

FINAL APPLICATION REVIEWS 2009-2010	
Proposed School Name:	Hanlin International Academy Charter School
Grades Served At Full Capacity:	6-12
Number of Students At Full Capacity:	308
Proposed School Location:	Quincy
Proposed Opening Year:	2010-2011
Regional?	No
Proposed Sending Districts:	Quincy
Mission Statement:	
<p>“Hanlin International Academy Charter School ensures its 6th to 12th grade students will benefit from a superior academic program immersed in a fusion of classical Far Eastern and Western instruction, while closing the achievement gap between Quincy’s new Americans and native born peers, delivering college and international readiness for all.”</p>	
Curriculum Synopsis:	
<ul style="list-style-type: none"> • Commitment to classical multicultural learning, closing the achievement gap, international readiness, East Asian cultural preservation/comprehension, and Western/American cultural comprehension. • Holt McDougal Mathematics for grades 6-8 and McDougal Littell Algebra I, Geometry, Algebra 2 and Holt Pre-calculus. • Internally developed, cross-disciplinary curriculum for all other courses aligned with the Massachusetts Curriculum Frameworks. • Students are expected to learn Mandarin. 	
Mission, Vision, and Statement of Need	
<p><u>Primary Strengths</u></p> <ul style="list-style-type: none"> • The Mission Statement is consistent with high academic standards and student success. (AP Section I.A.3) • Having a school that fuses western and eastern classical education, and is focused on closing the achievement gap for new Americans, building a stronger community and cultivating meaning relationships is a compelling vision. (AP Section I.B.1) • The Statement of Need speaks to the value of the school as a choice option for the proposed community. (AP Section I.C.1 and 4) 	<p><u>Primary Weaknesses</u></p> <ul style="list-style-type: none"> • The application included two mission statements, creating confusion for the review panel. The mission in the executive summary identifies the school as being an “American-Asian charter school” which raised many concerns. In the interview the founding group clarified that the official mission statement is in the body of the application and it does not include language about the school being “Asian-American.” (AP Section I.A.1 and 2) • While the Vision illustrates a compelling image of the school’s future, it does not serve as an organizing principle for the application as a whole. (AP Section I.B.1 and 5) • While the data in the section on need offers useful information, it does not give an accurate picture of the educational options currently available to this student population in the district. (AP Section I.C.4)

Educational Philosophy, Curriculum and Instruction

Primary Strengths

- None.

Primary Weaknesses

- The Educational Philosophy explains the founding group’s beliefs about multicultural education and the value of having a multicultural perspective; however, it is not integrated into the implementation of a comprehensive educational program. The philosophy does not demonstrate that it will meet the diverse needs of individual students and there is little evidence that this approach will lead to high academic achievement for the anticipated student population. (AP Section I.D.2 and 5)
- The Curriculum and Instruction section needs further clarification regarding how the school will use national, international, and classical standards, as proposed, in the process of developing the curriculum and aligning with the MCF; the curricular components that will facilitate ongoing development, improvement, and refinement of the curriculum; how evaluation will take place to determine effectiveness and successful implementation. (Section II.B.1, 6, 7, and 8)

Assessment System, Performance, Promotion, Graduation Standards

Primary Strengths

- The Assessment System features multiple measures of student outcomes. (Section II.D.4)

Primary Weaknesses

- The Assessment System and the Performance, Promotion, and Graduation Standards need further clarification. They are not clear or easy to understand. The founding group and proposed board of trustees were not able to successfully explain how promotion and graduation standards operate. Also, it is not clear how portfolios and Teacher-Student Plans will function or how they will be integrated with the assessment system, or how the non-academic goals of “Greatness” and leadership development will be measured tracked, and reported. (Section II.C.1,2,3) (Section II.D.6 and 8)

School Characteristics, Special Student Populations and Student Services

Primary Strengths

- While the details have not been determined, the proposed school has support from external Boston and Quincy-based organizations to work with them to foster the mission and provide afterschool youth services, tutoring, and other family supports. (Section II.E.14)

Primary Weaknesses

- It is not clear how the school day will be organized or how the school will provide support for students with a wide range of needs. While the application indicates a structure for support during the school day, in the Homework Center, and during Saturday Academy, it is not clear how this will be implemented for students and faculty. Also, the after-school programs are vague. (Section II.E.1,5 and 6)

- The section on delivering special student services for both special education populations and English language learners is not thorough. It is not clear that the founding group has knowledge regarding program requirements and effective means of implementation and understands the obligations of charter schools under state and federal laws regarding English language learners. It is not clear how teachers will be trained to work with this population. They are considering using the Rosetta Stone program for English language learners. The application explains that the English language learner program will “adhere to the spirit of federal and state laws and regulations.” (Section II.F.1,2,and 5)

Enrollment and Recruitment

Primary Strengths

- The applicant group has done aggressive outreach and recruitment in the Asian community. They also have a support letter from a Brazilian organization in Quincy. (Section III.A.4)
- The proposed enrollment process is open, fair, and in accordance with the charter school statute and regulations. (AP Section III.A.5)

Primary Weaknesses

- The rationale for a viable and sustainable size and growth strategy is not clear. For example, the school plans to have a grade level promotion enrollment pattern. The application speaks about the demand for a 9th grade entry point. However, except for year 2 when the school plans to enroll new 9th graders, most 9th graders will be enrolled in the school in the earlier grades and there will be very few new 9th grade seats. (Section III.A.2)
- It is not clear how broad and assertive the outreach has been to native English speakers and non-English speaking immigrant groups, other than Asian communities. (Section III.A.4)

Capacity, School Governance, and Management

Primary Strengths

- The founding group and proposed board of trustees includes members who possess a wide variety of skills and experiences, including education, management, finance, and development. The group hopes to recruit board members with experience serving English language learners in public school settings. While they do not have representation from a range of immigrant communities in Quincy, they do seem to have ties to and representation from the immigrant Asian community of Quincy. (AP Section III.B.4)

Primary Weaknesses

- The organizational chart does not accurately reflect the staffing plan and the narrative is confusing. The roles and responsibilities of the school leader and administrative staff are not clear. The reporting structure and relationships between the school’s leader, administration, teachers, specialists, and other staff members is ambiguous. (AP Section III.C.3 and D.1, 3, 5 and 6)

Finances

Primary Strengths

- A number of board members have fundraising experience and financial expertise. (AP Section III B.4)

Primary Weaknesses

- Reviewers had many questions about the budget. The interview provided some clarifying information. However, some of the assumptions in the budget were puzzling and inaccurate. It was not clear why the school

anticipated raising money from the Walton Foundation or using start-up funds for renovation. (AP Section III F. 4 and 5)