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I. ABSOLUTE PRIORITY 2 – LOW-INCOME DEMOGRAPHIC

The InspireNOLA Consortium currently serves a student population in New Orleans that is 76% economically disadvantaged, and will utilize CSP funding to serve an additional ____ students, the vast majority of whom will also be classified as economically disadvantaged. With CSP funding, the InspireNOLA Consortium will expand and replicate its successful model of high-quality charter schools over the next five years to ultimately operate a collective total of 15 open-admissions charter schools in Louisiana, serving over 10,500 students. The InspireNOLA Consortium is committed to serving a similar percentage (a percentage which currently far exceeds the minimum requirement of 40%) of students at its charter schools during the grant period by continuing to open and takeover schools in high-needs areas that are lacking in quality educational options for students.

Table: Student Subgroup Demographics

	Minority	Economically Disadvantaged	Special Education	ELL
InspireNOLA Consortium Overall Average	91.9%	76%	9.2%	6.7%
District Comparison: Orleans Parish	92.7%	83.3%	12%*	5.3%
District Comparison: East Baton Rouge	88.4%	76.3%	N/A*	7.6%
State Comparison: Louisiana	48.0%	68.1%	N/A*	3.6%

**Louisiana does not report special education percentages for districts or for the state. The Orleans Parish special education percentage was provided directly by the district.*

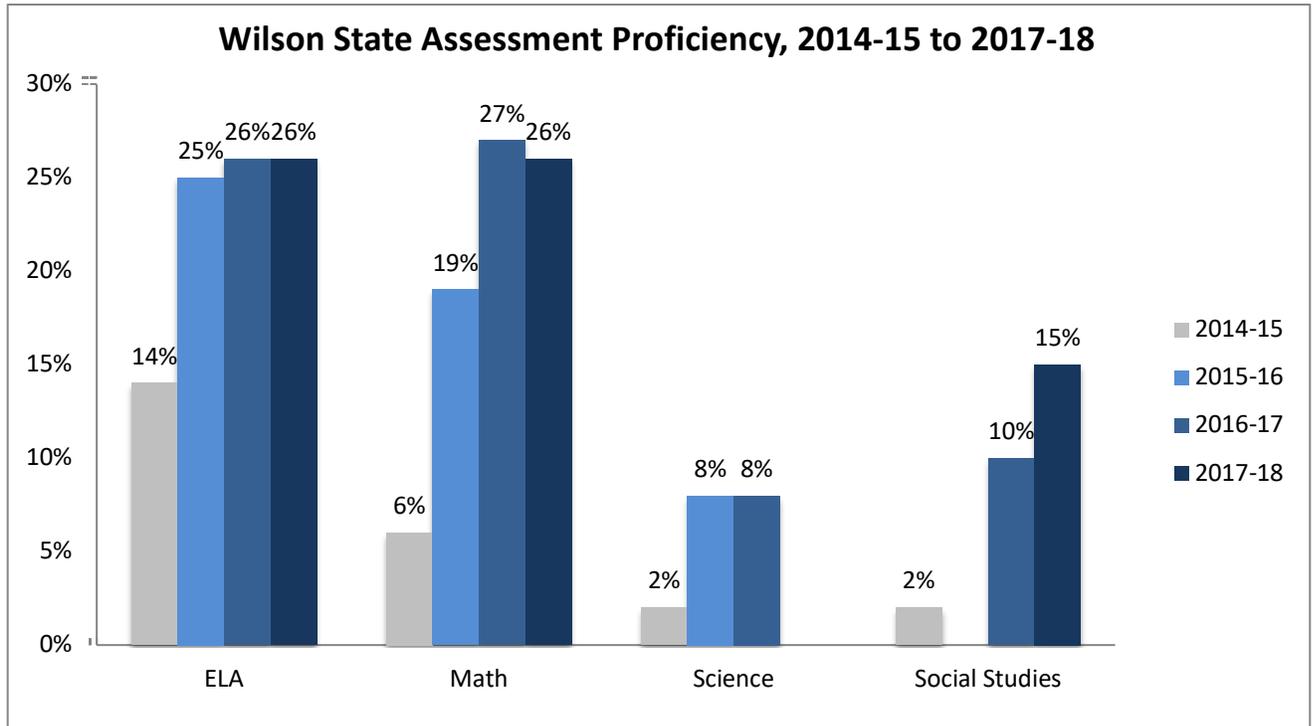
The InspireNOLA Consortium is made up of two charter networks currently operating a total of 7 schools in New Orleans: InspireNOLA Charter Schools and Edward Hynes Charter School. InspireNOLA and Hynes both share a common mission of providing a high-quality, rigorous education for all students and of preparing students to be productive citizens and future leaders locally, nationally, and globally. Both entities have proven academic results for their students, consistently outperforming peers at the district and state level, both in overall

and in subgroup achievement, and both are members of the Charter School Growth Fund portfolio, a national nonprofit that invests in the expansion of quality charter operators serving educationally disadvantaged, minority, and low-income students. In the majority charter and decentralized school system of New Orleans, InspireNOLA and Hynes have chosen to partner and work collaboratively in order to share expertise, knowledge, and resources in order to provide high levels of service and supports to their schools and students.

InspireNOLA Charter Schools currently operates six charter schools in New Orleans, Louisiana, serving over 4,500 students in prekindergarten through twelfth grades, and is authorized by the Orleans Parish School Board (OPSB.) Founded in 2013, the mission of InspireNOLA is to transform and inspire an educational movement. InspireNOLA began by chartering two historic and high-performing district-run schools (Alice Harte Charter School and Edna Karr High School) and then, given citywide need and community support, shifted to taking over and transforming low-performing schools. InspireNOLA has taken over and began the transformation of three school over the past three years: Andrew H. Wilson Charter School (2015), McDonogh 42 Charter School (2017), and Dwight D. Eisenhower Charter School (2018); InspireNOLA also acquired one school from the district: Eleanor McMain Secondary School (2017). Each school transformation has experienced marked improvements since InspireNOLA has assumed operation:

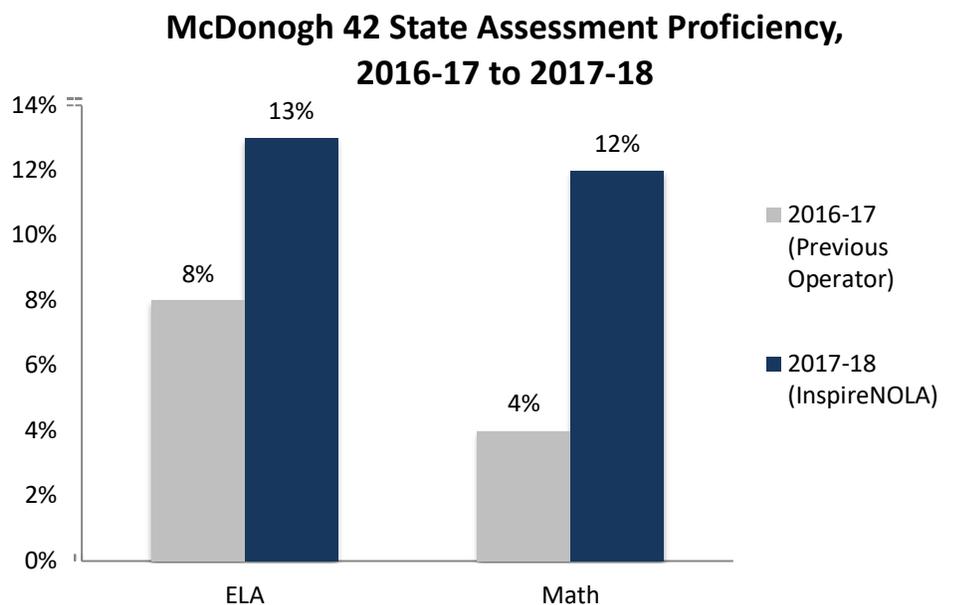
- 1) Wilson, InspireNOLA's first transformation school, had the highest growth of any school in New Orleans in the 2015-16 school year (first year of operation under InspireNOLA). In 2014-15, Wilson was the second-lowest performing elementary school in New Orleans and the Louisiana Board of Elementary and Secondary Education did not renew its charter due

to failing academic performance. After being newly chartered to InspireNOLA in 2015, Wilson’s student performance has improved dramatically, and it is now in the top half of schools in the city.



**Note: Some data is unavailable, as science assessments were not administered by the state in 2017-18 and Social Studies assessments were not administered in 2015-16.*

2) McDonogh 42, InspireNOLA’s second transformation school, had the highest growth of any school in New Orleans in the 2017-18 school year (first year of operation under



InspireNOLA). After more than a decade of extremely low performance and failure under three separate charter operators, InspireNOLA assumed operation of the school and students achieved dramatic academic achievement and improvements in their first year under InspireNOLA, as demonstrated in the chart above.

3) Eleanor McMain was previously a district-operated school that was chartered to InspireNOLA beginning in the 2017-18 school year. As per Louisiana's school performance formula, McMain's performance increased from an 80.9 (C letter grade) to 94.8 (B letter grade) in just one year under operation by InspireNOLA.

4) Dwight D. Eisenhower is currently in its first year of operation by InspireNOLA, and therefore academic achievement results are not yet available.

Consistently outperforming both city and state assessment proficiency averages, InspireNOLA is currently the top performing, open-admissions charter management organization (CMO) in New Orleans, as it is the only CMO to operate one A-graded and two B-graded schools.

Edward Hynes Charter School is a high-performing, single site charter school that currently serves 710 students in prekindergarten through eighth grades. Founded in 1952, Hynes was devastated by the floodwaters of Hurricane Katrina in August 2005, and therefore closed during the 2015-16 school year. In 2016, under the leadership of the current Hynes CEO and principal, Hynes reopened as a charter school for the 2016-17 school year, and has achieved incredible academic achievements for its diverse students since. Already authorized by the Orleans Parish School Board, Hynes received approval by the same district board to replicate its high-performing and proven model of success at a fresh start charter school for the 2019-20 school year. The new campus of Hynes Charter School-UNO will serve 104

kindergarteners in its first year, and add one grade level per year until it fully serves students in kindergarten through twelfth grades.

As Hynes is a currently single site charter school, InspireNOLA is the lead applicant within the consortium for the purposes of the grant application.

II. COMPETITIVE PREFERENCE PRIORITIES

A. Competitive Preference Priority 1 – Promoting Diversity

The InspireNOLA Consortium of Schools serves all students that are matched to each respective school through New Orleans’s centralized enrollment process, OneApp. Through this process, parents complete applications and rank schools in order of their preference. InspireNOLA Consortium Schools each host multiple open houses and community events to promote access and understanding of the schools and programming that they offer.

