

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

Status: Submitted

Last Updated: 09/12/2019 02:07 PM

## Technical Review Coversheet

**Applicant:** John P. Holland Charter School (S282E190023)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Eligible Applicant</b>		
1. Eligible Applicant	30	29
<b>Assisting Educationally Disadvantage Students</b>		
1. Significance	15	12
<b>Quality of Project Design</b>		
1. Project Design	25	22
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	6
<b>Quality of the Management Plan</b>		
1. Management Plan	10	7
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	10	8
<b>Sub Total</b>	100	84
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP2	10	0
<b>Sub Total</b>	10	0
<b>Total</b>	110	84

# Technical Review Form

Panel #2 - FY19 Developers - 2: 84.282E

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

Applicant: John P. Holland Charter School (S282E190023)

## Questions

### Selection Criteria - Quality of Eligible Applicant

1. The Secretary considers the quality of the eligible applicant for the proposed project. In determining the quality of the eligible applicant, the Secretary considers the following factors:

The extent to which –

Reader's Score: 29

#### Sub

1. i. 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, postsecondary enrollment and persistence rates, including in college or career training programs, employment rates, earnings, and other academic outcomes) for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State;

#### Strengths:

JPHCS's student achievement was consistent and progressively higher each year for the Common Core Assessments and other assessment tools given by the school. There are many assessments in place which are given at the beginning, middle, and end of the school year to ensure success and planning for individualized student achievement (p. e45-e50). Past retention rates are 95% and sometimes 100% which demonstrates JPHCS's above-average capacity to successfully manage and operate a charter school because of the high rate of returning students and families (p.e24 and e59). The high return of students demonstrates satisfaction and commitment to JPHCS. The applicant's audit, which contained no apparent discrepancy and no recommendations or noncompliance issues, also demonstrates its successful operation and management of a charter school (p. e73).

#### Weaknesses:

There is no evidence clearly supplied that addresses graduation rates and promotion rates between grades.

Reader's Score: 9

2. ii. One or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation;

**Sub**

**Strengths:**

The applicant's Audit, which contained no apparent discrepancy and no recommendations or noncompliance issues, also demonstrates its successful operation and management of a charter school (p. e73).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 5**

- 3. iii. One or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and**

**Strengths:**

The audit (p. e73), contained no apparent discrepancy and no recommendations or noncompliance issues. The applicant provides statements and documents as to its successful operation and management of a charter school and operates with a cash reserve cash (p. e60).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 10**

- 4. iv. The schools operated or managed by the applicant demonstrate strong results on measurable outcomes in non-academic areas such as, but not limited to, parent satisfaction, school climate, student mental health, civic engagement, and crime prevention and reduction.**

**Strengths:**

The applicant demonstrated a 95% retention rate (p. e59). The applicant developed a comprehensive partnership with William Patterson University (p. e43-e44) where 50 students attended a summer youth program and complete university dual-enrollment course work (p. e44). The applicant proposes for all students to attend the summer program free of charge in the future. Students are to fulfill community service hours upon graduation through a unique civic engagement requirement (p. e43). The applicant incorporates focused instructional methods designed to increase the employability of students and better prepare them to function civically in society (p. e51).

**Weaknesses:**

No weaknesses noted

**Reader's Score: 5**

**Selection Criteria - Assisting Educationally Disadvantage Students**

- 1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.**

**Strengths:**

The data (p. e25) reflects a significant proportion of educationally disadvantaged students enrolled, specifically students with disabilities, English learners, students of color, and economically disadvantaged students who will be served by the proposed project (p. e27). Documented enrollment for bilingual and low-income students was consistent with proposed students to be assisted in the project. JPHCS qualified staff comes from a diverse field of study and a range of careers and experience. The proposal will expand staff and professional development by 24 and employ a full-time ESL teacher (p. e25 and e35).

**Weaknesses:**

The applicant notes that they have honed their present program to meet the needs of this population namely, educationally disadvantaged, children with disabilities, and English learners, (p. e36) and are committed to evaluating and re-evaluating the successes of their program but there are no noted improvements or new programs for children with disabilities and English learners (p. 38).

**Reader's Score: 12**

**Selection Criteria - Quality of Project Design**

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

**The extent to which --**

- i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**
- ii. 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 proposes an expansion of resources to their student body. This project focused on three elements over a five-year period which were specific and achievable (p. e25-e28). The specific goals, objective, and outcomes were technology, professional development, and community investment and involvement (p.e26). Figure 1 (p. e26) documents an appropriate and sound facility for the expansion to 748 students.

