

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

Status: Submitted

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Technical Review Coversheet

Applicant: IDEA Public Schools (S282M200009)

Reader #1: *****

| | Points Possible | Points Scored |
|---|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of the Applicant and Adequacy Resources | | |
| 1. Applicant and Resources | 40 | 40 |
| Significance of Contribution in Assisting Students | | |
| 1. Disadvantaged Students | 20 | 20 |
| Quality of the Project Design and Evaluation Plan | | |
| 1. Project Design/Evaluation | 30 | 29 |
| Quality of Project Personnel and Management Plan | | |
| 1. Personnel/Management | 10 | 10 |
| Sub Total | 100 | 99 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| CPP 3: High School Students | | |
| 1. High School Students | 2 | 2 |
| CPP4: Serve Native American Students | | |
| 1. Native American Students | 4 | 0 |
| CPP5: Reopening Poor-Performing Schools | | |
| 1. Reopening Schools | 2 | 2 |
| Sub Total | 8 | 4 |
| Total | 108 | 103 |

Technical Review Form

Panel #1 - FY20 CMO - 1: 84.282M

Reader #1: *****

Applicant: IDEA Public Schools (S282M200009)

Questions

Selection Criteria - Quality of the Applicant and Adequacy Resources

1. 1. Quality of the Eligible Applicant and Adequacy of Resources

In determining the quality of the eligible applicant, the Secretary considers the following factors:

Reader's Score: 40

Sub

1. a. The extent to which the academic achievement results (including annual student performance on statewide assessments, 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 served by other public schools in the State.

Strengths:

The IDEA network consists of 96 schools in 6 regions (page e16). The narrative provides evidence, page 21, proving all schools in the network service a higher number of educationally disadvantaged students and ELL students than the neighboring school districts, and more importantly, these schools outperformed their neighbor schools on the state test. This attendance data shows their enrollment is comparable to surrounding districts and state average.

There is a snapshot of academic performance scores from Texas in the years 2106 through 2019. The other states and their test scores are listed in Appendix E. This data proves IDEA test scores when compared to surrounding districts and state average are higher.

This evidence definitively establishes the practices and standards are valid and will achieve results. This organization holds its schools to high expectations to be effective for the students in that region. This data will have an impact on future replication and expansion.

In the area of attendance, the data on page 23 shows IDEA schools in Texas have a better attendance percentage than either neighboring districts or the state average which is standard throughout the network.

There is also evidence to support they outperform local and state districts for attendance rates (page 23), retention rates (page 23), and graduation rates (page 25).

Weaknesses:

There are no weaknesses noted

Reader's Score: 10

Sub

- 2. b. The extent to which 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:

The narrative states in the past 19 years the IDEA network has opened 96 schools and had no school closures, no charter revocations for any reason, including noncompliance with statutory or regulatory requirements and no affiliations revoked or terminated (page 29). The accountability for school/network leaders is to set high expectations and hold schools accountable. These organizational processes and protocols are exemplary, making them a model for other schools.

This strength will impact this project, which seeks to open 102 replication schools and four expansion charters in 13 regions within the next five years (page e16).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 3. c. The extent to which 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.**

Strengths:

The applicant has documented that there have been no significant issues in the areas of financial or operational management. IDEA school network maintains they have not experienced safety issues (safety procedures- Appendix H11.1) or noncompliance with statutory or regulatory agents. Additionally, none of their charters have been revoked.

Financial integrity of the IDEA schools has been documented in Appendix G.1, and along with the narrative (30-31), there is substantial proof this is a strength for this entity, which has a robust vision for replication/expansion.

The strength of this model is two-fold. 1) Each school's business office manages the day-to-day finance, thus making each school more accountable to its needs rather than a central network office, and 2) By year three of an expansion school, their finances are solvent (pages 31, 32).

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 4. d. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

Strengths:

The strength of this organization's expansion is that throughout its 19-year history, it has raised over \$200 million from both foundations and investors. This ensures the financial sustainability of the replication and expansion school project after the CSP grant funds have been expended (pages 32-33). Additionally, they have partnerships with real estate developers and venture capitalists (Appendix C).

Furthermore, the narrative has provided letters of support from community stakeholders to prove the engagement of the community (page 33 and Appendix C).

The impact of both the financial and community support will only enhance the chance of success and sustainability for the replication and expansion school long after the CSP funding is exhausted.

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Weaknesses:

No weakness noted.

Reader's Score: 10

Selection Criteria - Significance of Contribution in Assisting Students

1. 2. Significance of Contribution in Assisting Educationally Disadvantaged Students

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 opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the following factors:

Reader's Score: 20

Sub

- 1. 1. The extent to which charter schools currently operated or managed by the applicant serve educationally disadvantaged students, particularly students with disabilities and English learners, at rates comparable to surrounding public schools or, in the case of virtual charter schools, at rates comparable to public schools in the State.**

Strengths:

Across all regions, the IDEA network has a total of 87.1 percent low-income and 36 percent ELL—a highly educationally disadvantaged student body. There is a snapshot chart (page 34) with percentages of the Texas and Louisiana educationally disadvantaged students numbers as compared to nearby districts and their state average. Information on this topic for all of the IDEA schools can be found in Appendix F.

