

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

Status: Submitted

Last Updated: 06/14/2018 01:00 PM

## Technical Review Coversheet

Applicant: STAR Academy (U282B180041)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Contribution in Assisting Educationally Disadvantaged</b>		
1. Disadvantaged Students	15	13
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of Project Personnel</b>		
1. Project Personnel	20	15
<b>Quality of the Management Plan</b>		
1. Management Plan	20	12
<b>Continuation Plan</b>		
1. Continuation Plan	15	0
<b>Sub Total</b>	100	68
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High Quality Educational Choice</b>		
1. Increasing Access	4	2
<b>Sub Total</b>	4	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	4	0
<b>Sub Total</b>	4	0
<b>Total</b>	108	70

# Technical Review Form

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

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

Applicant: STAR Academy (U282B180041)

## Questions

### Selection Criteria - Contribution in Assisting Educationally Disadvanta

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:

Pages e27 and e28, clearly described the demographic region where they will recruit and enroll educationally disadvantaged students. The chart on page e29 that shows enrollment counts and state grades demonstrate the need to provide alternative educational options for the students within the community. On page e28, the applicant states that there are 228 interest forms from prospective families which strengthens the application by demonstrating a need and interest in the community.

#### Weaknesses:

The applicant mentioned Habits Skills Mindsets e30 but did not include any research to support how this would be implemented or contribute to the overall project. Such information would have helped to strengthen the application by showing how the applicant will serve disadvantaged students at rates comparable to surrounding schools.

The applicant included information about Network NTN but did not include any data demonstrating the success of the organization in working with similar schools. e31

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: 28

#### 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 included goals and objectives which are consistent with the approved charter agreement. The goals are measurable and there are specific detailed activities that align with the project outcomes (pg. e37 - e41) The stated goals encompass both the academic, school culture and operations of the school with clear deliverables.

**Sub Question**

**Weaknesses:**

Goal 5 listed on page e40 is not a goal, it's an expectation. All public schools are required to adhere to financial controls and follow state and federal financial regulations. Strong financial controls will help to ensure that the school is demonstrating fiduciary and financial responsibility.

**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:**

On pages e30 - e35, the applicant detailed an extensive plan of how the proposed project is appropriate and will successfully address the needs of the target population. The applicant included a description of the various academic components that will be implemented to support students within the school as well as a detailed plan for providing services to students with special needs and English Learner (EL) students. The applicant provided a robust explanation of the Response to Intervention (RtI) model that will be implemented for all students to ensure that all students are receiving support in a timely manner. The applicant also states on page e32 that all students will have Personalized Learning Plans which will align student outcomes with their individual skills and interests.

On pages e33 -e35, the applicant included information that indicates resources that would be used to provide professional development for teachers using Project Based Learning (PBL). There is also a description of the evaluation system that will be used to evaluate the effectiveness of teachers throughout the school year. These detailed plans provided greater context to how the applicant will address students' needs ongoing.

**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: 15**

**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:**

On pages e41, the applicant included data that describes the population of students within the community. The applicant included research that supports the need for a more diverse staff that is reflective of the student population. On pages e41 and e42, the applicant includes a thoughtful plan of working with community groups that specialize in recruiting minority teachers.

**Sub Question**

**Weaknesses:**

No weaknesses noted in this section.

**Reader's Score: 2**

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

**Strengths:**

On pages e42 and e43, the applicant provided a snapshot of the qualifications of the board members and key personnel. Resume's for each of the board members and key personnel is also included in the appendix. The board members appear to have diverse backgrounds which will be beneficial in providing various perspectives for managing the school and overseeing the school policies.

The Founder / Executive Director and Assistant School Leader are experienced educators and have experience in working with schools in disadvantaged communities. In reviewing the resume's of the school leaders, they are both highly qualified and have served in various capacities with similar schools.

**Weaknesses:**

Although the applicant listed the Founder / Executive Director and Assistant School Leader in the application, there was no information included about the qualifications of the Superintendent, School Operations Leader, or Teaching and Learning Manager which is listed on page e110. These roles appear to be different from the Executive Director and Assistant School Leader but there was no information that describes the qualifications of the persons who will occupy these positions. Additionally, the applicant did not include any information that describes the responsibilities of key personnel. This information would be helpful in better understanding the full qualifications of the key personnel who will manage the school and this project.