**Weaknesses:**

The applicant does not include a description of their plans for recruiting staff to take advantage of certain certificates and pedagogical advancements as enrollments increases (p. e25). Professional development incentives are not included. However, this does significantly distract from the overall design.

**Reader's Score: 22**

**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:**

**The extent to which --**

Reader's Score: 6

Sub

1. i. **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; and**

**Strengths:**

No strengths noted.

**Weaknesses:**

The project has not shown the inclusion of staff from underrepresented groups by race, color, national origin, age, or disability.

Reader's Score: 0

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

**Strengths:**

Professional Development is one of three focused goals of this project and is the primary job description of Michelle Petriello (p.e31). Also, the hiring committee, as proposed in the management plan, recommends qualified instructors to the administration in the spring of each year (p. e34). The inclusion of this committee demonstrates the quality of the proposal.

**Weaknesses:**

The applicant does not describe a plan for the hiring of diverse personnel to reflect the student population (p. e34).

Reader's Score: 6

**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 applicant's management plan, the Secretary considers the following factors**

Reader's Score: 7

Sub

1. i. **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:**

Table 6 (p. e54) outlines a comprehensive management plan with a specific timeline and objectives for each year. The applicant is reasonable in proposing to increase enrollment over a five-year period at the rate of one grade a year with a two-grade increase in the fourth year. The applicant proposes a leadership team that oversees the increase of new students and new staff throughout the project to ensure balance and excellence (p. e33).

Sub

**Weaknesses:**

It is unclear as to how this management plan will be realistically accomplished within the given time frame (p. e54).

**Reader's Score: 3**

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

**Strengths:**

(See p. e32-e35) The proposed leadership team of seven qualified leaders each oversee, respectively, (1) hiring of qualified instructors each year, (2) create and supervise the adoption of appropriate curricula, syllabi, and educational materials per grade expansion year, (3) manage professional development, (4) development and implementation of 1:1 technology, (5) design and manage expanded community, tutoring, and after school space, (6) supervise and carry- out renovations , construction of new building for the two year project, and (7) a leadership chair to evaluative the effectiveness of the program within the school with a grant evaluator. These assigned tasks demonstrate a sound division of labor to meet the proposed objectives of the project.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

**Strengths:**

The applicant proposes strong parent involvement, which includes a community space that employs parents for afterschool programs and tutoring, development of a parent-teacher organization (PTO) in 2019, and a current website for parents to follow and track students' daily activity. The website also reinforces a very strong school-to-the-family connection (p. e59). The applicant proposes a social service agency within the school that involves mental health treatment, includes contact with parents, and follows students for life changes. The applicant also proposes bilingual services for parents and social service agencies. Also, the community space proposed by the applicant, to expand community involvement and provide the diversity of unique perspectives from the business community and other professionals within the community, will be assigned to one key leader and be their sole responsibility.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

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

1. **The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared 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.**

**Strengths:**

Table 6 (p. e54), based on the Logic Model, demonstrated a continuation plan based on the addition of one grade a year for 5 years. Reasonable assurance of continuation of the charter school was demonstrated (p. e34) in past fundraisers totaling \$25,000. Future efforts include public funding led by a qualified founder and a yet-to-be-established parent organization (p. e35). The applicant also demonstrates its proposal to strengthen its community ties by expanding its community space and its partnerships in the community (p. e33-e34).

**Weaknesses:**

The applicant's past fund-raising and restricted reserve seem to be a moderate amount in order to sustain the school once the funding cycle is complete (p. e34).

**Reader's Score: 8**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—
  - 1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
  - 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
  - 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

**Strengths:**

The applicant did not respond to this competitive preference priority.

**Weaknesses:**

The applicant did not respond to this competitive preference priority.