Although the number of students with disabilities who are being served is relatively low, IDEA had noted a disclaimer explaining their early detection, identification, and blended learning content had met the needs of this subgroup (page 35).

The narrative documents show the comparison of their high numbers of low-income and ELL student subgroups with regards to surrounding districts and state averages (pages 34-35). IDEA intentionally locates schools in areas with low-income families and high diversity. This data documents the success IDEA students have had in their test scores compared to other nearby educational institutions; thus, these schools prove they are effective in closing the achievement gap.

Weaknesses:

No weakness noted.

Reader's Score: 10

- 2. 2. The quality of the plan to ensure that the charter schools the applicant proposes to replicate or expand will recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English learners.**

Strengths:

IDEA projected replication and expansion schools will continue to locate in areas where the demographics include low poverty rates, population growth patterns, and evidence of low-performing neighborhood schools. This allows these potential students to attend a high-performing IDEA charter school (page 40). To ensure the families they

Sub

recruit will enroll their students in the IDEA schools, these schools will host school tours, "meet and greets" and provide other opportunities for parents to engage (page 38). The strength of these events has been proven in established IDEA schools to be effective by raising the public awareness of the school, its culture, and build relationships. This practice will have a high impact on both the new replication and expansion schools in the communities they will enter (page 38).

Additionally, this network builds the relationship between school, student, and family by publishing a magazine, IMPACT, which delivers to over 65,000 households. This publication targets valuable information for families with students with disabilities (page 38). This magazine, like all their other publications, is printed in both English and Spanish (page 39).

Because of IDEA's high effectively recruiting and enrollment methods, they have been able to sustain their current schools at enrollment capacity levels and meet high-performance standards. They have positioned themselves to replicate and expand their model successfully.

Weaknesses:

No weakness found.

Reader's Score: 10

Selection Criteria - Quality of the Project Design and Evaluation Plan

1. 3. Quality of the Project Design and Evaluation Plan for the Proposed Project

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: 29

Sub

1. 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.

Strengths:

In previous CSP grants, IDEA's focus was on replicating its proven, high-quality academic model. For this grant project, IDEA is projecting besides academics; the school culture is what makes for a highly effective school (pages 44, 45).

The applicant annotates a few research articles that perpetuate the idea of a positive school climate and culture motivate a child to learn (page 44).

This concept's impact is to implement with fidelity a singular organization-wide protocol, which embraces positive school climate and culture. IDEA believes schools' climate and culture will promote student academic success, joy in learning, and college-going identity. This will likely be replicated successfully for network schools across all regions (page 44).

IDEA plans to take the theory of positive school climate as a means of closing the achievement gap (page 45).

Weaknesses:

Unlike academic achievement, which can be easily measured through test scores, school climate and culture is subjective and will be a more difficult task for finding consistent concrete data points which can be measured in different regions and cultures.

The applicant did not describe how or to whom they will survey for school climate and culture to ensure objective data.

Sub

Reader's Score: 4

2. **2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the applicant's logic model, and that will produce quantitative and qualitative data by the end of the grant period.**

Strengths:

The IDEA network has reorganized to establish a seven-person Research and Analysis (R & A) Team. This team will perform quarterly benchmark evaluations to measure the effectiveness of the five goals, which are stated in the logic model (page 44). The R & A Team will use mixed qualitative and quantitative methods that produce an in-depth understanding of IDEA's growth strategy, lessons learned in replicating the IDEA model, and descriptive analyses of IDEA student outcomes (page 51). The qualitative methods will include surveys, focus groups, interviews involving IDEA leadership, teachers, parents, and students, as well as site visits (page 51). Measurements will be done across regions, which will allow the network leaders to compare best practices and any weak areas of implementation. This strength in this evaluative process is that it will hold replication and expansion school to be true to the model. Quantitative measurements besides state assessments will include College-Readiness tests, Advanced Placement tests, STAR tests, and diagnostic Math and Reading tests.

Weaknesses:

No weakness noted.

Reader's Score: 10

3. **3. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

Strengths:

Besides the logic model which has outline five objectives, the IDEA school is proposing to launch in their replication and expansion schools the theory school climate and culture have a direct result on a student's development and academic progress.

This climate and culture theory is the overarching goal for the implementation of this project's proposed school. The five objectives include scaling a consistent program model across all schools, enabling rapid scaling; programs to support students through college; partnering with school districts, and re-opening failing public schools as charter; strengthen operational and financial management and finally sustain individual's goals with professional development. (chart page 44)

This easy-to-read logic model provides a "road map" for current network leaders and the potential leaders in the new proposed schools. The goals, objectives, and outcomes are clearly stated, measurable, and attainable.

Weaknesses:

No weakness noted.

Reader's Score: 5

4. **4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

Strengths:

The IDEA network has the goal to implement the process of creating positive school cultures across all regions and then measure the effectiveness proving impact on closing the achievement gap (page 44).

