71 and the budget narrative are unclear. For example, no activity described in the table is slated to occur after 6/2019, but the budget narrative discusses purchases over five years. It is possible that these activities begin in 2019, but when they begin and end is not clear from the timeline. This calls into question the reliability of the activities timeline.

**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 application describes significant academic successes and growth for the existing schools beginning on p. e61. The schools are exceeding state averages for the most part on Common Core tests (\*in all subjects in 2017), on Regents tests (in all subjects in 2016-17), and on the SAT (p. e61-62).

(2) The schools are scoring above their district and state on most measures. They also exceed comparisons on their measures of attendance, graduation rate, and college enrollment as noted on pp. e63-64.

(3) The application states that the schools have not been closed or faced compliance issues on p. e64.

**Weaknesses:**

- (1) None noted.
- (2) On a few measures (black students on ELA for all schools), elementary Hispanic students in Math, and black students in ELA at CHMS, the schools' scores lag the state by a few points (pp; e61, e123-126).
- (3) None noted.

**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:**

The application notes a ten-year history of success on p. e65, and a plan for continued fundraising on pp. e49-50. The school's financial positive is positive (\$1.7MM in 2017) as noted, for example, on p. e178.

**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:**

This expansion project is premised on the idea of serving ELL students as it will be located in an area of need and has plans for additional aid to ELL students and teacher, including training specifically for ELL students as noted on pp. e44-47 and in the budget narrative on p. e200. The school also has an appropriate plan to help SWD 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:**

Not addressed.

**Weaknesses:**

Though the school discusses and values college enrollment, it does not directly address a dual enrollment plan. To receive points, the application could have included a specific plan for awarding students college credit, beyond statements about IB's value in increasing eventual college enrollment.

**Reader's Score: 0**

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**Status:** Submitted  
**Last Updated:** 06/22/2018 12:22 PM

Status: Submitted

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## Technical Review Coversheet

Applicant: Prospect Schools, Inc. (U282E180023)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Assisting Educationally Disadvantaged Students</b>		
1. Disadvantaged Students	15	13
<b>Quality of Project Design</b>		
1. Project Design	30	30
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	10
<b>Quality of the Management Plan</b>		
1. Management Plan	10	10
<b>Quality of the Eligible Applicant</b>		
1. Eligible Applicant	20	19
<b>Continuation Plan</b>		
1. Continuation Plan	15	15
<b>Sub Total</b>	100	97
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High-Quality Educational Choice</b>		
1. Increasing Access	2	1
<b>Sub Total</b>	2	1
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	2	0
<b>Sub Total</b>	2	0
<b>Total</b>	104	98

# Technical Review Form

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

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

Applicant: Prospect Schools, Inc. (U282E180023)

## 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 town in which the charter replication will operate contains a student population of 18% ELL. Data indicate this is an underserved population with only 3% of Danbury middle school ELL students proficient in ELA and 2.9% proficient in math (e19).

As stated under Competitive Preference Priority 1, ELL students will be actively recruited by Prospect with applications available in English, Spanish, and Portuguese. Other translations will be made available when possible. The school will be advertised in at least those three languages. Focus groups will be provided in all three languages. A thorough outreach program is described to ensure that ELL students will be well-represented in the student body population (e20-e25).

#### Weaknesses:

Although a thorough plan to actively recruit and enroll ELL students is indicated that would also result in other educationally disadvantaged subgroups being well-represented, data on the existing network's student demographics in relation to state and district averages is not offered. This would provide more reassurance as to the effectiveness of the well-described plan and the network's ability to execute such a plan.

Reader's Score: 13

### 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**

**Sub Question**

**Strengths:**

A thorough list of outcomes built out around six larger objectives is included in the application. The outcomes are highly specified and measurable as they relate to student enrollment numbers, racial & ethnic makeup of student population, ELL representation, students with disabilities representation, academic performance as measured by test proficiency, attendance, and retention (e29-e32). The goals and outcomes are precise, comprehensive, and entirely appropriate for the proposed replication.

**Weaknesses:**

No weaknesses found.