**Reader's Score: 13**

**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 timeline included on pages e122 -e126 provides more context to the proposed project plan and creates a level of assurance that all major milestones will be accomplished within a reasonable period of time. The recruitment and professional development tasks are well thought out and help to ensure that the project goals can be successfully accomplished.

**Weaknesses:**

There are no specific tasks that directly correlate to the academic project goals. It would be helpful to understand the timeline for implementing the various academic tasks (i.e. Personalized Learning Plans, the Co-Teacher Model, STEAM, and Habits and Mindsets). These goals appear to be the main emphasis of the academic goals but it is not clear when each of these components will be implemented and who will be responsible for ensuring that each of the programs or tasks are implemented with fidelity.

**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:

No strengths noted in the section.

### Weaknesses:

The applicant did not provide a clear plan for continuation. On page e44, the applicant states that there will be a philanthropic funding decrease of 25% each year which may result in decreased programming for students. A plan for major fundraising by the governing board would help to ensure that programming efforts are continued over time. Additionally, there are several community partners that are mentioned throughout the application which could result in opportunities to provide in-kind donations or services that would eliminate the need for utilizing funds for some incurred service costs.

**Reader's Score: 0**

## 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 a detailed description of the local community and surrounding schools and the need for an alternative high-quality educational option. The applicant also included a detailed plan on how the school would serve students with disabilities as well as English Learners. The information provided on pages e21-e27 was substantial and proved to be a viable opportunity for students within the proposed community.

### Weaknesses:

The applicant doesn't show how they will recruit a higher number of EL students and students with disabilities than the surrounding schools.

**Reader's Score: 2**

### Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

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

**The extent to which the proposed project is designed to increase student access to, participation in, and**

completion of dual or concurrent enrollment programs or early college high schools.

**Strengths:**

The applicant did not respond to this priority.

**Weaknesses:**

The applicant did not respond to this priority.

**Reader's Score:**     **0**

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**Status:**           Submitted  
**Last Updated:**   06/14/2018 01:00 PM

Status: Submitted

Last Updated: 06/18/2018 07:21 PM

## Technical Review Coversheet

Applicant: STAR Academy (U282B180041)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Contribution in Assisting Educationally Disadvantaged</b>		
1. Disadvantaged Students	15	13
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of Project Personnel</b>		
1. Project Personnel	20	17
<b>Quality of the Management Plan</b>		
1. Management Plan	20	13
<b>Continuation Plan</b>		
1. Continuation Plan	15	5
<b>Sub Total</b>	100	76
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High Quality Educational Choice</b>		
1. Increasing Access	4	3
<b>Sub Total</b>	4	3
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	4	0
<b>Sub Total</b>	4	0
<b>Total</b>	108	79

# Technical Review Form

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

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

Applicant: STAR Academy (U282B180041)

## Questions

### Selection Criteria - Contribution in Assisting Educationally Disadvanta

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 presented a compelling narrative, supported by local and state data in support of their proposed programs to served educationally disadvantaged students. The most persuasive challenges that students are facing in the targeted areas are (e29): of the surrounding 18 schools, all have been given a State Grade of D or F (3 assigned D; and 15 assigned F); collectively, 52% of Birmingham City Schools were rated (F); almost 1/3 of adult residents do not have a high school diploma; 84.72% of students within the district partially met or did not meet state academic standards in 2015-16 (fifth grade Science ACT Aspire Assessment); and anticipation that many the students will enter Legacy Academy two or more grade levels behind (e30).

Applicant has proposed a detailed plan to address the needs of educationally disadvantaged students that highlights a focus on Whole Child Character Development. Components of this approach will include: A cultivation and development of habits, skills, and mindsets (HSMs); Complete participation in STEAM (Science, Technology, Engineering, Art, and Math); Project-Based Learning Model (beginning in kindergarten; Flipped and Action-Based Classroom; Personalized Learning; Dream Team support; Teacher PD from New Tech Network; Highly qualified instructors; and Parent and Community engagement. (e32-33)

#### Weaknesses:

The applicant reports to use a foundation of academic research to support instructional practices for habits, skills and mindsets (HSMs) (p. e30) However, there is no research that is cited as examples to support the intended teacher lead practices within the classrooms.