As shown in *Figure: Student Subgroup Demographic Percentages for InspireNOLA Consortium* on page 2, InspireNOLA Consortium Schools serve a diverse student population, as an average of 92% of students are minority, 76% are economically disadvantaged, 9.2% receive special education services, and 6.7% are English Language Learners. Individual schools serve diverse populations when considered separately, and are each working to recruit and enroll students from racially and socioeconomically diverse backgrounds so that the schools represent student bodies that are truly representative of the larger city, state, and nation. The percentage of students across all InspireNOLA Consortium schools who are economically disadvantaged is 76%, but individual schools percentages range from 32% to 93%; individual school percentages for minority students range from 50% to 99%; and English Language Learner percentages range

from 1% to 19%. These numbers demonstrate that schools within the InspireNOLA Consortium place emphasis on recruiting, enrolling, and retaining a diverse group of students, and has been successfully in doing so at its existing schools.

InspireNOLA Consortium schools promote diversity within their student populations by reaching out to a diverse potential student population through student recruitment efforts, and are working to continue to increase diversity in the future. All marketing materials for InspireNOLA Consortium schools are available in English, Spanish, and Vietnamese, and translation services are available at all schools. Schools focus recruitment efforts in neighborhoods and communities with the greatest need in order to provide an educational option to students who may not have access to high-quality schools. Additionally, InspireNOLA works to increase the number of students from higher income strata as well, partially by employing gifted teachers and providing gifted and talented services at all InspireNOLA schools and partially by engaging in specific outreach efforts to white and middle class families in order to garner support and enrollment interest at InspireNOLA Consortium schools.

B. Competitive Preference Priority 2 – Reopening Academically Poor-performing Public Schools as Charter Schools

InspireNOLA will be reopening McDonogh 35 Senior High School, a poor-performing public school that is currently directly run by the Orleans Parish School Board, as a charter school beginning in the 2019-2020 school year. The OPSB Superintendent sited InspireNOLA as the new operator of McDonogh 35 at the district board meeting on December 22, 2018.

McDonogh 35 is currently a D-rated high school that is persistently low-achieving. The Louisiana Department of Education classified McDonogh 35 as “urgent intervention needed” in 2018 for

four intervention categories: black, economically disadvantaged, homeless, and students with disabilities. (A school has the category subgroup label of urgent intervention needed when the school earns a subgroup score equivalent to a D or F for the most recent year.) All students who currently attend McDonogh 35 (100% minority, 1% ELL, and 88% economically disadvantaged) in the 2018-19 school year will automatically be granted readmission at McDonogh 35 for the 2019-20 school year when InspireNOLA will begin operating the school; InspireNOLA will therefore be serving a demographically similar student population once the school when the school is chartered compared to the student population when it was an academically poor-performing public school.

Additionally, InspireNOLA has been approved through both the Recovery School District (RSD) and the East Baton Rouge Parish School Board (EBR) to open and/or takeover operation of schools in Baton Rouge. The RSD has approved InspireNOLA for three charter schools (two elementary and one high school) and EBR has approved InspireNOLA for four charter schools (three elementary schools and one high school).

InspireNOLA had proven past success working with schools designated as persistently low-achieving schools and transforming them by achieving marked academic improvements for students. InspireNOLA has assumed the operation of three previously failing schools since 2015 (Andrew Wilson in 2015, McDonogh 42 in 2017, and Dwight D. Eisenhower in 2018), and is in various stages of transformation at each:

- 1) In 2014-15, Andrew H. Wilson was the second-lowest performing elementary school in New Orleans and was designated as a priority school under the former School Improvement Grant program. After being newly chartered to InspireNOLA in 2015, Wilson's student performance

has improved dramatically: state assessment proficiency in ELA and Math was 10% in 2014-15 before chartering by InspireNOLA, and has increased to 26% proficiency in 2017-18, even as state assessments have increased in difficulty due to shifted standards over the past two years.

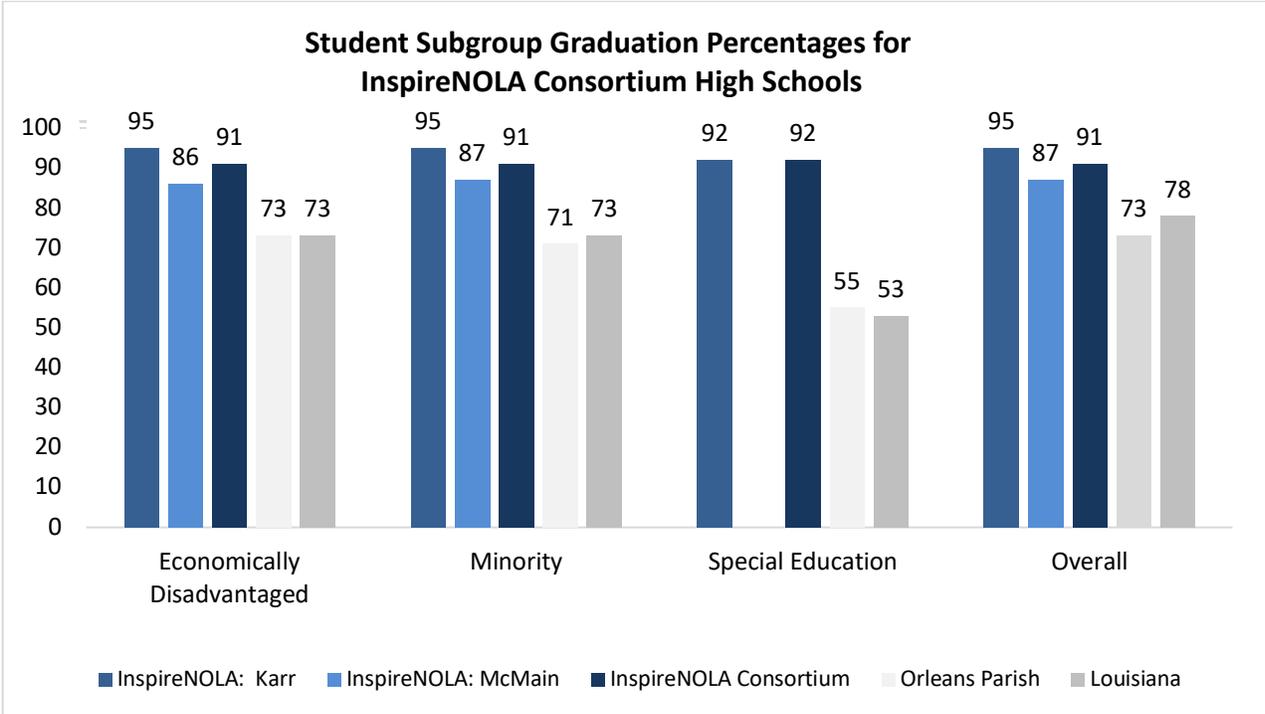
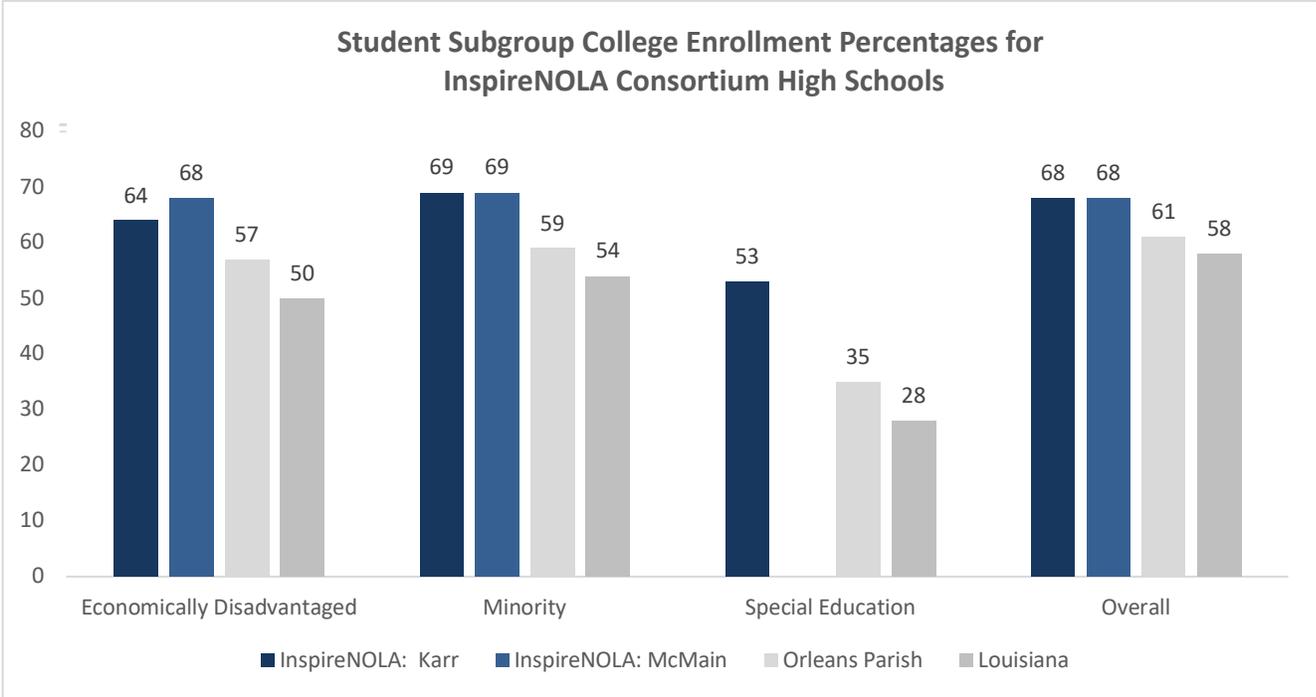
2) McDonogh 42, InspireNOLA’s second transformation school, was also designated as a priority school under the former School Improvement Grant program. After more than a decade of extremely low performance and failure under three separate charter operators, InspireNOLA assumed operation of the school in 2017 and students achieved dramatic academic achievement and improvements in their first year under InspireNOLA. McDonogh #42 increased state assessment proficiency in Math and ELA from 6% (prior to the InspireNOLA in 2016-17) to 13% in 2017-18; this was the highest growth of any school in New Orleans.

3) Dwight D. Eisenhower is InspireNOLA’s third and most recent transformation school; it was also designated as a priority school under the former School Improvement Grant program. InspireNOLA assumed operation of Eisenhower for the 2018-19, and does not yet have academic data to demonstrate improvement under its new operator.