**Reader's Score:** 0

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**Status:** Submitted

**Last Updated:** 09/12/2019 02:07 PM

Status: Submitted

Last Updated: 09/06/2019 10:40 AM

## Technical Review Coversheet

Applicant: John P. Holland Charter School (S282E190023)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Eligible Applicant</b>		
1. Eligible Applicant	30	27
<b>Assisting Educationally Disadvantage Students</b>		
1. Significance	15	11
<b>Quality of Project Design</b>		
1. Project Design	25	19
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	7
<b>Quality of the Management Plan</b>		
1. Management Plan	10	7
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	10	8
<b>Sub Total</b>	100	79
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP2	10	0
<b>Sub Total</b>	10	0
<b>Total</b>	110	79

# Technical Review Form

Panel #2 - FY19 Developers - 2: 84.282E

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

Applicant: John P. Holland Charter School (S282E190023)

## Questions

### Selection Criteria - Quality of Eligible Applicant

1. The Secretary considers the quality of the eligible applicant for the proposed project. In determining the quality of the eligible applicant, the Secretary considers the following factors:

The extent to which –

Reader's Score: 27

#### Sub

1. i. 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, postsecondary enrollment and persistence rates, including in college or career training programs, employment rates, earnings, and other academic outcomes) for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State;

#### Strengths:

Based on the school's designation (pg. e24) as being one of the top performing Tier 1 schools in its district, it has been recognized as an innovative, successful charter according to the Department of Education Framework. The school has shown (p. e46 and e47) where there are struggles and where there have been successes. Some examples of this include page e46 in Table 3 where there is some decline in ELA scores in grades 4-6; however, overall there has been an increase. The school serves a population that is 84% economically disadvantaged, which has a direct and negative correlation to attendance and retention, but the school has shown to have an attrition rate of less than 5%. Page e46 and e47 indicates scores for ELA and math per grade showed some areas of improvement.

The table on pages e46-47 shows some increase in the areas of math and ELA in grades 3-11 during a three-year span from 2016-2019 and especially in the current year for third grade.

#### Weaknesses:

Page e24 mentions a dramatic increase in their school wide performance on Statewide Assessments (PARDD) which resulted in the designation of their Tier 1 status, but the applicant does not provide data to support this statement. The applicant also mentioned an attrition rate of less than 5%, but does not provide perspective by comparing this rate to the average. Overall, the applicant uses general terms such as dramatic increase, but the applicant does not provide actual figures to support its statements. Even though the ELA and math scores went

**Sub**

down in some years and grades, additional context around that would have shown some variables that might not have been controlled for, or given better context to the success of the strategies used. For this reason it is considered as a weakness.

**Reader's Score: 7**

- 2. ii. One or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation;**

**Strengths:**

This school has been in operation since 2011 and has no identified audit findings or issues with any closures or revocation due to noncompliance with statutory or regulatory requirements.

**Weaknesses:**

None identified.

**Reader's Score: 5**

- 3. iii. One or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and**

**Strengths:**

The application indicated no self-identified or independent audit findings. The management letter (e 64) did not indicate any significant issues in the area of financial or operational management or student safety.

**Weaknesses:**

None identified.

**Reader's Score: 10**

- 4. iv. The schools operated or managed by the applicant demonstrate strong results on measurable outcomes in non-academic areas such as, but not limited to, parent satisfaction, school climate, student mental health, civic engagement, and crime prevention and reduction.**

**Strengths:**

The school is addressing a very sensitive and prevalent issue of bullying (page e44) through the collaboration with the Passaic County Prosecutors Office presenting a workshop on cyber bullying. Additionally, the school is offering programs through mental health counselors, character education and social skills building which in turn impact self-esteem and treatment of others (e 39). Table 2 (p. e39) outlines additional non-academic goals with targets.

Parents who were surveyed expressed great satisfaction (p. e41) in various areas of the program. The school describes various activities to get parents involved and empowered to assist their child's growth and development.

The school has connections to address students' mental health needs as well as providing access to family and follow-up services. Another strength is the fact that the school has considered the financial situation of families and what insurances are accepted. (Pg. e42-43)

Sub

**Weaknesses:**

No weaknesses found.

Reader's Score: 5

**Selection Criteria - Assisting Educationally Disadvantage Students**

- 1. The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.**

**Strengths:**

The school is currently serving a high percentage of students who are economically disadvantaged (p. e35) and many of their strategies are geared toward meeting the needs of these learners.

The applicant hired many staff with experience to address the needs of the students. They are experienced in strategies and engagement around academic gains, language learners, use of community resources, and parent involvement (Pg. e43).

The applicant described good use of community resources and ensuring that family needs are met (Pg. e43).

**Weaknesses:**

The school has an 11.7% population of students with disabilities. There is no mention the services that may be needed to recruit, enroll, and retain these students.