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: 28

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 seeks to deliver quality educational services and program delivery by focusing on four over-arching principles: Academic; Habits Skills, & Mindset; Social; and Emotional activities that are an outgrowth of Legacy Prep's mission and vision. Beginning at e37, applicant has developed six good, tactical goals that are in alignment with their mission, and are supported by measurable assessments of student performance and desired program outcomes. Additionally, applicant also provides strategies that will be implemented to support the achievement of each goal. The six goals address: Student achievement by grade level; Student achievement by subject matter; Student development in habit and mindset; Student attendance and retention; Applicant financial responsibility; and Satisfaction of parents and families. (e36-41)

**Weaknesses:**

Applicant identifies financial responsibility as Goal #5 as one that will help drive the operation's practices for improved academic performance (e40). However, this stated goal is actually an overall expectation of a program recipient of federal resources, and as such, should not be considered a goal.

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:**

Applicant's project design for Legacy Prep is appropriate in planning and structure and has promise for being able to successfully address the needs of the target population of students and families. (e36 & 37) The applicant has presented a unique blending of academic, enhancing programs that are complimented by: Habits, skills mindsets (changing the way that students look at learning); Social engagement; and Emotional awareness. Each of the six strategic goals are in alignment with the program's design and are supported by measurable objectives that tie back to goal for: student performance and organization performance. (e36-41)

**Weaknesses:**

There were 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:**

Applicant offers a commitment to recruit and staff Legacy Prep in a manner that will be reflective of their student population, anticipated to be 95% students of color. Efforts will include: a contract with Educate Me, who recruit male teachers of color and students from Historically Black Colleges and Universities; and contact historically Black and Latino sororities and fraternities. (e 41-42)

**Weaknesses:**

There were no weaknesses noted in this section.

Reader's Score: 2

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

**Strengths:**

The applicant's seven Board members represent experiences that will be a vital resource in support of the school's operations, which cover: Education, Community Relations, Legal, Healthcare, Finance, HR, and Recruitment. The attached resumes of the Board Members also lend credence to their key area of expertise to be afforded Legacy Prep (e41&42).

The Founding and Executive Director has a solid professional background for leading Legacy Prep. Noted experiences began with completion of a Master's program in education and Teach for America, then followed with school appointments as kindergarten teacher, assistant principal, and principal (within a Charter Management Network).

The Assistant School Leader also has a solid foundational background, both in business and education with completion of Teach for America, and a Masters in Curriculum and Instruction, followed by primary teaching and professional academic recognition for her work in classroom practices. (e41-44)

**Weaknesses:**

Applicant does not provide adequate enough information regarding all personnel that will be employed and paid through the grant. On page e110, applicant list several intended personnel that have not been discussed in the project personnel section. Additionally, it is unclear as to who will have supervisory responsibility and what the exact reporting lines will be (e78 & e88)

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:**

Applicant provided a comprehensive operational table, laid out in chronological order, that delineates: activities, work product, steps, persons responsible, and calendar dates (and date ranges). Activities are specific to: a range of academic programming; ordering supplies; hiring staff; developing and executing recruitment plan; staff and teacher professional development; Board activities; student assessment; contracted services; Parent engagement; and Community . (e 122-126)

Applicant's proposed budget and narrative (e110-e120) appears to be structured to provide adequate means to support the intended academic programs and personnel, while also being fiscally responsible.

**Weaknesses:**

While the applicant does provide a detailed table for insight to the manner of operation of Legacy Prep, the table layout and logic is difficult to follow. There are identical items that repeat with the same calendar date. It is unclear regarding frequency of Professional Development for program staff and teachers throughout the year (e122). Additionally, there is no information provided regarding the data collection for a complete program evaluation within calendar dates that covers from February 2018 to June 2024. Without the establishment program evaluation procedures, it will be difficult to ascertain which areas of the program's operation may call for adjustments during the year (formative) and at the end of each year (summative). (e 122-126)

**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:**

Applicant has proposed a responsible vision of being able to sustain Legacy Prep once the grant funds under this program are no longer available. In the proposed budget (e110-e120), applicant has demonstrated significant state and federal funding that will increase each year of the program based on student headcount. Additionally, it is indicated that the Board will raise \$80,000 each year over the next five years. Applicant has also secured family commitments for student attendance at the allotted rate for the first school year. While philanthropic funding will decrease at the rate of 25% each year, the applicant's proposed measures will still leave an operational surplus of over \$40, 000 each year over the next five years (e44).