The strength of this project will be the replication of 102 schools, four expansion schools across 13 regions,

Sub

analyzing the data through systematic quantitative and qualitative quarterly data collections. The lessons learned in this implementation will be shared network-wide and beyond through a variety of venues and platforms (page 57). The applicant explains (page 53) in the last year of the grant, the cumulative findings on lessons-learned about charter school expansion and replication will guide other charter schools (page 53). Furthermore, the IDEA CSP director and the R & A-Team will share their findings regarding the progress of the expansion, achievement of project goals, and targets (page 56). Among other items, IDEA is specifically interested in the results of the finalization/implementation of the School Climate and Culture Rubric. If these results give validity to the theory, then all network schools will eventually incorporate these protocols.

Weaknesses:

No weakness noted.

Reader's Score: 10

Selection Criteria - Quality of Project Personnel and Management Plan

1. 4. Quality of Project Personnel and Management Plan

The Secretary considers the quality of the personnel who will carry out the proposed project and the quality of the management plan for the proposed project. In determining the quality of project personnel, the Secretary considers 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.

In addition, the Secretary considers:

Reader's Score: 10

Sub

1. 1. The qualifications, including relevant training and experience, of key project personnel.

Strengths:

The IDEA network has documented they will have their Budget Analyst to be the CSP Director to oversee the implementation along with a team of nine highly qualified educators, business, and operations professionals (page 60). Resumes for the CSP team are available in Appendix B. At the appropriate time, regional highly-qualified Executive Directors will be hired to lead the expansion and replicated schools (pages 58-62). These leaders appear to be highly-qualified for their appropriate position to lead this implementation project with fidelity to the model.

Weaknesses:

No weakness noted.

Reader's Score: 5

2. 2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

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Strengths:

The strength of this applicant's procedures to ensure continuous feedback is the engagement of parents in the process. Each school has a Parent Advisory Committee which offers feedback to the local leaders (page 62). Across the network, parents are provided the opportunity to take yearly feedback surveys.

There is documentation of a timeline of key project management activities and positions responsible for continuous feedback (Appendix H.36). Furthermore, there is a comprehensive evaluation plan outlining the process to for evaluation can be found which states (Appendix H.36.)

All of these robust feedback processes and systems which IDEA has said they will put in place validates the IDEAS theory of change.

Weaknesses:

No weakness found.

Reader's Score: 5

Priority Questions

Competitive Preference Priority - CPP 3: High School Students

1. Competitive Preference Priority 3: High School Students

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

- a. Replicate or expand high-quality charter schools to serve high school students, including educationally disadvantaged students;
- b. Prepare students, including educationally disadvantaged students, in those schools for enrollment in postsecondary education institutions through activities such as, but not limited to, accelerated learning programs (including Advanced Placement and International Baccalaureate courses and programs, dual or concurrent enrollment programs, and early college high schools), college counseling, career and technical education programs, career counseling, internships, work-based learning programs (such as apprenticeships), assisting students in the college admissions and financial aid application processes, and preparing students to take standardized college admissions tests;
- c. Provide support for students, including educationally disadvantaged students, who graduate from those schools and enroll in postsecondary education institutions in persisting in, and attaining a degree or certificate from, such institutions, through activities such as, but not limited to, mentorships, ongoing assistance with the financial aid application process, and establishing or strengthening peer support systems for such students attending the same institution; and
- d. Propose one or more project-specific performance measures, including aligned leading indicators or other interim milestones, that will provide valid and reliable information about the applicant's progress in preparing students, including educationally disadvantaged students, for enrollment in postsecondary education institutions and in supporting those students in persisting in and attaining a degree or certificate from such institutions. An applicant addressing this priority and receiving a CMO grant must provide data that are responsive to the measure(s), including performance targets, in its annual performance reports to the Department.

Note: For purposes of this priority, postsecondary education institutions include institutions of higher education, as defined in section 8101(29) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and one-year training programs that meet the requirements of section 101(b)(1) of the Higher Education Act of 1965, as amended (HEA).

Strengths:

There is a comprehensive plan to expand high-quality charter schools for this network (pages 28, 29). This plan includes utilizing college and career counseling and offering college preparatory classes where students can receive college credit, such as through Advanced Placement courses. This plan aligns with the IDEA model, which is to provide more high-quality educational opportunities for educationally disadvantaged students. Measurement tools to prove the effectiveness will include college readiness test scores, acceptance letters, and college matriculation rates (page 28-29).

The IDEA has provided information their Alumni Affairs Team has worked to increase the 4, 5, and 6-year college completion rates over time (graph 13). Because of this data, it is evident IDEA is likely to succeed in this proposal (page 28).

Weaknesses:

No weakness noted.

Reader's Score: 2

Competitive Preference Priority - CPP4: Serve Native American Students

1. Competitive Preference Priority 4: 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:

The applicant did not address this priority.