The applicant did not provide sufficient information on their different plan for recruiting educationally disadvantaged students, (i.e. through community efforts, referral from other programs, collaboration with other filter schools etc.) Additionally, the applicant did not provide detail on percentages of retention of educationally disadvantaged students or strategies to handle absenteeism and truancy issues.

Reader's Score: 11

**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:**

**The extent to which --**

- i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly**

specific and measurable; and

ii. **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 goals of the charter regarding leadership roles and skills (Page e25 and e38) are very appropriate for the demographic of students to be served (Pg. e19-29). The approach is very comprehensive and involves the community, parents, businesses, and other systems of care to support the growth and development of the students.

The school has successfully identified needs and gaps in services for this group of students. The school hopes to help the student body (pg. e25) collaborate, connect and grow. The proposed strategies in the area of academics and non-academics have been shown to be successful and with greater resources to strengthen the staff development, student achievement will be able to be replicated and increased.

The logic model presented outlines activities and outcomes to support this applicant's proposal. (page e54-56)

**Weaknesses:**

Although the logic model (p. e54) addresses the needs of the target population, the activities associated should be more defined. For example, recruiting, hiring and retaining should be three separate activities with outcomes attached separately. Additionally, the outcomes for this activity currently only addresses recruiting and hiring and not retaining staff, which is important.

The applicant should provide more detail into ensuring that baseline data is captured and that there is comparison rate to show gains and losses. The applicant states many times what the school's percentages are or makes general statements about scores but needs to put this into perspective with comparison data, e.g., attrition rates, ELA and math scores.

**Reader's Score: 19**

**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:**

**The extent to which –**

**Reader's Score: 7**

**Sub**

**1. i. 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; and**

**Strengths:**

No strengths identified.

**Sub**

**Weaknesses:**

Many of the applicants for employment come from diverse backgrounds and have had a long-standing history with the school, as well as an applicant with the community connection (p. e75-e91). However, the applicant did not detail how it encourages applications for employment from underrepresented groups. The applicant focused more on utilizing their existing staff members which have the experience and connections.

**Reader's Score: 0**

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

**Strengths:**

All staff, minus one, have the required qualifications and experience. They have been prior staff or have had experience with the school. All resumes enclosed (p. e75-e91).

**Weaknesses:**

One member of the staff does not appear to have working experience or relevant experience for the project. To strengthen this, the applicant should have provided more specific details on staff training.

**Reader's Score: 7**

**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 applicant's management plan, the Secretary considers the following factors**

**Reader's Score: 7**

**Sub**

**1. i. 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:**

Each member of the school leadership team and administrative team had clearly defined roles and responsibilities. The applicant provided a budget that supports the positions (p. e100-e104).

**Weaknesses:**

There were not specific timelines throughout the project. They were very general and did not provide sufficient detail on completing proposed activities (p. e34). The applicant provided very general information and timelines, which makes it hard to demonstrate if the project is on time. The applicant's management plan should have included information about how the activities tie into the goals and mission of the charter school. Also, the leadership team is a team of two, and that is the only staff training group budgeted. It would be beneficial to have budgeted for continued training or attendance at supportive trainings for in-class staff.

**Reader's Score: 3**

Sub

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

**Strengths:**

Based on being an existing charter that is expanding, the charter has taken into consideration aspects of time commitments and budget (p. e29, e38). The roles designated are very appropriate. The applicant proposes to use outside resources to sustain deliverables (pg e14-e29).

**Weaknesses:**

None identified.

**Reader's Score: 2**

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

**Strengths:**

The applicant did an exceptional job of mentioning key stakeholders and their roles responsibilities and time obligations, such as the university, community and parents (p. e39-e43). The applicant proposes a bullying task force education, which is necessary and thoughtful.

The applicant took time to include parents in services (pg. e41) such as mental health and other non-academic goals as well as access to these services became more attainable and affordable, as well as for any continuum of services or in-home services.

**Weaknesses:**

No weaknesses identified.

**Reader's Score: 2**

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

1. **The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared 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.**

**Strengths:**

The applicant has an existing fundraising plan that is adequate for the current school size. However, this plan will need to be increased for expansion (p. e34). The applicant has plans for grant writing, which is important to support the program, and a plan in place which needs to be formalized to include financial goals, donor and solicitation efforts.