**Weaknesses:**

Applicant provides a very brief discussion on their plans for continuation. The intended plan does not provide enough detail on how they plan to ensure that operations and services will not be interrupted once the grant funds under this program are no longer available. Applicant references that there will be a philanthropic funding decrease of 25% each year over the next five years (e44) and offers the tailoring of a conservative budget (e110) to be sufficient enough to absorb the anticipated funding decrease. Additionally, applicant does not offer a fundraising plan.

Reader's Score: 5

## 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:

(ii) Applicant anticipates that approximately 15% of their student population will consist of children with disabilities, which is slightly higher than the Birmingham City School District (e20), where students with disabilities comprise only 10% of their student population. In meeting the needs of students with disabilities, applicant proposes to: Provide full inclusion into all of school's programs; meet all IEP mandates (speech language pathologist, occupational/physical therapist, social worker, school psychologist); Develop a process for identifying and referring students for assessment; Ensuring confidentiality; promote Parental inclusion in development of IEPs; engage in Annual Reviews; make available Special Request Meetings; ensure on-time Re-evaluation Meetings; make Assignments to Student Support Team; Implement a 3-Tier Response to Intervention model; and employ Peace 4 Kids behavior contracts. (e 20-26 )

(iii) Applicant has planned for an array of supportive services that will benefit incoming students who are English Learners based upon the 6% (e26) of student who are stated to currently attend Birmingham City School District. Support service include: a Full time EL Coordinator; a 40-minute ELD block and oversee recruitment, identification; and Progress monitoring; Facilitated home support; and Language support in participation in STEAM Model. (e 26-27)

#### Weaknesses:

Applicant list the number of English learners re served by the entire school district to be at 6% (e20). This accounting of students does not seem to be representative of a high need, and applicant does not present discussion for why they view this percentage as a high need.

Reader's Score: 3

### 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 did not address Competitive Preference Priority 2

**Weaknesses:**

N/A Applicant did not address Competitive Preference Priority 2

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   06/18/2018 07:21 PM

Status: Submitted

Last Updated: 06/13/2018 03:31 PM

## Technical Review Coversheet

Applicant: STAR Academy (U282B180041)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Contribution in Assisting Educationally Disadvantaged</b>		
1. Disadvantaged Students	15	13
<b>Quality of Project Design</b>		
1. Project Design	30	28
<b>Quality of Project Personnel</b>		
1. Project Personnel	20	15
<b>Quality of the Management Plan</b>		
1. Management Plan	20	10
<b>Continuation Plan</b>		
1. Continuation Plan	15	0
<b>Sub Total</b>	100	66
<b>Priority Questions</b>		
<b>Competitive Preference Priority 1</b>		
<b>Access to High Quality Educational Choice</b>		
1. Increasing Access	4	2
<b>Sub Total</b>	4	2
<b>Competitive Preference Priority 2</b>		
<b>Dual or Concurrent Enrollment Programs</b>		
1. Enrollment Programs	4	0
<b>Sub Total</b>	4	0
<b>Total</b>	108	68

# Technical Review Form

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

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

Applicant: STAR Academy (U282B180041)

## Questions

### Selection Criteria - Contribution in Assisting Educationally Disadvanta

- 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 applicant provides extensive, comprehensive and multi-dimensional approach designed to expand educational opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards. The recruitment areas are very well targeted as most of the surrounding schools have a State grade of F (p. e29) and the student population is 95% African-American. The quality of the plan is demonstrated by utilizing teaching approaches that use habit, skill and mindset (HSMs) (p.e30), STEAM (p.e30), project-based learning (p.e32), action-based approach (p.e32), personalized learning (p.e32) and partnering with New Tech Network (NTN) (p. e33). There is also a strong commitment to recruit, professionally develop and evaluate the teaching staff. (pp. e33-34).