C. Competitive Preference Priority 3 – High School Students

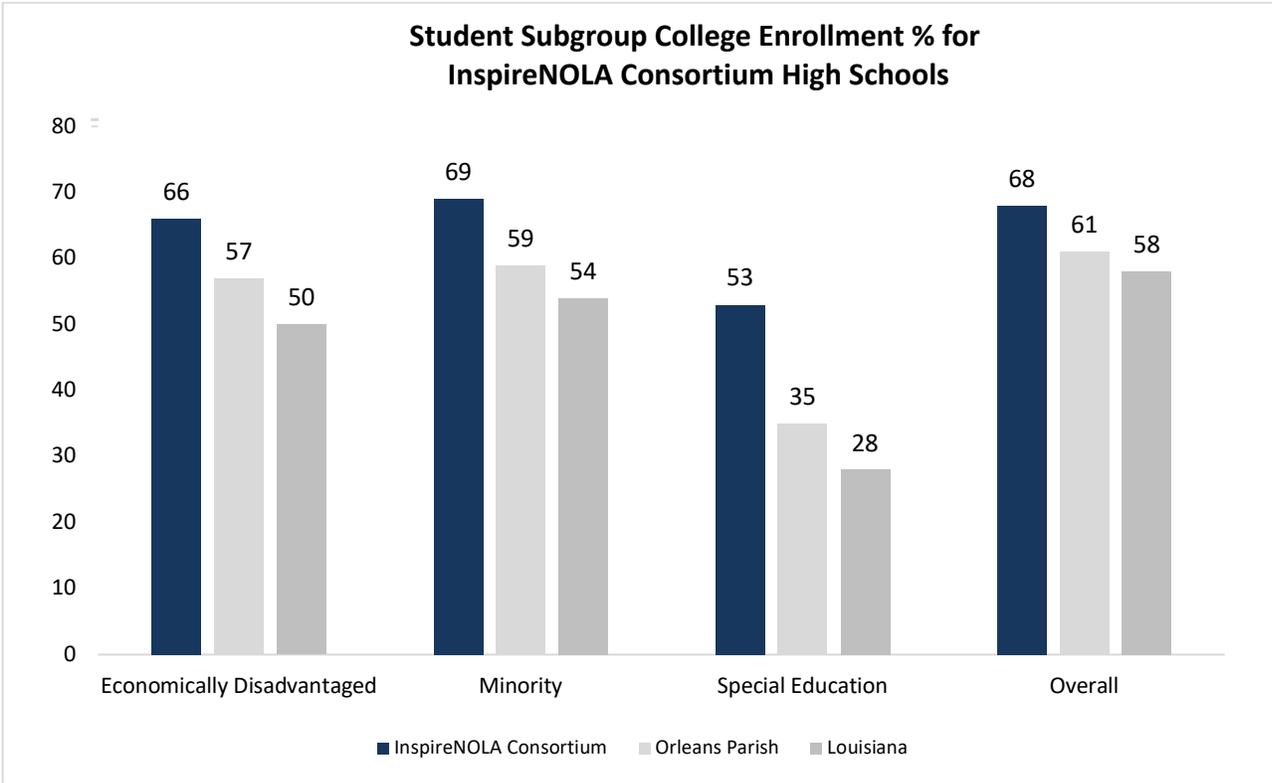
Two of the existing schools within the InspireNOLA Consortium currently are high-performing high schools, and InspireNOLA plans to expand one of these high schools to serve an additional one hundred students and to replicate its successful high school model by operating two additional high schools within Louisiana. Both of the high schools within the InspireNOLA Consortium have a comparable percentage of educationally disadvantaged students as the district and state, and have replicable models of success that are proven

effective through academic achievement data, high school graduation data, and college enrollment data.



**Note: Louisiana does not report exact graduation rates over 95%. InspireNOLA’s Edna Karr students achieved graduation rates that are indicated as “>95%.”*

***Note: The special education subgroup graduation rate for McMain was not available due to subgroup size.*



III. INSPIRENOLA CONSORTIUM: QUALITY EDUCATIONAL OPPORTUNITIES FOR ALL STUDENTS

The InspireNOLA Consortium is made up of two charter networks currently operating a total of 7 schools in New Orleans: InspireNOLA Charter Schools and Edward Hynes Charter School. InspireNOLA and Hynes both share a common mission of providing a high-quality, rigorous education for all students and of preparing students to be productive citizens and future leaders locally, nationally, and globally. Both entities have proven academic results for their students, consistently outperforming peers at the district and state level, both in overall and in subgroup achievement, and both are members of the Charter School Growth Fund portfolio, a national nonprofit that invests in the expansion of quality charter operators serving educationally disadvantaged, minority, and low-income students. Two entities who operate

schools that rank within the top 10% of schools within the local district of New Orleans, InspireNOLA and Hynes have chosen to partner and work collaboratively in order to share expertise, knowledge, and resources in order to provide high levels of service and supports to their schools and students.

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The InspireNOLA Consortium educational model is grounded in four main pillars: positive culture, rigorous academics, continuous growth, and accountability. InspireNOLA Consortium focuses on first creating a strong, positive culture in its schools, inspiring and motivating students in a variety of ways that invest students in learning and success. Relatedly, the rigorous academic framework and model, which encompass both teaching and learning, is crucial to current and future success in InspireNOLA Consortium schools by ensuring that students are constantly challenged and achieving. The pillar of continuous growth is a foundation of the InspireNOLA Consortium, as it is committed to continuous growth of all employees in order to develop and retain outstanding staff members through ongoing and job-embedded professional development. Finally, in order to ensure that all members of InspireNOLA Consortium schools are striving for success and achieving at the highest level, accountability is a pillar that promotes responsibility and ownership of success for all. By setting ambitious goals and expectations and by holding all stakeholders accountable to them, the InspireNOLA Consortium can better ensure that it is collectively striving for excellence.

A. Academic Achievement for All Students

The mission of InspireNOLA Charter Schools is to transform and inspire an educational movement so that students are prepared to be productive, positive citizens of their city, state, and the world. All InspireNOLA Consortium schools are open admissions, meaning that they welcome all students who apply and obtain a seat via a random lottery selection, regardless of academic proficiency. InspireNOLA Consortium schools are among the highest performing public schools in the city of New Orleans, as measured by Louisiana Department of Education in terms of both absolute performance and progress measures. The InspireNOLA Consortium outperforms both the district and the state in absolute and in growth performance measures, as shown below:

Figure: Louisiana School Performance Measures, 2017-18

	School Performance Score		Student Progress Score	
	Letter Grade	Score	Letter Grade	Score
InspireNOLA: Alice Harte	B	85.1	A	101.5
InspireNOLA: Edna Karr	A	92.6	A	90.1
InspireNOLA: Andrew Wilson	C	64.3	A	98
InspireNOLA: McDonogh 42	T*	51	A	90.0
InspireNOLA: Eleanor McMain	B	80.4	B	85.5
Hynes: Edward Hynes Charter School	A	92.2	A	94.8
InspireNOLA Consortium	B	77.6	A	93.3
Orleans Parish	C	66.2	B	87
Louisiana	B	76.1	<i>not reported</i>	

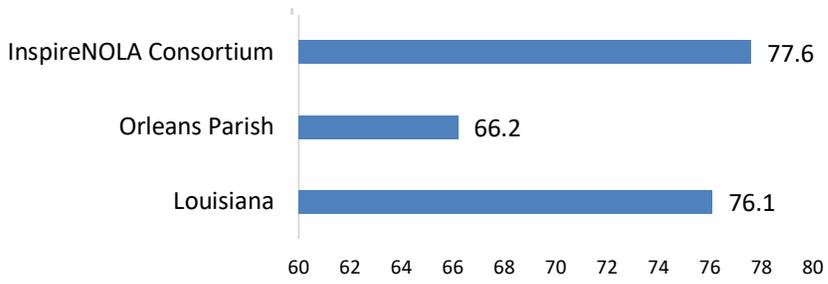
*McDonogh 42 received a "T" letter grade instead of a letter on the A-F scale, as 2017-18 was InspireNOLA's first year operating the school after taking it over. Takeover schools are not given a letter grade until their 3rd year.

**Note: Dwight D. Eisenhower is not included, as InspireNOLA was not the operator of Eisenhower during the 2017-18 school year.

Issued annually by the Louisiana Department of Education, school performance scores summarize how well a school is preparing all of its students academically. For elementary schools, scores are based on students' mastery of key content per grade level, growth from the prior year, and successful transition into 9th grade. For high schools, scores also measure

graduation rates and strength of diploma, which indicates how well schools are preparing students for college and career. The 2017-18 school year is the first year for which the LDOE

InspireNOLA Consortium 2017-18 Performance Scores



has also issued student progress scores, which measure the rate at which students are progressing towards mastering the standards and skills in order to prepared for future grade levels. The progress score and rating recognizes the growth students achieve throughout the school year, rather than just recognizing their performance on end-of-year assessments. As shown above, the InspireNOLA Consortium is outperforming both the district and state in both measures, even when serving a comparable or higher percentage of educationally disadvantaged students.

As noted, the majority of InspireNOLA Consortium students are low-income, minority youth. Schools within the InspireNOLA Consortium are committed to ensuring that all students, regardless of their race, socioeconomic status, English proficiency, or disability, receive a high-quality education that ultimately prepares them to be successful, productive citizens in their future. Wraparound services are an integral part of the InspireNOLA Consortium educational model, as all CMO and school leaders firmly believe that students cannot ultimately be successful academically unless their emotional, physical, and social needs are also met. Therefore, InspireNOLA Consortium schools employ fulltime social workers, counselors, nurses, culture deans, interventionists, and parent liaisons. Students in upper elementary and high

school grades engage in advisory periods at least once a week, during which behavioral skills and coping strategies are presented and then practiced and internalized by students.

Additionally, InspireNOLA Consortium schools proactively involve parents and the community into their school family, hosting multiple events, programs, and opportunities for adults to become interwoven into the makeup of the school and have a voice in their child's education.

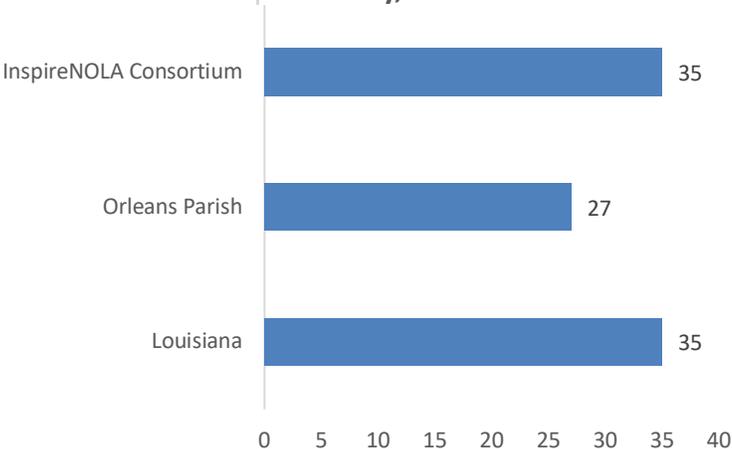
State Assessments

The InspireNOLA Consortium is exceeding the assessment proficiency levels of both district and state overall for elementary and high schools academic achievement results, as measured by the state assessment, the LEAP. The LEAP is an annual academic assessment given to all students in 3rd through 8th grades, and, newly beginning in the 2017-18 school year, high school students enrolled in specific core academic courses. As demonstrated below, InspireNOLA Consortium students have consistently achieved results that are comparative to or above the average academic achievement results for other students in Louisiana and the local district, despite the fact that the percentage of economically disadvantaged students in the InspireNOLA Consortium (76%) is significantly higher than the overall Louisiana average (68%). In addition, 92% of InspireNOLA Consortium's student population is minority, compared to the state average of 48%. InspireNOLA Consortium's 7% English learner population is almost double to Louisiana's 4% comparative subgroup population. Collectively, the InspireNOLA Consortium serves student sub-populations that are higher than that of Louisiana overall, but still achieve academic results that are comparable to or exceeding the overall state proficiency averages.