**Weaknesses:**

The applicant could have strengthened the narrative by providing more description of fundraising efforts which must be increased to support its goals. The applicant mentions the PTO as a source of fundraising, but \$25,000 is a lofty goal for the first year (pg. e35). Furthermore, the applicant did not provide enough information regarding whether the amount budgeted for assessments, strategies and curriculum is sufficient to carry through all years beyond the grant.

The applicant also proposes a large amount of technology that is allocated to be purchased for student use, but the applicant does not include funds for maintenance, upgrades and repairs. Additionally, the applicant did not explain how they will cover the costs of maintenance and repair of any future costs associated. (p. e50).

**Reader's Score: 8**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 2**

**1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—
  - 1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;
  - 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and
  - 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;
- b. Submit a letter of support from at least one Indian Tribe or Native American organization located within the area to be served by the new, replicated, or expanded charter school; and
- c. Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.

**Strengths:**

This priority was not addressed

**Weaknesses:**

This priority was not addressed.

**Reader's Score:**     **0**

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**Status:**           Submitted

**Last Updated:**   09/06/2019 10:40 AM

Status: Submitted

Last Updated: 09/11/2019 10:49 AM

## Technical Review Coversheet

Applicant: John P. Holland Charter School (S282E190023)

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

	Points Possible	Points Scored
<b>Questions</b>		
<b>Selection Criteria</b>		
<b>Quality of Eligible Applicant</b>		
1. Eligible Applicant	30	28
<b>Assisting Educationally Disadvantage Students</b>		
1. Significance	15	13
<b>Quality of Project Design</b>		
1. Project Design	25	20
<b>Quality of Project Personnel</b>		
1. Project Personnel	10	7
<b>Quality of the Management Plan</b>		
1. Management Plan	10	8
<b>Quality of the Continuation Plan</b>		
1. Continuation Plan	10	9
<b>Sub Total</b>	100	85
<b>Priority Questions</b>		
<b>Competitive Preference Priority</b>		
<b>Competitive Preference Priority 2</b>		
1. CPP2	10	0
<b>Sub Total</b>	10	0
<b>Total</b>	110	85

# Technical Review Form

Panel #2 - FY19 Developers - 2: 84.282E

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

Applicant: John P. Holland Charter School (S282E190023)

## Questions

### Selection Criteria - Quality of Eligible Applicant

1. The Secretary considers the quality of the eligible applicant for the proposed project. In determining the quality of the eligible applicant, the Secretary considers the following factors:

The extent to which –

Reader's Score: 28

#### Sub

1. i. 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, postsecondary enrollment and persistence rates, including in college or career training programs, employment rates, earnings, and other academic outcomes) for educationally disadvantaged students served by the charter school(s) operated or managed by the applicant have exceeded the average academic achievement results for such students served by other public schools in the State;

#### Strengths:

The school is noted as one of the top Tier 1 schools of the district (p. e24) with demonstrated increases in PARCC assessments. Furthermore, the school has demonstrated progress in student achievement, as reflected on the tables of pages e46 and e47.

The school's partnership with Samsung offers vocational opportunities to the students, while that with the William Paterson University (WPU) allows for summer youth programs, and other higher education outlets for students, school personnel, and parents (p. e44).

#### Weaknesses:

Currently the school is limited by its size in serving more students (with a waiting list of 500, as noted on p. e22); at this point the school only serves K-8 grades.

Reader's Score: 8

2. ii. One or more charter schools operated or managed by the applicant have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; or have had their affiliation with the applicant revoked or terminated, including through voluntary disaffiliation;

#### Strengths:

No school by this applicant has previously closed. This is a sole site charter founded in 2011.

Sub

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

3. iii. **One or more charter schools operated or managed by the applicant have had any significant issues in the area of financial or operational management or student safety, or have otherwise experienced significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter; and**

**Strengths:**

This is a sole site charter that has had no issues reported relative to financial/operational management, nor safety of the students. The Auditors Report (p. e63 through p. e74) indicates so, and there are no correctional comments on the auditor's findings (p. e73 of the Audit document).

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 10**

4. iv. **The schools operated or managed by the applicant demonstrate strong results on measurable outcomes in non-academic areas such as, but not limited to, parent satisfaction, school climate, student mental health, civic engagement, and crime prevention and reduction.**

**Strengths:**

The school involves parents in many aspects of the school life; per p. e41, the most recent satisfaction rate was 100%. The school is sensitive to the students' emotional and mental health needs that are served via social workers and 2 therapists from a partnering entity (M&S Psychotherapy & Counseling) as noted on p. e36 and p. e37 as well as on the Logic Model on p. e56 and p. e57.