Reader's Score: 0

Competitive Preference Priority - CPP5: Reopening Poor-Performing Schools

1. Competitive Preference Priority 5: Reopening Academically Poor-Performing Schools as Charter Schools.

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

a. Demonstrate past success working with one or more academically poor-performing public schools or schools that previously were designated as persistently lowest-achieving schools or priority schools under the former School Improvement Grant program or in States that exercised ESEA flexibility, respectively, under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001; and

b. Propose to use grant funds under this program to restart one or more academically poor-performing public schools as charter schools during the project period by—

1. Replicating one or more high-quality charter schools based on a successful charter school model for which the applicant has provided evidence of success; and

2. Targeting a demographically similar student population in the replicated charter schools as was served by the academically poor-performing public schools

Strengths:

IDEA proposes to replicate their model to reopen at least two low-performing Texas schools. Based on the network's past success rates in academic performance, financial and operational performance, it is likely these low-performing schools will see a turn around (Appendix C).

IDEA has targeted a demographically similar student population to ensure success and bring high-quality educational opportunities to these families.

Weaknesses:

No weaknesses noted.

Reader's Score: 2

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Technical Review Coversheet

Applicant: IDEA Public Schools (S282M200009)

Reader #2: *****

| | Points Possible | Points Scored |
|---|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of the Applicant and Adequacy Resources | | |
| 1. Applicant and Resources | 40 | 40 |
| Significance of Contribution in Assisting Students | | |
| 1. Disadvantaged Students | 20 | 20 |
| Quality of the Project Design and Evaluation Plan | | |
| 1. Project Design/Evaluation | 30 | 29 |
| Quality of Project Personnel and Management Plan | | |
| 1. Personnel/Management | 10 | 10 |
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| Priority Questions | | |
| Competitive Preference Priority | | |
| CPP 3: High School Students | | |
| 1. High School Students | 2 | 2 |
| CPP4: Serve Native American Students | | |
| 1. Native American Students | 4 | 0 |
| CPP5: Reopening Poor-Performing Schools | | |
| 1. Reopening Schools | 2 | 2 |
| Sub Total | 8 | 4 |
| Total | 108 | 103 |

Technical Review Form

Panel #1 - FY20 CMO - 1: 84.282M

Reader #2: *****

Applicant: IDEA Public Schools (S282M200009)

Questions

Selection Criteria - Quality of the Applicant and Adequacy Resources

1. 1. Quality of the Eligible Applicant and Adequacy of Resources

In determining the quality of the eligible applicant, the Secretary considers the following factors:

Reader's Score: 40

Sub

1. a. The extent to which the academic achievement results (including annual student performance on statewide assessments, 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 served by other public schools in the State.

Strengths:

In Appendix F, H6, and pages e40-e42, the applicant provided substantial data that demonstrates the academic achievement rates by subgroups, by state, and by the school. The data is compelling and demonstrates the applicant's relentless commitment to high academic achievement for all students. On page e42-e43, the applicant included information that describes the attendance and retention rates showing comparable rates and, in some cases exceeding attendance rates for students in the IDEA Network. The applicant further supports the data in Appendix H9 by providing additional details by school and state. The applicant included persistence rates on page e31 which illustrates comparable rates with other public schools and the state average. The graduation rates listed on page e44 also show comparable rates that are comparable to other public schools and the state average. When considering the rates for this selection criteria, the applicant has provided sufficient data that satisfy this portion of the criterion.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

2. b. The extent to which 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:

On page e48, the applicant states that the charter schools operated and managed by IDEA Public Schools have not had any closures or charter revocations in its history. The applicant operates ninety-six schools within their network and continues to have opportunities to open new schools in various states based on the successful track record of the organization and compliance with statutory and regulatory requirements.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

- 3. c. The extent to which 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.**

Strengths:

On pages e48-49, the applicant states that the charter schools operated and managed by IDEA Public Schools have not had any significant financial or operational management or student safety problems that could lead to revocation of the schools' charters. In Appendix E and H11, the applicant substantiated their position of strong financial, operational, and student safety by including documentation of commendations received from various sources including the annual audits, S&P Global Ratings, Better Business Bureau, and Texas Education Agency. Given the favorable results of the audits and ratings from various sources, it is highly likely that the applicant will continue to have minimal, if any, significant problems with statutory and regulatory compliance that could jeopardize the schools' charter.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

- 4. d. The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

Strengths:

Based on the applicant's extensive history in the current communities and the charter school industry, there is a high level of assurance that the schools have a solid financial plan to continue all project efforts outside of the grant. In Appendix H, the applicant included a chart that demonstrates the high level of fundraising from the applicant. The applicant has also aligned with a significant number of partners (e51-e52) who can help offset the cost of expenses with various resources, including real estate and other venture capitalists (Appendix C). Because of the aggressive fundraising efforts, as well as the number of grants that have been awarded to the applicant, the activities associated with the grant will likely continue project efforts without the support of Federal funding.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

Selection Criteria - Significance of Contribution in Assisting Students

1. 2. Significance of Contribution in Assisting Educationally Disadvantaged Students

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 opportunities for educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the following factors:

Reader's Score: 20

Sub

1. 1. The extent to which charter schools currently operated or managed by the applicant serve educationally disadvantaged students, particularly students with disabilities and English learners, at rates comparable to surrounding public schools or, in the case of virtual charter schools, at rates comparable to public schools in the State.