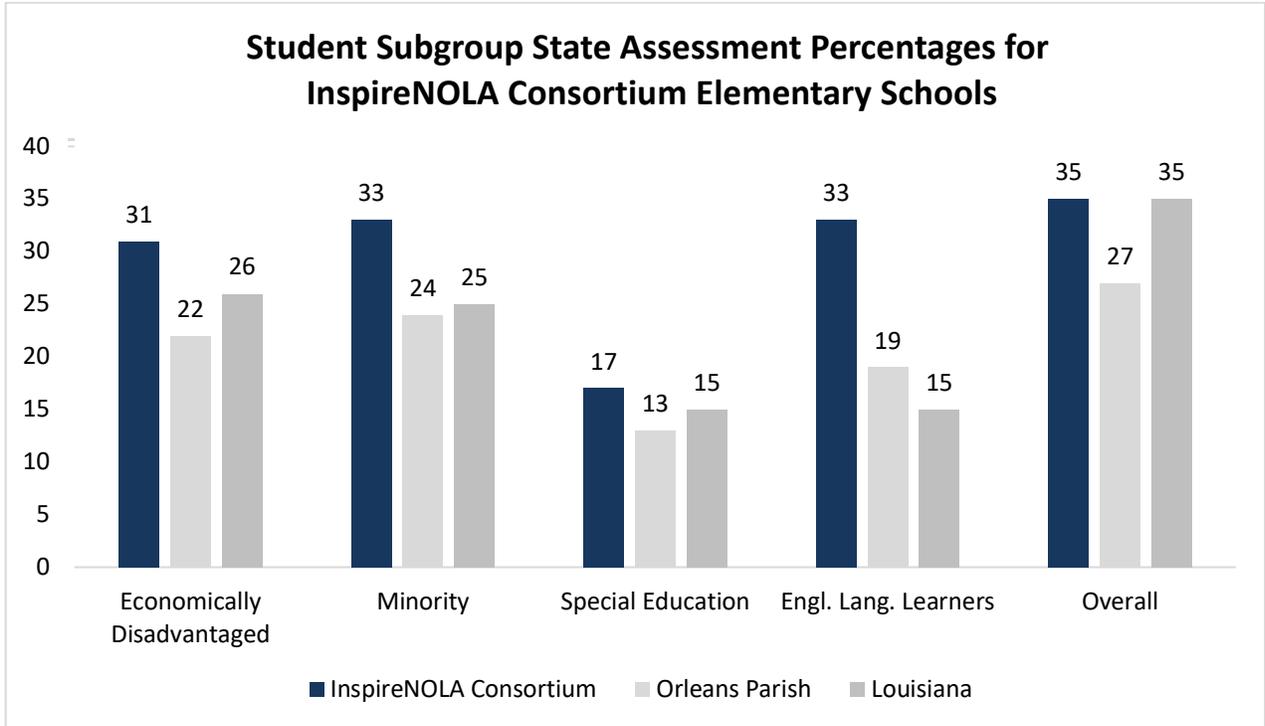
The InspireNOLA Consortium student achievement results include those of the six schools that the consortium entities operated in the 2017-18 school year, three of which are high-performing foundation schools and three of which are transformation schools, all of which were existing schools that were academically low-performing or struggling under previous charter or district operators and have been operated by InspireNOLA for three years or less. Despite including transformation schools scores within the Consortium academic proficiency averages when comparing results to all schools within the district and state (including magnet and selective admissions schools), the InspireNOLA Consortium still demonstrates academic results that are comparative to or exceeding those of its local district and state counterparts, both overall and for educationally disadvantaged subgroups.

InspireNOLA Consortium elementary schools outperform the district state assessment average by 8% and are comparable to that of the state, though the percentage of educationally disadvantaged students served at InspireNOLA Consortium schools is significantly higher than the

Average Elementary State Assessment Proficiency, 2017-18



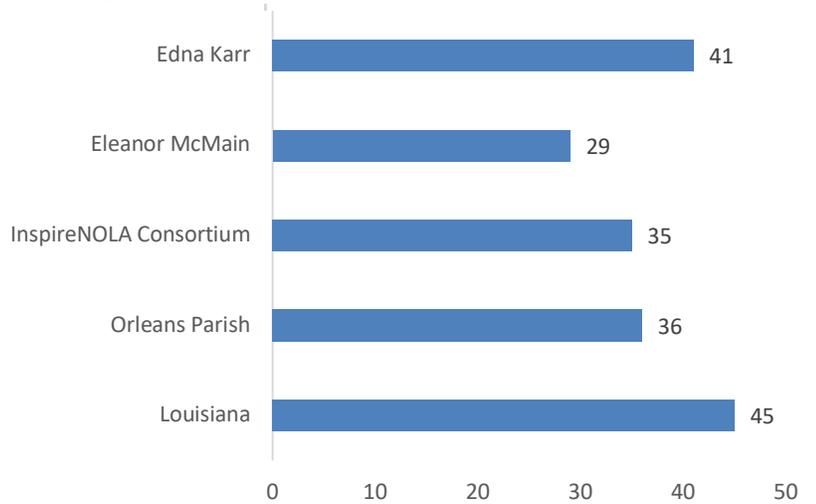
statewide average. Elementary students who attend InspireNOLA Consortium schools and are economically disadvantaged, minority students, students with disabilities, and English learners dramatically outperform their subgroup peers in both district and state comparisons in every single subgroup, in some comparisons by more than 18% exceeded proficiency levels.



Analysis of InspireNOLA Consortium high school assessment proficiency shows similar achievements when compared to the local district and state. The 2017-18 school year was the first year during which high school students took the LEAP assessment; InspireNOLA

Consortium students achieved comparable results to that of the state and exceeded the average academic results to those of the local district. As shown to the right, InspireNOLA’s foundation high school, Edna Karr, achieved a proficiency rate of 41% in 2017-18,

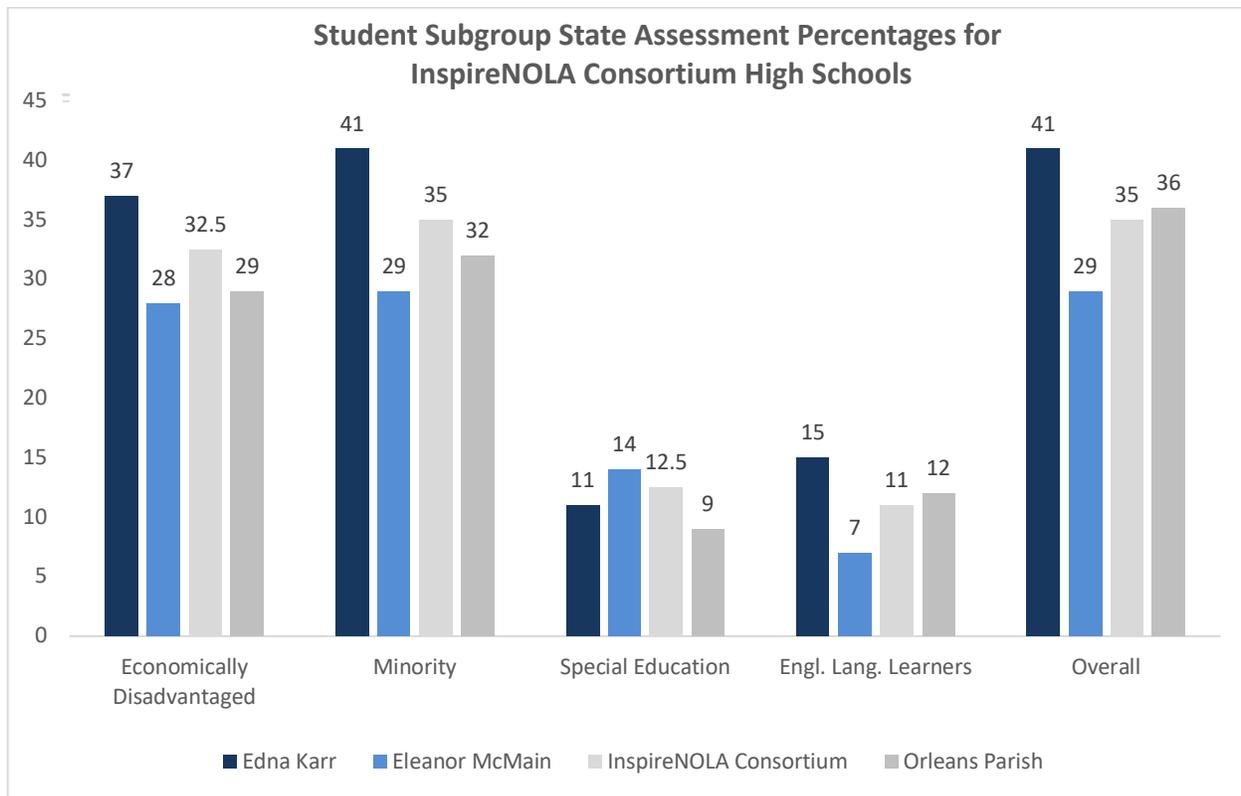
High School State Assessment Results, 2017-18



5% higher than district proficiency percentage and only slightly below that of the state. Eleanor

McMain, only under operation by InspireNOLA for one year (as it was previously a direct-run district school that was persistently declining for the past three years), attained 29% proficiency. Overall, the InspireNOLA Consortium academic proficiency rate is comparable to that of the local district (which also serves comparable rates of educationally disadvantaged students) and slightly below the state (which serves a much lower average percentage of educationally disadvantaged students).

Notably, the InspireNOLA Consortium high school students who are educationally disadvantaged have achieved impressive graduation results, overall and in comparison to their district and state counterparts. Shown below, economically disadvantaged students, minority students, and English learners who attend Edna Karr exceed the average academic achievement results for such students in the local district and the state. Economically disadvantaged students, minority students, and students with disabilities who attend Eleanor McMain achieved academic results that are comparable to or exceed state averages for subgroup peers, even with only having been operated by InspireNOLA for one year and previously having been a struggling and academically declining school. InspireNOLA is confident that, given continued transformation and remediation efforts, subgroup performance and overall performance will continue to improve in the current and future years, as proven by the impressive progress score that McMain achieved in 2017-18.