On page e38 they indicate that their social worker meets regularly with students informally during lunch to demonstrate appropriate social skills and behaviors. Table 2 on p. e39 and p. e40 reflects the measurable goals associated with their compliance to the State's Performance Framework.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 5**

**Selection Criteria - Assisting Educationally Disadvantage Students**

1. **The Secretary considers the significance of contribution in assisting educationally disadvantaged students for the proposed project. In determining the significance of the contribution the proposed project will make in expanding educational opportunity for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the quality of the plan to ensure that the charter school the applicant proposes to open, replicate, or expand will recruit, enroll, and effectively serve educationally disadvantaged students, which include children with disabilities and English learners.**

**Strengths:**

The core mission of the school is to serve students in areas that face poverty issues; as noted on p. e25, 84% of the school families are considered economically disadvantaged. Furthermore, the school has a 12% Special Education

students. Four percent of the students are enrolled in the English as a Second Language (ESL) program (p. e35). Currently the school is employing one (and plans to increase as needed) ESL teacher (p. e37) with additional Spanish-speaking staff with case management expertise (also p. e37). Given the socioeconomic background of the students, the partnership with M&S allows 2 of their therapists to take on a caseload of 18-20 students in need (p.e36) in addition to the school's in-house staff. On page e52 the applicant outlines their efforts to reach out the multilingual families of the community.

**Weaknesses:**

The school indicated a relatively high (11.7%) percentage of students with disabilities (p. e35); they did not, however, break down the type of said disabilities or how they are specifically addressing them.

**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:**

The extent to which --

- i. The goals, objectives, and outcomes to be achieved by the proposed project are clearly specific and measurable; and**
- ii. The design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

**Strengths:**

As it stands, the school has offered a successful educational option in the city and its 500-student waiting list warrants the opportunity to expand in enrollment and grades so that it adds to the student body and covers the entire K-12 continuum. The goals and outcomes have been noted in the Abstract Narrative and reiterated throughout the application, namely: Project Design (p. e25 through p. e27) outlines how the grant will support the school betterment via technology, staff, hours of operation, and the teaching staff's Professional Development (PD). Furthermore, the school has presented (p. e39 - Table 2) a list of specific and measurable performance standard goals with associated metrics and targets.

**Weaknesses:**

There is no evidence on how would the school address not reaching the stated goals on p. e39 or how they will retool or change course to address the shortcomings. The same applies to the detailed Logic Model on p. e54 through p. e56. Also, although (p. e28) the school takes pride on their partnership with William Paterson University for staff Professional Development (PD), they are not listing specific yearly frequency and areas or subjects of the PD program. On p. e51 and e52 there is reference of Professional Development Center but no detail on how it benefits the teaching staff.

**Reader's Score: 20**

**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:**

The extent to which --

**Reader's Score: 7**

**Sub**

1. i. **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; and**

**Strengths:**

There is no particular reference to this, other than the focused effort to hire designated ESL teachers, a Spanish-speaking office staff (with previous case management experience), and necessary wraparound service providers. They do, however state that 10 members of the teaching staff are pursuing higher educational degrees (p. e52)

**Weaknesses:**

Based on the resumes attached, there is only one team member residing in Paterson from the leadership team. There is no further detail on staff residencies in the document.

Also, it is not evident from the resume review whether the school staff is racially diverse to reflect the served community, and the gender breakdown reflect the rather heavily female field of elementary education.

**Reader's Score: 1**

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

**Strengths:**

Most key educators have both tenure and proven advancement in the organization, hold advanced (Masters with one EdD) degrees in their fields and appropriate certifications (see resumes starting on p. e75).

The school's hiring selection involves an established Hiring Committee (p. e34) reflecting the overall commitments to quality hiring.

The teaching staff is also learning through collaboration and professional development as they participate in the William Paterson University's Professional Development (p. e52) where they hone their abilities and are exposed to the trends in education under the University's personnel.

**Weaknesses:**

The application does not mention the number or percentage of certified teachers at the school.