The "Dream Team" approach incorporating a family support network, peers, a goal coach, a mentor and his/her teach is particularly appropriate for the target student population (p. e32)

#### Weaknesses:

The applicant often claims research underpinnings for various approaches to teaching and learning. For example, a claim is made that habits, skills and mindsets (HSMs) is research based has no research reference (p. e30). In another section, the claim is made that the New tech Network (NTN "has a proven track record of supporting schools in serving educationally underserved student". Similarly, the study of the National Endowment for the Arts proving that students from lower socioeconomic backgrounds who actively participate in the Art and STEAM score better in science and writing (p. e31) does not include a reference citation.

In each of these cases, the research is not cited with further documentary details.

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: 28

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 provides comprehensive, defines goals, strategies and outcomes to be achieved that are clearly measurable and ambitious covering reading, writing, mathematics science and social studies (pp. e36-36) In most cases, measures are based on both internal assessments and State assessments which are compared with the performance of City School District schools.

**Weaknesses:**

The goal stated on p. e30 is an financial expectation rather than a goal based received funding.

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:**

In addition to the academic goals, which are clearly appropriate for this student population, the project design includes a series of goals, measures and strategies pertaining to Habits & Minds (p. e39 and Organizational goals (pp. e39-40) which improve successful outcomes based on the needs of the target population.

**Weaknesses:**

There are no weaknesses noted.

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: 15

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:**

In addition to being an equal opportunity employer, the applicant plans to engage a contract with Educate Me, an organization that recruits male teachers of color and students from Historically Black Colleges and Universities (p. e41). These initiatives enhance the effort to employ persons who are members of groups that have traditionally been underrepresented

**Sub Question**

**Weaknesses:**

There are no weaknesses noted.

**Reader's Score: 2**

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

**Strengths:**

The Executive Director and Assistant School Leader are highly qualified relative to training and experience (pp. e43-44). Their experience working with Teach for America and KIPP charter schools is especially relevance to provide leadership to both staff and students.

**Weaknesses:**

There is no mention who will be the designated Project Director for the grant program and other key personnel and their proposed qualification are missing. There are several other resumes included in the appendix (pp., e79-88) but their roles and responsibilities are not described in the narrative. This results in an incomplete response to determining the quality of project personnel.

**Reader's Score: 13**

**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:**

On pages e122-126 there is a "milestone" document which charts Activities, Work Products, Action Steps Responsible Parties and Dates & Deadlines. Presumably this is what the applicant means by a management plan. Its focus is on organizational matter.

**Weaknesses:**

There is no narrative other than to refer to Appendix F which is not clearly mark. If the management plan is actually on pages e 122-126 there is no alignment with the essential goals of the project nor are the objectives of the proposed project show they will be accomplished on time and within budget.

**Reader's Score: 10**

## 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:

There is no strengths noted.

### Weaknesses:

There is no definitive plan to continue and sustain the project once the grant funds under this program are no longer available. In fact, the applicant states that the budget shows a philanthropic funding "decrease" of 25% each year (p. e44) which means that they expect to rely solely on federal, state and local per pupil funding by year four. This is not a plan to continue to operate the charter school 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.

**Reader's Score:** 0

## 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 provides an extensive description to improve outcomes and learning environments for children with disabilities and English learners, including a commitment to hire differentiated staff for both student groups. (pp. e20—26)

### Weaknesses:

While the proposed programs are comprehensive, the applicant does not indicate how they will be able to recruit a higher percentage of children with disabilities (15%) as compared with the city School District (10%). Also, the City School District is reported to serve an average of 6% students who are classified as English Learners. The applicant does not demonstrate why this is a high need area and how they will recruit a high percentage of English learners.

**Reader's Score:** 2

### Competitive Preference Priority 2 - Dual or Concurrent Enrollment Programs

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

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

**Strengths:**

The applicant did not address this priority.

**Weaknesses:**

The applicant did no address this priority

**Reader's Score:**     **0**

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**Status:**           Submitted  
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