Strengths:

The data included on pages e52-e53 describes the current population of IDEA schools. It is evident that the applicant consistently serves communities with students who are educationally disadvantaged in order to carry out the organization's mission (pg. e16) of increasing the number of high-quality school options for high-need students. The comparative data on page e52 illustrates that the applicant exceeds the number of EL students as it compares to the state and other public schools. The applicant rates are comparable and satisfy the requirements for this criterion.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

2. 2. The quality of the plan to ensure that the charter schools the applicant proposes to replicate or expand will recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English learners.

Strengths:

On pages e60 and e61, the applicant states that the organization's goal is to recruit 80% of their students from low socioeconomic backgrounds. The applicant described a comprehensive plan for supporting EL students with Critical Student Intervention (CSI), Catalyst, and Content Mastery assistance (pg. e54-e55). These programs adequately demonstrate how the applicant is able to serve students educationally disadvantaged students.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

Selection Criteria - Quality of the Project Design and Evaluation Plan

1. 3. Quality of the Project Design and Evaluation Plan for the Proposed Project

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: 29

Sub

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

Strengths:

The applicant is experienced in evaluating projects of similar nature and scale (pg. e62) In the application, there is an evaluation team that collects data to measure it against project objectives as well as provide feedback for continuous improvement (pg. e62). The applicant has a defined focus on positive school climate, Singular organization of climate and culture, and college readiness.

Weaknesses:

The applicant did not describe what surveys would be given to various stakeholders to evaluate the climate and culture to ensure the results are not subjective. Without a description of the surveys that will be used, it is unclear if the applicant fully satisfied the requirements of this criterion.

Reader's Score: 4

- 2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the applicant's logic model, and that will produce quantitative and qualitative data by the end of the grant period.**

Strengths:

The logic model illustrated in the application is clear and provides a direct alignment between project goals, objectives, activities, and outcomes (pg. e63). The applicant described various methods that will be used to evaluate the intended outcomes of the project. On page e63, the applicant indicated that a school climate rubric will be utilized to collect qualitative data to provide feedback about the school environment. Additionally, the applicant indicated that a variety of surveys would be used to collect data, including behavior, teacher, and student surveys (pg. e70-71), as well as walk-throughs. The applicant also intends to use the data collected from both formative and summative assessments to collect quantitative data as a guide for building out an evaluation plan (pg. e72).

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

- 3. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

Strengths:

On pages e73-e74, the applicant provided a very detailed account of the project goal, objectives, and measures to assess progress towards the goals for the duration of the grant. Additionally, the applicant provided information illustrating the frequency that each of the objectives and activities would be measured (pg. e74). This information provided a thoughtful approach to ways to capture project growth throughout the grant that directly correlates to project goals.

Sub

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 5

4. **4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

Strengths:

The applicant has included a thorough evaluation plan and intends to share the findings of the project in a variety of venues. On page e74, the applicant indicates that the evaluation results, at various stages, will be shared to influence policy briefs, at Scale-Up Institutes, at Charter School Growth Fund conferences, and through webinars. As a result of the dissemination of information throughout the charter school network, this project has a strong potential to guide other charter school operators in the successful replication of high-quality charter schools within their organization.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 10

Selection Criteria - Quality of Project Personnel and Management Plan

1. 4. Quality of Project Personnel and Management Plan

The Secretary considers the quality of the personnel who will carry out the proposed project and the quality of the management plan for the proposed project. In determining the quality of project personnel, the Secretary considers 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.

In addition, the Secretary considers:

Reader's Score: 10

Sub

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

Strengths:

The key project personnel outlined in the application appear to have substantial experience in leading high-quality charter schools within the IDEA Public School network. Additionally, the applicant fully described the roles and responsibilities for each of the key personnel that correlates with the qualifications and experiences for each of their respective roles (pgs. e77-e81). All of the key personnel have experience working with projects of similar scale. A team with this magnitude of experience strengthens the proposal and adds the greater assurance that the project will be managed with a high level of fidelity.

Sub

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 5

2. 2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

The applicant included information that describes a Research and Analysis Team (pgs. e65-e67) who's responsibilities will include informing decisions that lead to continuous improvement. The applicant included a detailed timeline in Appendix H36 that contains activities to collect feedback from various stakeholders. The applicant also mentions on page e81, that feedback will be shared in multiple forums (i.e., Parent Advisory Committee meetings, and various board meetings, which will ensure that stakeholders have an opportunity to weigh-in on ways to improve the project outcomes. On page e81 and e82, the applicant included information that illustrates how the feedback will be shared with various IDEA constituents. Since the applicant has experience operating similar projects, there is greater assurance that the applicant understands the value of continuous improvement and will be supportive of efforts to ensure the success of the project goals.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 5