**Reader's Score: 6**

**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 applicant's management plan, the Secretary considers the following factors**

Reader's Score: 8

Sub

1. i. **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 school has maintained a low expenditure profile that allows for an ongoing operation. Since there is no payments to a CMO or EMO, the school realizes savings by being self-managed.

The school leader is evaluated both formally (annually) and via monthly reporting (p. e33) to ensure that leadership stays on task with the school's mission and educational effectiveness.

**Weaknesses:**

The application does not include a staffing plan that will reflect who the staff (be that management, teachers, or other administrators) will increase as the number of students increases.

Reader's Score: 4

2. ii. **The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project; and**

**Strengths:**

Based on the fact that the school expansion (in terms of in students, grades, and facility) will take place under the same management model, the Principal will be able to manage the tiered increases. As stated throughout the application, additional teaching and support staff will be added as the student body grows to support the already successful model.

Page e34 reflects the delegation of the tasks associated with the expansions and the persons on point for each area. The school has gone as far as hiring non instructional expertise to manage the building aspect of the expansion, as to not burden the instructional team.

Lastly, the deliberate and tiered expansion allows for minimal impact on the ongoing educational process of the existing school.

**Weaknesses:**

No weaknesses noted.

Reader's Score: 2

3. iii. **How the applicant will ensure that a diversity of perspectives are brought to bear in the operation of the proposed project, including those of parents, teachers, the business community, a variety of disciplinary and professional fields, recipients or beneficiaries of services, or others, as appropriate.**

**Strengths:**

The applicant already has deep roots in the community and has leveraged the businesses, services, and other entities in its current operation. The parent groups are involved today and satisfied with the model and philosophy of the school. The low 5% attrition (with some years at 0%) noted on p. e24 indicates that the school community as a whole works in sync. Page e59 reiterates this fact.

Parent satisfaction surveys (p. e41) reinforce the effectiveness of both the communication and overall school operation Pages e42 through e44) also list the means by which the parents, community, local Police Department, are part of the school's daily life.

**Sub**

The students' community service requirement upon graduation (p. e44) is another indication of the community focus of the school.

**Weaknesses:**

No weaknesses noted.

**Reader's Score: 2**

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

- 1. The Secretary considers the quality of the continuation plan for the proposed project. In determining the quality of the continuation plan, the Secretary considers the extent to which the eligible applicant is prepared 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.**

**Strengths:**

The school is applying for this grant in order to achieve an expansion that has been contemplated since its inception in 2011. The team that will carry through this expansion has tenure at the school and understands the needs of the student body and greater community. Furthermore, the grant is requested in order to cover this expansion and bring the school to its originally planned size; there is no indication, based on the review of this application that there will be an ongoing need for additional funding (p. e34 - e35).

**Weaknesses:**

The school will need to continue fundraising or partnering, as they have done in the past, if they plan to maintain the 1:1 technology ratio that this grant will fund, as well as to ensure that transportation (p. e45) will continue to be available to the students in compliance with their IEPs or other requirements, and support the collaboration with William Paterson University, as well as field trips that support the school's environmental focus.

**Reader's Score: 9**

**Priority Questions**

**Competitive Preference Priority - Competitive Preference Priority 2**

- 1. Competitive Preference Priority 2: Opening a New Charter School or Replicating or Expanding a High-quality Charter School to Serve Native American Students**

To receive points under this priority, an applicant must --

- a. Propose to open a new charter school, or replicate or expand a high-quality charter school, that—**
  - 1. Utilizes targeted outreach and recruitment in order to serve a high proportion of Native American students, consistent with nondiscrimination requirements contained in the U.S. Constitution and Federal civil rights laws;**
  - 2. Has a mission and focus that will address the unique educational needs of Native American students, such as through the use of instructional programs and teaching methods that reflect and preserve Native American language, culture, and history; and**
  - 3. Has or will have a governing board with a substantial percentage of members who are members of Indian Tribes or Native American organizations located within the area to be served by the new, replicated, or expanded charter school;**
- b. Submit a letter of support from at least one Indian Tribe or Native American**

organization located within the area to be served by the new, replicated, or expanded charter school; and

c. **Meaningfully collaborate with the Indian Tribe(s) or Native American organization(s) from which the applicant has received a letter of support in a timely, active, and ongoing manner with respect to the development and implementation of the educational program at the charter school.**

**Strengths:**

No strengths noted.

**Weaknesses:**

No deliberate or focused target.

**Reader's Score: 0**

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