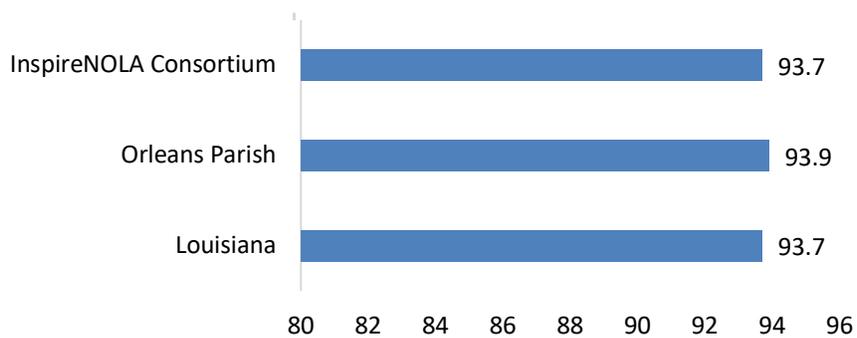


Student Attendance

The InspireNOLA Consortium recognizes that student attendance is a critical component of student success and achievement. If students are not at school and in class, they miss valuable learning time, which may lead to academic struggles in their current grade and in the future. Each InspireNOLA Consortium school has a Student Support Team that consists of the head of school, dean of

culture, social worker, counselor, and nurse. One facet of the team’s work is identifying and responding to chronic absenteeism.

InspireNOLA Consortium Attendance, 2017-2018



InspireNOLA Consortium schools have averaged a 93.7% attendance rate over the past three years, which is comparable (within 0.2%) to that of the district and state.

InspireNOLA does not have student attendance rates by subgroup, but there is no evidence to suggest that the attendance rate for any subgroup is notably higher or lower than the consortium average of 93.7%. Additionally, local districts and Louisiana do not report attendance rates by subgroups, and therefore InspireNOLA is unable to make a comparison in this manner.

Student Retention

Student retention is a priority for InspireNOLA Consortium schools, as InspireNOLA believes that consistency and stability have a positive effect on students’ future success and academic achievements. InspireNOLA’s average retention rate for the most recent school year is 96%, which demonstrates that students and parents are satisfied with InspireNOLA academics, programming, culture, and the supports that the schools offer, as parents are choosing to continue their child’s education at their InspireNOLA school. As shown in *Student Retention Data* below, InspireNOLA Consortium student retention rates have risen overall and generally stayed consistent or increased from 2015-16 to 2016-17. (Retention data for 2017-18 is not yet available; 2016-17 is the most recent data that is verified and available.) As shown in the chart, individual InspireNOLA Consortium school retention rates meet or exceed the district average, and the overall consortium average exceeds the district average in both years by at least 7%. Unfortunately, the state of Louisiana does not report overall student retention or subgroup retention, so statewide comparison is not possible.

Figure: Student Retention Data

	2016-17	2015-16
InspireNOLA Consortium Average	93%	90%
InspireNOLA: Alice Harte	97%	93%
InspireNOLA: Edna Karr	90%	91%
InspireNOLA: Andrew Wilson	85%	80%
Hynes: Edward Hynes	91%	94%
Orleans Parish	86%	79%

**McDonogh 42, McMain, and Eisenhower retention rates are not listed, as InspireNOLA did not operate the schools until the 2016-17 or after; the district does not report retention rate during the first year of operation.*

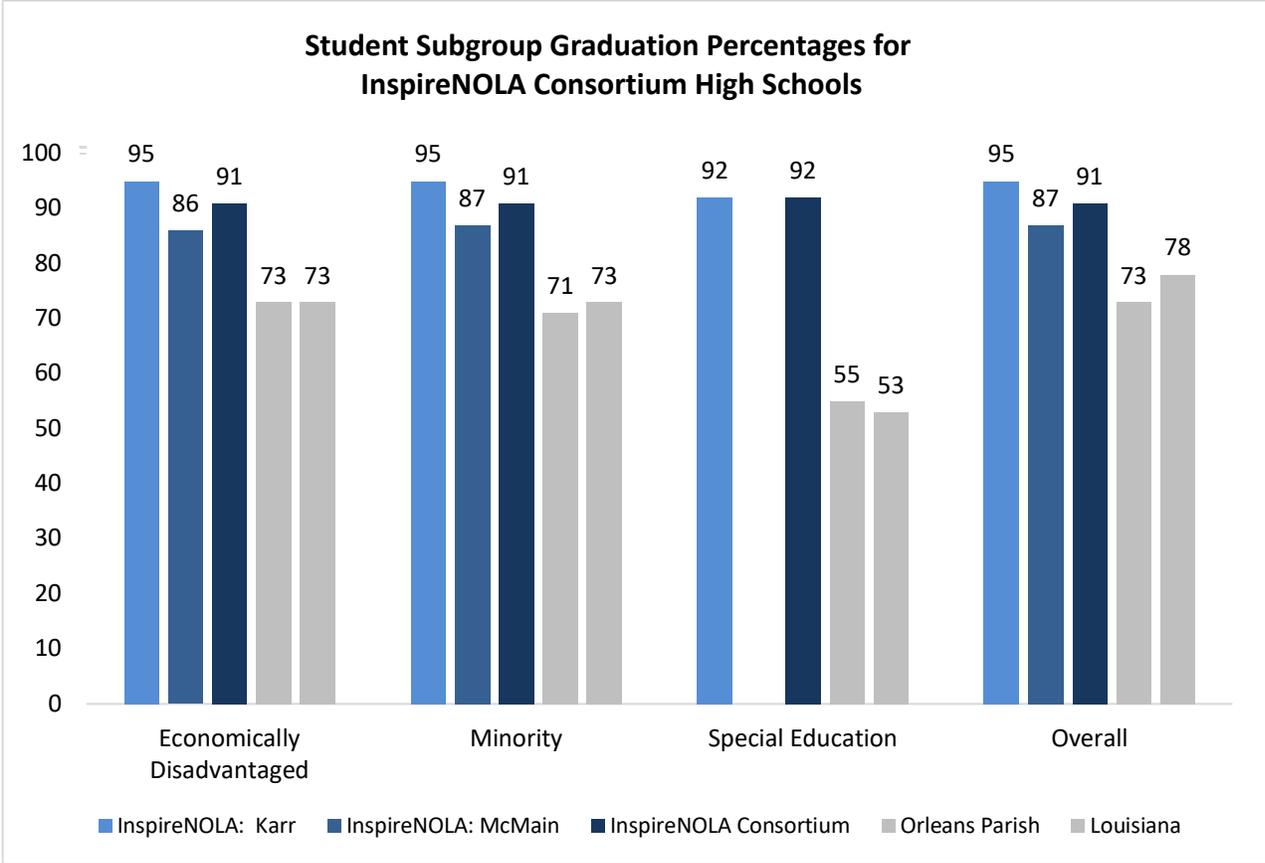
High School Graduation Rates

The mission of the InspireNOLA Consortium is to transform and inspire an educational movement, and this begins with ensuring that InspireNOLA Consortium high school graduates are fully prepared for post-secondary lives and careers. InspireNOLA Consortium schools provide comprehensive support services to students, including college and career counseling, high school advisors, and family FAFSA and college information nights. As shown in *Student Subgroup Graduation Percentages for InspireNOLA Consortium High Schools*, both InspireNOLA Consortium high schools achieved an overall graduation rate that exceeds the district graduation rate by 14%+ and the state graduation rate by 9%+. The overall InspireNOLA Consortium graduation rate of 91% vastly exceeds the national graduation rate of 84%.

Furthermore, subgroups of educationally disadvantaged students educated at InspireNOLA Consortium high schools are graduating at significantly higher rates than peers served at other public schools in the district and state. InspireNOLA economically disadvantaged students achieved a graduation rate of 91%, a rate that is 18% higher than the district and state. InspireNOLA minority students also achieved a graduation rate of 91%, compared to the district rate of 71% and the state rate of 73%. Finally, and most notably,

InspireNOLA’s graduation rate for special education students is 92%, almost 40% above that of the district and state peer subgroup.

Figure: High School Graduation Rates



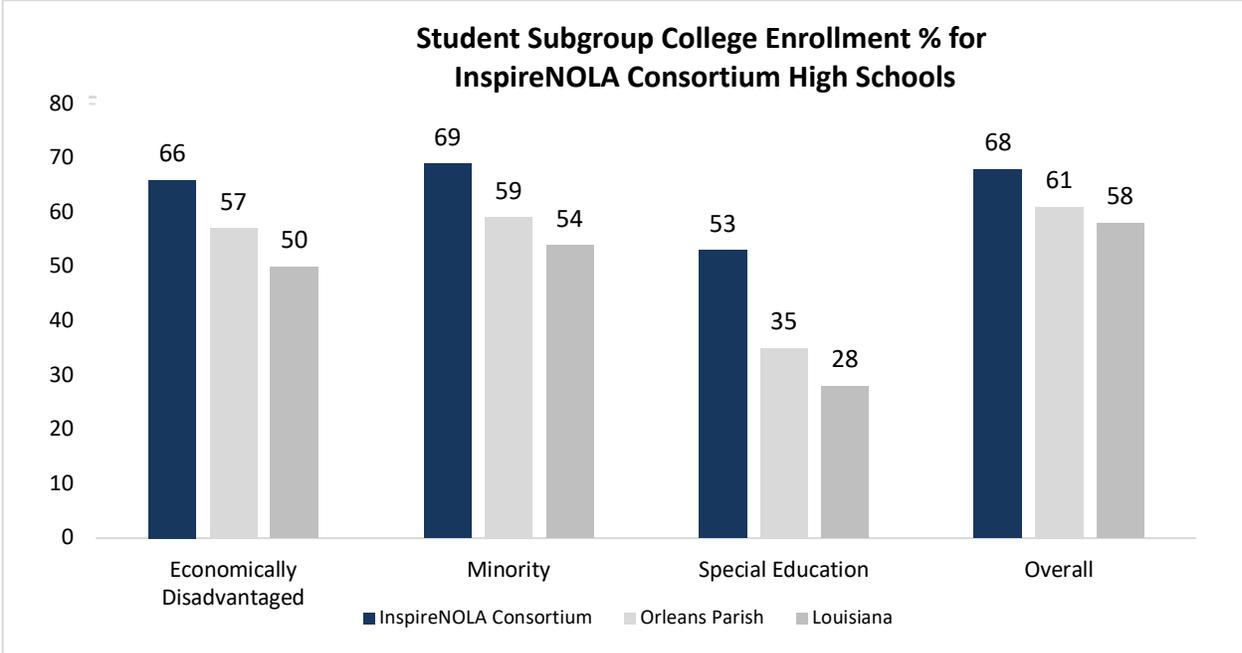
*Note: Louisiana does not report exact graduation rates over 95%. InspireNOLA’s Edna Karr students achieved graduation rates that are indicated as “>95%.”

**Note: The special education subgroup graduation rate for McMain was not available due to subgroup size.

College Attendance

InspireNOLA not only enables students to graduate on time from high school, but also prepares them to be accepted to and attend college after graduation. InspireNOLA students are enrolling in college in the fall semester of their graduation year at rates that surpass Orleans Parish (which includes selective admissions schools), New Orleans as a whole, East Baton Rouge Parish, and the state of Louisiana. As stated in *Figure A-11: College Attendance Rates*, 77% of

InspireNOLA students enrolled in college after graduating in 2014, compared to only 59% of Louisiana students on average. (Please note that Louisiana does not disaggregate college attendance data into subgroup categories, nor does it provide data on college persistence rates.)