Priority Questions

Competitive Preference Priority - CPP 3: High School Students

1. Competitive Preference Priority 3: High School Students

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

- a. Replicate or expand high-quality charter schools to serve high school students, including educationally disadvantaged students;
- b. Prepare students, including educationally disadvantaged students, in those schools for enrollment in postsecondary education institutions through activities such as, but not limited to, accelerated learning programs (including Advanced Placement and International Baccalaureate courses and programs, dual or concurrent enrollment programs, and early college high schools), college counseling, career and technical education programs, career counseling, internships, work-based learning programs (such as apprenticeships), assisting students in the college admissions and financial aid application processes, and preparing students to take standardized college admissions tests;
- c. Provide support for students, including educationally disadvantaged students, who graduate from those schools and enroll in postsecondary education institutions in persisting in, and attaining a degree or certificate from, such institutions, through activities such as, but not limited to, mentorships, ongoing assistance with the financial aid application process, and establishing or strengthening peer support systems for such students attending the same institution; and
- d. Propose one or more project-specific performance measures, including aligned leading indicators or other interim milestones, that will provide valid and reliable information about the applicant's progress in preparing students, including educationally disadvantaged students, for enrollment in postsecondary education institutions and in supporting those students in persisting in and attaining a degree or certificate from such institutions. An

applicant addressing this priority and receiving a CMO grant must provide data that are responsive to the measure(s), including performance targets, in its annual performance reports to the Department.

Note: For purposes of this priority, postsecondary education institutions include institutions of higher education, as defined in section 8101(29) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and one-year training programs that meet the requirements of section 101(b)(1) of the Higher Education Act of 1965, as amended (HEA).

Strengths:

The applicant provided information that illustrates why they propose expanding the current campuses to include high schools in several communities around the country (pg. e49). The applicant included longitudinal data that describes the graduation rates of IDEA students by subgroup (pg. e44). The data demonstrate a high level of students graduating from IDEA schools, which exceeds levels reported by state averages. With such a high graduation rate, it is plausible that students are focused on pursuing a postsecondary degree. On page e47, the applicant provided data that fully describes the college acceptance and persistence rates for IDEA Alumni, which seems consistent with the high graduation rates experienced by the schools. The school has a comprehensive plan to ensure that all students are performing at high levels and continuing their education after graduation. The applicant included information that describes how the Alumni Affairs Team supports the efforts of tracking students' progress after graduation (pg.e47). By providing follow-up support for IDEA Alumni, there is a higher likelihood that students will persist in completing college.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 2

Competitive Preference Priority - CPP4: Serve Native American Students

1. Competitive Preference Priority 4: 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 in this section.

Weaknesses:

The applicant did not address this priority.

Reader's Score: 0

Competitive Preference Priority - CPP5: Reopening Poor-Performing Schools

1. Competitive Preference Priority 5: Reopening Academically Poor-Performing Schools as Charter Schools.

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

a. Demonstrate past success working with one or more academically poor-performing public schools or schools that previously were designated as persistently lowest-achieving schools or priority schools under the former School Improvement Grant program or in States that exercised ESEA flexibility, respectively, under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001; and

b. Propose to use grant funds under this program to restart one or more academically poor-performing public schools as charter schools during the project period by—

1. Replicating one or more high-quality charter schools based on a successful charter school model for which the applicant has provided evidence of success; and

2. Targeting a demographically similar student population in the replicated charter schools as was served by the academically poor-performing public schools

Strengths:

The applicant provided a compelling proposal to replicate one or more high-quality charter schools targeting a demographically similar student population (pg. e38). The applicant has identified a school in Ector County, Texas, which has experienced challenges. The model that will be used in the reopened school is a replication of similar reopened schools that IDEA has managed previously. The applicant provided letters of support (Appendix C) from various stakeholders that substantiate the positive impact IDEA has had in communities with poor-performing public schools. Since the applicant has experience working in similar communities, it increases the likelihood that the applicant will continue to be successful with the proposed schools.

Weaknesses:

No weaknesses noted in this section.

Reader's Score: 2

Status: Submitted
Last Updated: 02/12/2020 04:35 PM

Status: Submitted

Last Updated: 02/12/2020 04:35 PM

Technical Review Coversheet

Applicant: IDEA Public Schools (S282M200009)

Reader #3: *****

| | Points Possible | Points Scored |
|---|-----------------|---------------|
| Questions | | |
| Selection Criteria | | |
| Quality of the Applicant and Adequacy Resources | | |
| 1. Applicant and Resources | 40 | 40 |
| Significance of Contribution in Assisting Students | | |
| 1. Disadvantaged Students | 20 | 20 |
| Quality of the Project Design and Evaluation Plan | | |
| 1. Project Design/Evaluation | 30 | 29 |
| Quality of Project Personnel and Management Plan | | |
| 1. Personnel/Management | 10 | 10 |
| Sub Total | 100 | 99 |
| Priority Questions | | |
| Competitive Preference Priority | | |
| CPP 3: High School Students | | |
| 1. High School Students | 2 | 2 |
| CPP4: Serve Native American Students | | |
| 1. Native American Students | 4 | 0 |
| CPP5: Reopening Poor-Performing Schools | | |
| 1. Reopening Schools | 2 | 2 |
| Sub Total | 8 | 4 |
| Total | 108 | 103 |

Technical Review Form

Panel #1 - FY20 CMO - 1: 84.282M

Reader #3: *****

Applicant: IDEA Public Schools (S282M200009)

Questions

Selection Criteria - Quality of the Applicant and Adequacy Resources

1. 1. Quality of the Eligible Applicant and Adequacy of Resources

In determining the quality of the eligible applicant, the Secretary considers the following factors:

Reader's Score: 40

Sub

1. a. The extent to which the academic achievement results (including annual student performance on statewide assessments, 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 served by other public schools in the State.