**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:**

Prospect will utilize the International Baccalaureate Program as the basis for its curriculum model. The proposal offers a strong research basis for this selection and a link to Prospect's success in implementing this program at its Brooklyn school. 100% of the Brooklyn Prospect's Class of 2017 who enrolled in the program starting in 6th grade enrolled in a 4 year college/university following high school graduation (e25-e26).

Plans for meeting the needs of a diverse student population and providing resources and support for ELL students and students with disabilities to fully benefit from the IB program are well-described (e40-e41). Overall, the application demonstrates a comprehensive plan to implement a highly effective curricular model with a proven track record of implementation.

**Weaknesses:**

No weaknesses found.

**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: 10**

**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:**

As evidence for the extent to which the applicant encourages applications from traditionally underrepresented subgroups, 60% of all new hires in 2016-2017 identified as persons of color (e51).

A thorough recruitment plan includes internal evaluation of practices designed to recruit a racially and ethnically diverse staff (e51).

**Sub Question**

**Weaknesses:**

No weaknesses found.

**Reader's Score: 1**

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

**Strengths:**

Key personnel identified in the application have the necessary education, backgrounds, skills, and experience to effectively oversee the replication of the charter school and implement the proposed project activities.

Proposed Project Manager has extensive leadership experience at the organizational level and highly relevant education and advanced degrees for the role. Executive Director possesses master's degree in Ed. Leadership and was the driving force for the founding of the original Brooklyn school. Other key personnel have similar qualifications well suited to their respective roles (e52-e55).

**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:**

Applicant has previously and successfully managed two previous New York state CSP grants, achieving stated goals and outcomes on time and within budget.

An appropriate timeline with project activities, milestones, and responsible departments/teams is included. The timeline thoroughly organizes and describes the governance, operations, and academic aspects of the project (e56-e60).

**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 Brooklyn schools outperformed the district and state on standardized assessments for all students and for almost every single subgroup. The data is disaggregated by subgroup and shows significantly higher results than the state, particularly in math (e61).

Brooklyn Prospect also outperformed the state average on almost all Regents exams over the previous two years, and typically by a significant percentage (e62). SAT scores indicate similar trends for black and Latinx students (e63). The data overwhelmingly support the argument that the network is increasing academic achievement for educationally disadvantaged subgroups.

Data indicate higher graduation rates at Brooklyn Prospect than the State of New York, the State of Connecticut, or Danbury (e63).

Attendance rate for all Prospect Schools is greater than NYC average (e64).

### **Weaknesses:**

Although retention rate data is strong, no direct comparison is made to state average or NYC average (e64). The applicant offers 4-year graduation rates in comparison to the state (e62); however, this is a different statistic than retention rate.

**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:**

The proposal asserts the network's ability to sustain operations once the grant funds under this program are no longer available. The organization has maintained a balanced budget all ten years of operation and a net surplus in all years. CSP funding is designed under the proposal to decrease each year, thus supporting the initial expansion but making the Danbury operation more reliant on per pupil funding each year. A balance of funding streams support the development model for the network (e65-e66).

Financial statements are included which demonstrate a sizeable surplus each year and therefore a growing reserve fund to support the replication project (e179). The network appears to have more than adequate resources and strong financial management to continue operations after the expiration of these grant funds.

**Weaknesses:**

No weaknesses found.

**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:**

Proposed location has a high ELL student population at 18% (e19).

ELL students will be actively recruited by Prospect with applications available in English, Spanish, and Portuguese. Other translations will be made available when possible. The school will be advertised in at least those three languages. Focus groups will be provided in all three languages. A thorough outreach program is described to ensure that ELL students will be well-represented in the student body population (e20-e25).

**Weaknesses:**

Although a thorough plan for recruiting ELL students is in place, demographic data on the existing school in Brooklyn in comparison to district averages is not offered as evidence to the school network's recruiting plan efficacy.

**Reader's Score:** 1

**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:**

This Preference Priority is not addressed.

**Reader's Score:**     **0**

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**Status:**           Submitted

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