B. No Charter School Closure or Revocation

No schools operated or managed by either party (InspireNOLA Charter Schools and Edward Hynes Charter School) within the InspireNOLA Consortium have closed; have had a charter revoked due to noncompliance with statutory or regulatory requirements; nor have had their affiliation with the applicant revoked or terminated, including voluntary disaffiliation.

C. No Financial, Operational, Safety, or Compliance Issues

None of the seven schools currently operated within the InspireNOLA Consortium have had any significant issues in the area of financial or operational management or student safety.

All schools within the consortium have met financial and operational standards as per the Orleans Parish School Board standards and annual review process. There have been no significant problems with the statutory or regulatory compliance that could lead to revocation of any of the school’s charters.

IV. ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS

As noted above, the vast majority of students that InspireNOLA Consortium schools serve are economically disadvantaged and minority youth. The percentage of InspireNOLA Consortium students who receive special education services or are English Language Learners is comparable than that of the local district and state. Since the beginning of operation, the InspireNOLA Consortium has positively impacted educationally disadvantaged students, and will continue to expand this positive impact to an additional 5,957 students over the next five years with the assistance of CSP funds.

The InspireNOLA Consortium is expanding to an additional 9 schools in the next five years in New Orleans and Baton Rouge, as a great need exists for additional high-quality school options that serve students who have traditionally been educationally disadvantaged within Louisiana. There are over 85,000 students attending public schools in New Orleans and Baton Rouge combined, attending a total of 154 schools. Of the 74 schools in New Orleans, only 8% are A-graded while 38% are D or F graded. Of the 80 schools in Baton Rouge, only 10% are A-graded while 53% are D or F graded.

Holistic Approach to Meet the Needs of All Students

The InspireNOLA Consortium supports educationally disadvantaged students in meeting and exceeding academic standards by providing comprehensive academic programming and holistic support services to ensure that the individual needs of all students are met.

All students, both struggling and advanced, receive differentiated instruction at their appropriate level each day. Students in kindergarten through second grade receive small group literacy instruction daily within an hour-long guided reading block, which is in addition to their whole class reading and writing instruction. Teachers and support staff provide concentrated instruction to small groups of four to seven students, targeting specific skills and reading strategies that the group of students has not yet mastered. Students who are reading above grade level also engage in this targeted instruction, as teachers focus on advanced skills that will continue to support their development and achievement. All students benefit from this small group and individualized instruction, including special education students and English Language Learners who often need intensive reading and literacy instruction.

Similarly, for the first 60 minutes of each school day, students in 3rd through 8th grades receive small group instruction in tiered classes that target specific skills and standards to advance student understanding and foundational skills. The block is titled “Innovation Period” intentionally, as teachers are encouraged to facilitate instruction through new, inventive, and engaging forms and strategies, leading to investment and engagement from students to begin the day and resulting in accelerated progress. Technology and research-based programs are also used during the Innovation Period, allowing students to engage in instruction in multiple modalities. Because all staff members are utilized for Innovation Period, including intervention,

enrichment, special education, and support staff, Innovation Period class groups are comprised of no more than twelve students, which provides extra attention and support to struggling students and to those with specific learning needs.

In addition to the deliberately planned and differentiated guided reading and Innovation Period classes, InspireNOLA Consortium schools assist economically disadvantaged students in succeeding at high levels and closing the achievement gap by employing fulltime interventionists, special education teachers, and ELL teachers to provide academic support throughout the day. InspireNOLA Consortium schools utilize a push-in model, as interventions take place within the regular classroom setting whenever possible so that students are engaged in grade level material while receiving additional supports and individual instruction. InspireNOLA Consortium schools also provides afterschool, weekend, and summer tutoring opportunities to provide additional instructional time for students who benefit from reinforcement of skills or who need additional time to solidify knowledge of material.

Many students that the InspireNOLA Consortium currently serves and will continue to serve in the future require additional supports outside of solely academics. To ensure that all students are supported both socially and emotionally, InspireNOLA Consortium schools employs a comprehensive leadership, instructional, and support staff to achieve a 10 to 1 staff to student ratio. Key support positions that each school employs include fulltime social workers, counselors, nurses, behavioral deans, and parent liaisons. The student support team provides assistance to students and families in the following key areas: trauma and grief counseling, routine attendance, behavioral improvements, and health concerns and issues.

Engaging and Investing Families and Communities

Engaging and investing families and communities of InspireNOLA Consortium schools is critical to the success of students, their siblings, schools, and the organization. The InspireNOLA Consortium knows that parents and community have a direct stake in school practices and outcomes and that their influence and support can be a significant factor in the perpetuation of a healthy culture and the academic success of students, and therefore involves parents by providing multiple options and venues for them to participate within the school. When InspireNOLA prepares to assume operation of an existing, low-performing school, the leaders host multiple parent and community information and feedback sessions. Current and prospective parents and community leaders are invited to attend sessions that are held at different times and on different dates, to ensure that all interested parties are able to attend. InspireNOLA leaders gather feedback on both positive aspects of the school that parents wish to see continue or be expanded and on negative aspects of areas that could use improvement or revision moving forward. InspireNOLA then uses this feedback when planning for the takeover of the school so that they are meeting the specific needs of the students, parents, and community of that school. Hynes follows a similar process when preparing to open a new, fresh-start school, as soliciting prospective parent feedback is equally important. Prior to opening, Hynes hosts multiple neighborhood, community stakeholder, and prospective parent meetings and information sessions so that Hynes leaders can garner information about the specific needs of the community, desires for the future school, and other community-related aspects.

InspireNOLA Consortium leaders and staff members invite parents to the school on numerous occasions throughout the year. Each school hosts a parent welcome session in the summer and open houses in the fall and spring. Report card nights occur once a quarter, with parents coming to the school to meet with teachers and discuss their child’s progress. Families are invited to attend biweekly school celebrations, field trips, performances, showcases, and extracurricular activities. Parent-teacher organizations (PTOs) are formed at each school so that parents have an avenue to provide constructive feedback about their opinions and viewpoints on all aspects of the school. The school leaders and PTOs collectively work together to understand the challenges and successes of the school, co-planning events and strategies to continuously improve the environment and programming to best meet the needs of students.

A. Serving Educationally Disadvantaged Students at Comparable or Higher Rates than Surrounding Public Schools

The holistic approach to education has resulted in all InspireNOLA students achieving at high levels and outperforming their peers at the district and state level. As shown below in *Figure: Elementary State Assessment Proficiency by Subgroup*, there are no significant achievement gaps between any of the subgroups of students served by the InspireNOLA Consortium. Overall, InspireNOLA Consortium subgroups were on par or above the average InspireNOLA Consortium proficiency rate. In all of categories, InspireNOLA Consortium student subgroup averages are significantly higher than the district and state subgroup comparisons.

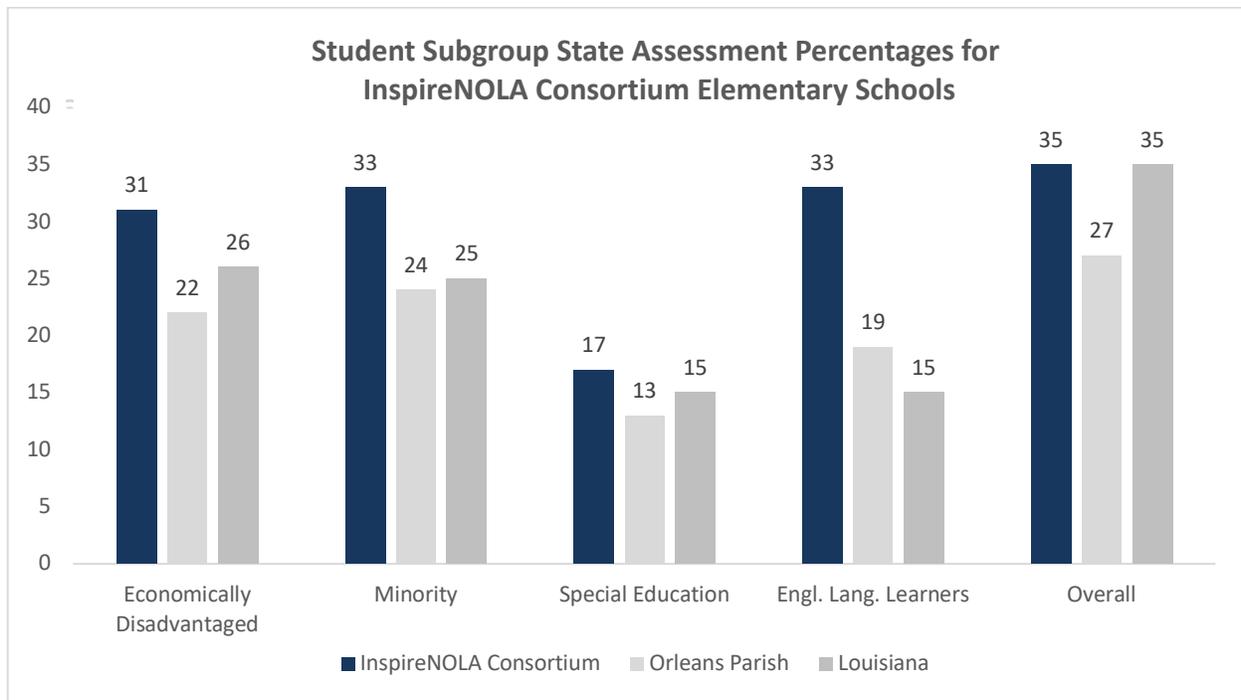
Figure: Elementary State Assessment Proficiency by Subgroup

School	School Operator (Type)	Overall Average	Econ. Disadv.	Minority	Special Education	Engl. Lang. Learners
Harte	InspireNOLA (Foundation)	44%	40%	45%	17%	43%
Wilson	InspireNOLA	24%	23%	24%	10%	23%

	(Turnaround)					
McDonogh 42	InspireNOLA (Turnaround)	10%	10%	10%	13%	N/A
Hynes	Hynes (Foundation)	60%	51%	52%	28%	N/A
InspireNOLA Consortium	All Schools Average	35%	31%	33%	17%	33%
Orleans Parish	All Schools Average	27%	22%	24%	13%	19%
Louisiana	All Schools Average	35%	26%	25%	15%	15%

Additionally, please note that Wilson and McDonogh 42 are turnaround schools that the lead applicant within the InspireNOLA Consortium is currently transforming, and has only operated for three and one years, respectively. Both schools have achieved impressive academic gains and achievement in this short period of time, but both were previously failing schools within the bottom 5% of elementary schools within the district and therefore not yet meeting or exceeding district or state averages overall. However, Wilson’s impressive subgroup achievement for all indicated subgroups is notable, as Wilson students in each subgroup are achieving at comparative levels to those of the local district. Given this proven success with its first turnaround, InspireNOLA is currently replicating the model in McDonogh 42 and will continue to do so in future turnaround and transformation schools.