Strengths:

The extent to which the academic achievement results are as follows: data for the retention rates are not included even though it is a part of the application. Texas does not track retention rates, but the applicant made sure to note it. With regards to student attendance, p. e42 shows the comparison of IDEA versus other districts with five of six of the regions are over 90%. P. e43 provides the reviewer student performance assessment. College acceptance rates noted on p. e30.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. b. The extent to which 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:

In the 96 schools under the IDEA umbrella, none of the school have had their charter revoked in the 19 years, p. e48. Charter Schools are authorized by the state of Texas and 2 are held in Louisiana. They effectively demonstrate that IDEA meets the criteria (Section G and J p. e84).

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 10

3. c. **The extent to which 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.**

Strengths:

P. e30 references Appendix E and Appendix H.12 to which there are no funding concerns or compliance issues as a result from the audits submitted in this grant. H.12 and Appendix G shows an integrated approach to handle multiple aspects of finances. This satisfies the requirements of verifying there are no financial, operational management, or student safety have experienced any setbacks or hardships that would lead to the revocation of the school's charter.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

4. d. **The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.**

Strengths:

Continued support for the project was evident based on the over \$200M from a charitable contribution, p. e2832. Bonds to issue another \$130 - \$150M are through mid-2020, p. e2832. Multiple foundations and partners help to ensure that IDEA will sustain itself well after the project concludes in 5 years, p. e33.

Weaknesses:

No weaknesses noted

Reader's Score: 10

Selection Criteria - Significance of Contribution in Assisting Students

1. 2. Significance of Contribution in Assisting Educationally Disadvantaged Students

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 opportunities for

educationally disadvantaged students and enabling those students to meet challenging State academic standards, the Secretary considers the following factors:

Reader's Score: 20

Sub

1. The extent to which charter schools currently operated or managed by the applicant serve educationally disadvantaged students, particularly students with disabilities and English learners, at rates comparable to surrounding public schools or, in the case of virtual charter schools, at rates comparable to public schools in the State.

Strengths:

P. e53, Significance of Contribution in Assisting Educationally Disadvantaged Students details that almost 88% are economically disadvantaged, 36% are EL students while almost 53% are considered at-risk (p. e54). These marks represent a demographic above the state average. IDEA demonstrates that it serves multiple subgroups proudly and with passion.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

2. The quality of the plan to ensure that the charter schools the applicant proposes to replicate or expand will recruit, enroll, and effectively serve educationally disadvantaged students, particularly students with disabilities and English learners.

Strengths:

IDEA serves special needs students above the respective areas they serve children, p. e55. The percentages of the students in these schools are in the low teens compared to the districts that show high single digit numbers. Appendix H.15 models a five year increase of the number of special needs students IDEA serves. EL students in all regions reflect substantial differences when compared to their counter parts, p. e56. Enrollment includes a multitude of services and activities to make the children feel welcome while increasing public access to the information.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of the Project Design and Evaluation Plan

1. 3. Quality of the Project Design and Evaluation Plan for the Proposed Project

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: 29

Sub

- 1. The extent to which there is a conceptual framework underlying the proposed research or demonstration activities and the quality of that framework.**

Strengths:

The focus on climate and culture to promote student success for all subgroups is evidenced when reviewing the framework (p. e62). They specify that they want to know whether the supports in place are effective and backed by research based practices. A plethora of research was considered when writing this grant.

Weaknesses:

The research ranges from 1993 to 2011 which indicates there has been no recent research noted for their proposed project (e. 62 and e. 63).

Reader's Score: 4

- 2. The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the proposed project, as described in the applicant's logic model, and that will produce quantitative and qualitative data by the end of the grant period.**

Strengths:

The logic model provides the justifications and rationale, p. e63. A Climate and Culture Rubric, piloted in 2019-2020, will serve as a key instrument to determine qualitative support for a baseline of increasing student persistence and teacher retention. The Evaluation team comprising several stakeholders help to control for threats that may alter any interpretations. The evaluation includes crystal clear objectives and includes quantitative and qualitative feedback for improvement.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

- 3. The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable.**

Strengths:

Goals and objectives accompanied by the outcome verify the five year plan to ensure all goals will be met, p. e73. The goals include several sub-areas of academic, culture and operational that increase up to 100%. The easy to read and reference chart makes it possible for any stakeholder to understand what is required and what is needed to make the mark.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 5

4. **4. The extent to which the design for implementing and evaluating the proposed project will result in information to guide possible replication of project activities or strategies, including information about the effectiveness of the approach or strategies employed by the project.**

Strengths:

Plans for disseminating the proposed project are spelled out. Starting on p. e75, the applicant references Dr. Duckworth Grit Mindset Summit where the webinars, briefs, and practitioner findings besides sharing with the Scaling Up Institute of the proposed project will accelerate implementation to other charter schools across the United States. A comprehensive evaluation plan of three main goals and several sub-goals with an impeccable instrument and collection practice will help to keep a smooth and efficient process.