Economically disadvantaged students, minority students, students with disabilities, and English learners who attend elementary schools within the InspireNOLA Consortium are significantly outperforming their local and state peer subgroups, as demonstrated below. Most notably, the proficiency percentage of InspireNOLA Consortium English learners (33%) is more than double that of the state proficiency percentage for English learners overall in Louisiana (15%). Every single economically disadvantaged subgroup within the InspireNOLA Consortium considerably outperforms both local district and the state.



Not only is the InspireNOLA Consortium exceeding the assessment proficiency levels of both district and state overall and also for subgroups when considering absolute state assessment proficiency achievement, the InspireNOLA Consortium is also exceeding district and state averages when considering the percentage of students demonstrating top growth on these assessments. As demonstrated below in *Figure: Percentage of Students Demonstrating Top Growth on Elementary State Assessments*, the InspireNOLA Consortium exceeded district and state performance overall and in every subgroup category.

Figure: Percentage of Students Demonstrating Top Growth on Elementary State Assessments

School	School Operator (Type)	Overall Average	Econ. Disadv.	Minority	Special Education	Engl. Lang. Learners
Harte	InspireNOLA (Foundation)	57%	58%	57%	60%	72%
Wilson	InspireNOLA (Turnaround)	58%	58%	58%	49%	56%
McDonogh 42	InspireNOLA (Turnaround)	54%	54%	54%	39%	38%
Hynes	Hynes (Foundation)	47%	43%	43%	38%	40%

InspireNOLA Consortium	All Schools Average	54%	53%	53%	47%	52%
Orleans Parish	All Schools Average	48%	48%	48%	45%	48%
Louisiana	All Schools Average	46%	45%	45%	44%	46%

This data shows that not only are InspireNOLA Consortium elementary students outperforming their peers on an absolute basis, but they are also progressing at a faster rate than their district and state peers, which indicates that absolute performance proficiency will continue to increase in future years as well.

Similar academic achievements pertain to high school results as well, as proven below in *Figure: Percentage of Students Demonstrating Top Growth on High School State Assessments*.

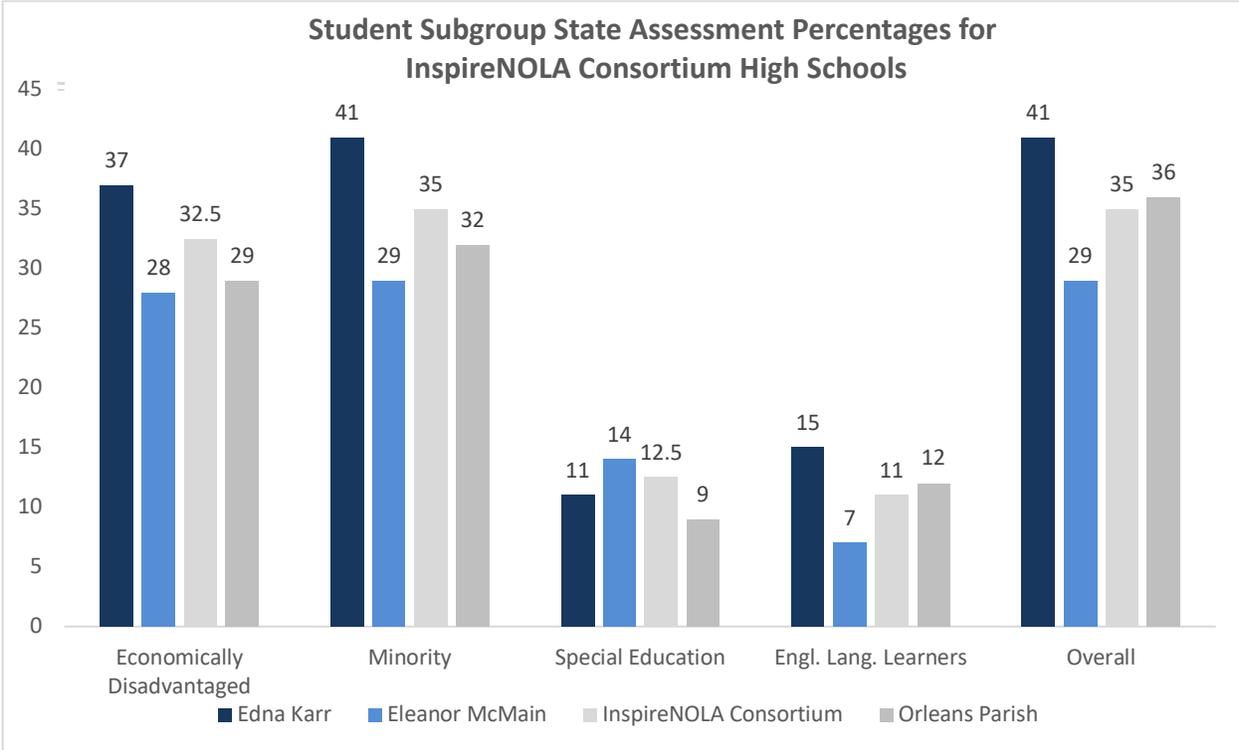
The InspireNOLA Consortium exceeds the average academic progress results for high school students served by the district and the state, overall and when for each subgroup category.

Figure: Percentage of Students Demonstrating Top Growth on High School State Assessments

School	School Operator (Type)	Overall Average	Econ. Disadv.	Minority	Special Education	Engl. Lang. Learners
Karr	InspireNOLA (Foundation)	48%	49%	48%	51%	N/A
McMain	InspireNOLA (District Acq.)	49%	47%	49%	30%	45%
InspireNOLA Consortium	All Schools Average	49%	48%	49%	40%	45%
Orleans Parish	All Schools Average	44%	42%	42%	38%	45%
Louisiana	All Schools Average	46%	43%	42%	38%	40%

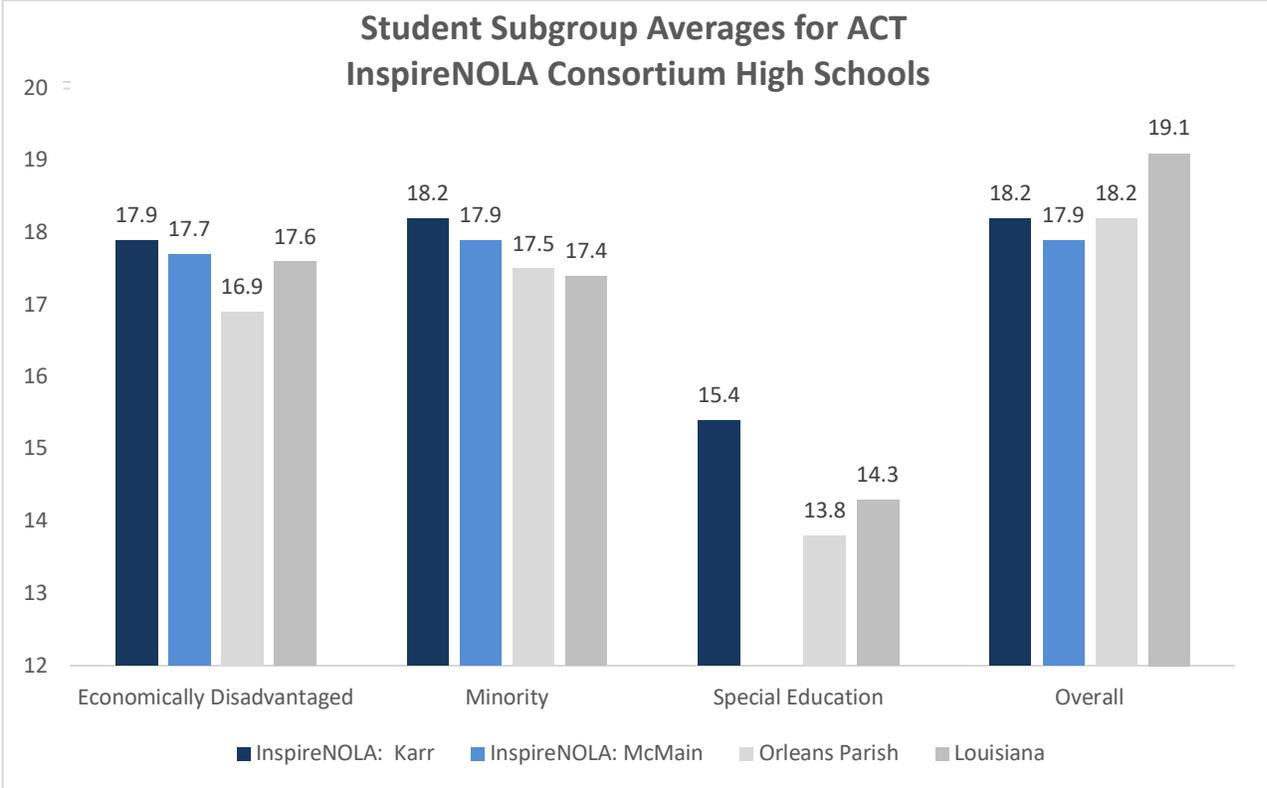
Additionally, high schools within the InspireNOLA Consortium serve students who are educationally disadvantaged at rates that are comparable to or exceed the district and/or state averages for similar subgroups. Edna Karr, InspireNOLA's foundation high school that it has operated since the CMO's inception, consistently outperforms the state in every subgroup

measure and outperforms the district in almost all. InspireNOLA has only operated Eleanor McMMain for one school year (2017-18), the year that state assessment results are shown below. Eleanor McMMain was a struggling school that experienced three consecutive years of academic declines prior to InspireNOLA taking over operation. Thus, the results of McMMain subgroups are generally comparable to state subgroup comparisons, but InspireNOLA is still working at improving absolute academic results for students and subgroups now that InspireNOLA is in its second year of operation at McMMain. As shown above, subgroups of McMMain students are progressing at comparable or exceeding levels to those of the district and state.



The exemplary academic achievements of educationally disadvantaged students of the InspireNOLA Consortium extend to additional measures of academic performance as well. Achievement on the ACT is an integral measure of students’ future success in college and career, and high schools within the InspireNOLA Consortium focus on preparing students to

succeed on the ACT by applying knowledge gained from all four years of learning and instruction to this one standardized test. As shown below in *Student Subgroup Averages for ACT*, InspireNOLA Consortium high school students who are economically disadvantaged, minority students, and English Learners all outperformed their district and state peers on ACT performance in 2017-18.



**Note: ACT subgroup results for students with disabilities at McMain are not reported by the Louisiana Department of Education due to the small data size of the subgroup within the reported class.*

***Note: ACT subgroup results for English Learners at both Karr and McMain are not reported by the Louisiana Department of Education due to the small data size of the subgroup within the reported class.*

The Louisiana Department of Education provided comparative results for each Louisiana public school for three student subgroups: economically disadvantaged, minority, and students with disabilities. The table below shows that schools within the InspireNOLA Consortium

performed better than the given percentage of all other Louisiana schools within the indicated subgroup.