Weaknesses:

No weaknesses noted.

Reader's Score: 10

Selection Criteria - Quality of Project Personnel and Management Plan

1. 4. Quality of Project Personnel and Management Plan

The Secretary considers the quality of the personnel who will carry out the proposed project and the quality of the management plan for the proposed project. In determining the quality of project personnel, the Secretary considers 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.

In addition, the Secretary considers:

Reader's Score: 10

Sub

- 1. 1. The qualifications, including relevant training and experience, of key project personnel.**

Strengths:

Training and experience of key personnel are referenced on p. e75, e76 help to validate IDEA leadership competency in conducting the project with fidelity. Nine highly qualified educators in Appendix B denote above average qualifications that can handle the project implementation and evaluation with ease.

Sub

Weaknesses:

No weaknesses noted.

Reader's Score: 5

2. The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Strengths:

Procedures for ensuring feedback and continuous improvement in operating the proposed project outlined on p. e81 include the Parent Advisory Committee, fiduciary board and regional boards. The annual parent satisfaction survey and the student persistence (in an IDEA school) align metrics that are reportable and validated.

Should the proposed grant be accepted, the creation of a GrantEd Team will be developed to manage and implement the awards as it serves as an independent audit team, p. e82. This is deemed effective to ensure success of the proposed project.

Weaknesses:

No weaknesses

Reader's Score: 5

Priority Questions

Competitive Preference Priority - CPP 3: High School Students

1. Competitive Preference Priority 3: High School Students

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

- a. Replicate or expand high-quality charter schools to serve high school students, including educationally disadvantaged students;
- b. Prepare students, including educationally disadvantaged students, in those schools for enrollment in postsecondary education institutions through activities such as, but not limited to, accelerated learning programs (including Advanced Placement and International Baccalaureate courses and programs, dual or concurrent enrollment programs, and early college high schools), college counseling, career and technical education programs, career counseling, internships, work-based learning programs (such as apprenticeships), assisting students in the college admissions and financial aid application processes, and preparing students to take standardized college admissions tests;
- c. Provide support for students, including educationally disadvantaged students, who graduate from those schools and enroll in postsecondary education institutions in persisting in, and attaining a degree or certificate from, such institutions, through activities such as, but not limited to, mentorships, ongoing assistance with the financial aid application process, and establishing or strengthening peer support systems for such students attending the same institution; and

d. Propose one or more project-specific performance measures, including aligned leading indicators or other interim milestones, that will provide valid and reliable information about the applicant's progress in preparing students, including educationally disadvantaged students, for enrollment in postsecondary education institutions and in supporting those students in persisting in and attaining a degree or certificate from such institutions. An applicant addressing this priority and receiving a CMO grant must provide data that are responsive to the measure(s), including performance targets, in its annual performance reports to the Department.

Note: For purposes of this priority, postsecondary education institutions include institutions of higher education, as defined in section 8101(29) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and one-year training programs that meet the requirements of section 101(b)(1) of the Higher Education Act of 1965, as amended (HEA).

Strengths:

The proposed project will serve high school students in high quality charter schools (p e49). This project will prepare students for postsecondary education. The applicants plan to support students enrolling in postsecondary education and attain a degree (p. e47). The applicant concluded performance measures regarding preparing students for postsecondary education (p e72).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Competitive Preference Priority - CPP4: Serve Native American Students

1. Competitive Preference Priority 4: 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:

The applicant did not address this priority.

Reader's Score: 0

Competitive Preference Priority - CPP5: Reopening Poor-Performing Schools

1. Competitive Preference Priority 5: Reopening Academically Poor-Performing Schools as Charter Schools.

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

a. Demonstrate past success working with one or more academically poor-performing public schools or schools that previously were designated as persistently lowest-achieving schools or priority schools under the former School Improvement Grant program or in States that exercised ESEA flexibility, respectively, under the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001; and

b. Propose to use grant funds under this program to restart one or more academically poor-performing public schools as charter schools during the project period by—

1. Replicating one or more high-quality charter schools based on a successful charter school model for which the applicant has provided evidence of success; and
2. Targeting a demographically similar student population in the replicated charter schools as was served by the academically poor-performing public schools

Strengths:

Letters of support cobbled with IDEAs performance and financial track record helps to show that the proposed schools will reopen school successfully. The two schools that have opened before this grant provides confidence that the two charter schools in Ector County ISD, will have another successful relaunch, because they have similar demographics (p. e38).

Weaknesses:

No weaknesses noted.

Reader's Score: 2

Status: Submitted
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