Economically Disadvantaged	InspireNOLA Consortium students performed better than 67% of all Louisiana schools.	
Minority	InspireNOLA Consortium students performed better than 70% of all Louisiana schools.	
Students with Disabilities	InspireNOLA Consortium students performed better than 73% of all Louisiana schools.	

B. Recruiting and Enrolling Educationally Disadvantaged Students

The InspireNOLA Consortium will target recruitment outreach to underrepresented and traditionally educationally disadvantaged groups by promoting the schools, programs, and services offered in an extensive marketing campaign that will reach a diverse population.

Recruitment materials and presentations will be available in English and Spanish, and translation services will be available to all students and families during application, registration, and enrollment processes. All meetings and events will take place in facilities that are accessible to persons with disabilities.

InspireNOLA’s recruitment strategy focuses on the following components and strategies:

- Retention of current students (applies to transformation/takeover schools only, not fresh start): InspireNOLA believes that the best student recruitment strategy is retaining the students who are currently enrolled in the school. As soon as allowable, InspireNOLA will engage with current parents and families of the transformation school to inform the of the management change and the positive outcomes that it will mean for their students. InspireNOLA will host a series of in-person informational sessions so that parents will be informed about and aware of the academic, cultural, extracurricular,

and community components of InspireNOLA schools; conduct a listening tour during which network and future school leaders will learn from parents and students about what they want in the school environment and education program at the transformation school; and offer individual meetings and calls with parents who wish to learn more about InspireNOLA or share specific concerns or questions with network or school leaders. The individual outreach to, investment from, and involvement of current parents will engage them in the new future of the school and keep their students enrolled.

- Parent outreach and referrals: Because parents are invested and engaged in the InspireNOLA Consortium entity that is currently operating their school, they will be encouraged to serve as ambassadors for the school and recruit additional students from their network of friends, family, and neighbors. InspireNOLA will provide parents with yard signs and informational materials that they can display and distribute. Parents will be offered incentives if they refer future student applicants.
- Community outreach: InspireNOLA Consortium schools will utilize community partners to share information about school enrollment opportunities, and therefore school leaders and other representatives will present at local churches, community centers, and neighborhood meetings, and will conduct door-to-door canvassing in the neighborhood surrounding the school.
- External marketing: Because the schools will be new additions to the districts, the InspireNOLA Consortium will execute a marketing campaign to spread awareness and promote the transformation and fresh start schools. The InspireNOLA Consortium will

create, print, and distribute various marketing materials, including brochures, flyers, and push-cards, and will promote the school widely through the use of billboards and radio ads. The InspireNOLA Consortium will also implement a social media campaign that will include weekly postings, student profiles, and school-specific video. All of these marketing materials and promotions will feature all types of students, including those of both genders, various races, and students with disabilities. All materials will be translated and available in multiple languages so that all parents and families may access them.

- Engaging events: The InspireNOLA Consortium will host a variety of events designed to engage current and potential families and parents, including open houses, informational sessions, family festivals, listening sessions, and school tours. These events will allow parents and students to engage with network and school leaders and understand the positive changes that the InspireNOLA Consortium will be implementing at the new schools.

V. EVALUATION PLAN

The InspireNOLA Consortium has a history of gauging its performance with multiple indicators that align to critical outcomes (e.g., academic achievement, parent satisfaction, community engagement) and operational processes (e.g., human resources and staffing, financial sustainability). Ongoing reflection occurs at all levels of the system, using performance dashboards that support continuous improvement both within and between central office, school, and classroom staff. This culture of evidence-based decision-making will

provide an important foundation from which the rigorous evaluation of this initiative will be built and sustained.

In the proposed project, the InspireNOLA Consortium seeks support to add an additional 9 schools in New Orleans and Baton Rouge, doubling the number of students served by the InspireNOLA Consortium, increasing the number of high-quality charter schools in the nation (GPRA goal #1) and expanding to a new community, enabling InspireNOLA to provide additional high-quality seat options to students of Louisiana. With support of CSP funds, the InspireNOLA Consortium plans to take over operation of three elementary schools in New Orleans and two elementary schools in Baton Rouge, all of which are struggling schools that would not be granted charter renewals because of their lack of demonstrated progress and achievement for students. In addition, the InspireNOLA Consortium plans to expand enrollment at an existing charter high school in New Orleans and to replicate their proven model at Edward Hynes Charter School by opening two fresh start elementary schools in New Orleans. I

The InspireNOLA Consortium has designed a rigorous evaluation plan that will not only assess outcomes related to its growth plan and student learning, but also how the four pillars of InspireNOLA's educational model contribute to its success and are maintained, enhanced, or even threatened as the organization grows. The InspireNOLA Consortium anticipates adding important knowledge to the field by not only showing the success of the InspireNOLA Consortium school approaches overall, but also how its specific components contribute to this success and, potentially, which elements are most critical to success (or most vulnerable during expansion efforts.) This information will assist the InspireNOLA Consortium as it grows and will

also provide tactics that are generalizable to other charter schools, CMOs, and public schools interested in promising practices.

InspireNOLA’s projected timeline, including school and seat expansions, is detailed below in *Figure C-1: School and Seat Expansion Timeline*. At the summation of this five-year project, InspireNOLA will have added an additional 5,107 high-quality seats at 9 schools in Louisiana.

Figure: School and Seat Expansion Timeline

	Operator	Type	Grade Levels	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24
Alice Harte Charter School	InspireNOLA	Existing	PK – 8	789	789	789	789	789
Edna Karr High School	InspireNOLA	Existing	9 – 12	1050	1050	1050	1050	1050
Andrew Wilson Charter School	InspireNOLA	Existing	PK – 8	715	715	715	715	715
McDonogh #42 Charter School	InspireNOLA	Existing	PK – 8	525	525	525	525	525
Dwight D. Eisenhower Charter School	InspireNOLA	Existing	PK – 8	769	769	769	769	769
Edward Hynes Charter School	Hynes	Existing	PK – 8	711	711	711	711	711
Eleanor McMain Secondary School	InspireNOLA	Expansion	9-12	925 (50 new)	925	925	925	925
McDonogh #35 Senior High School	InspireNOLA	Replication	9-12	150	375	615	855	950
Hynes UNO Elementary #2	Hynes	Replication	PK – 8	104	208	312	416	520
InspireNOLA BR Elementary #1	InspireNOLA	Replication	PK – 8	Plan	475	500	525	550
InspireNOLA BR High School	InspireNOLA	Replication	9-12	Plan	600	700	800	900
InspireNOLA BR Elementary #2	InspireNOLA	Replication	PK – 8		Plan	450	475	500
InspireNOLA NOLA Elementary #5	InspireNOLA	Replication	PK – 8		Plan	600	650	700
InspireNOLA NOLA Elementary #6	InspireNOLA	Replication	PK – 8			Plan	600	650
Hynes Elementary #3	Hynes	Replication	PK – 8			Plan	234	312
Total Schools				9	11	13	15	15
Total Seats				5,738	7,142	8,661	10,039	10,541
Total New/Expanded Schools				3	5	7	9	9

Total Funded New Seats	304	1,708	3,227	4,605	5,107
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InspireNOLA is a results-driven organization that sets ambitious yet attainable goals and progress monitors against them, setting clear objectives and measurable outcomes to track provide clarity and define success for each goal.

Goal #1: Provide an additional 5,107 high-quality seats in nine schools in Louisiana, thus providing students an exemplary education that prepares them with a foundation to become productive citizens and members of society. (Goal #1 is aligned to GPRA performance indicator 1: increasing the number of high-performing charter schools in operation around the nation, as well as performance indicator 2: increasing the percentage of fourth-and-eighth grade charter school students who are achieving at or above the proficient level on state examinations in mathematics and reading/language arts)

Goal #2: Achieve a successful, high-performing charter organization model at within the InspireNOLA Consortium that is both financially sustainable and supported by the community.

Figure C-2: Project Goals, Objectives, and Outcomes

Goal #1: Provide an additional 5,957 high-quality seats in 9 schools in Louisiana, thus providing students an exemplary education that prepares them with a foundation to become productive citizens and members of society.		
Objective	Category	Outcome
Increase number of students served by InspireNOLA to approximately 10,500 at 15 schools	Number of Students	Approximate student enrollment by Project Year: Year 1 (2019-20): 5,738 Year 2 (2020-21): 7,142 Year 3 (2021-22): 8,661 Year 4 (2022-23): 10,039 Year 5 (2023-24): 10,541
	Number of Schools	Schools in operation by Project Year: Year 1 (2019-20): 9 Year 2 (2020-21): 11 Year 3 (2021-22): 13 Year 4 (2022-23): 15

		Year 5 (2023-24): 15
Implement a rigorous academic program that enables students to achieve at high levels	Academic Achievement (State Assessments)	Average 4 th and 8 th grade student proficiency on state ELA and math assessments meets or exceeds 60% by the 3 rd year of operation by the InspireNOLA Consortium (Aligned to GPRA Goal #2)
	Academic Achievement (Early Literacy)	Average K – 3 rd grade student proficiency on DIBELS early literacy assessments meets or exceeds 80% by the 3 rd year of operation by the InspireNOLA Consortium
Create a supportive learning environment that attracts and retains staff and students	Student Attendance	Average daily attendance rate meets or exceeds 95%
	Student Retention	Annual student retention rate meets or exceeds 95%
	Staff Retention	Annual staff retention rate meets or exceeds 85%
	Staff Satisfaction	Semiannual satisfaction survey results indicate that 80% or more of staff members agree or strongly agree that they are content with working for the InspireNOLA Consortium chartering entity
	New Offer Acceptance	New staff member offer acceptance rate meets or exceeds 85%
Goal #2: Achieve a successful, high-performing charter organization model within the InspireNOLA Consortium that is both financially sustainable and supported by the community.		
Objective	Category	Outcome
Attract students and parents to attend InspireNOLA schools	Student Applications	New student applications will outnumber available seats by at least 50% by the 3 rd year of operation by the InspireNOLA Consortium
	Student Enrollment	Student population totals meet or exceed target enrollment numbers by as measured by 10/1 enrollment counts by the 3 rd year of operation by the InspireNOLA Consortium
Achieve financial sustainability within schools	Financial Sustainability	Schools operate within their Board of Director’s approved annual budget

Evaluation Framework

A preliminary evaluation framework (see table below) has been developed to represent proposed evaluation questions and their alignment to the two major organizational growth goals of the InspireNOLA Consortium.

Figure: Preliminary Evaluation Framework

Goal #1: Provide an additional 5,107 high quality seats in 9 schools in Louisiana, thus providing students an exemplary education that prepares them with a foundation to become productive citizens and members of society.		
Performance Measure	Baseline	Goal by 2024
Number of Students	5350	10,516
Number of Schools	7	15
Academic Achievement: % of students achieving proficiency on LEAP (state assessment)	35%	60%
Academic Achievement: % of students achieving proficiency on DIBELS early literacy assessment	66%	80%
Student Attendance: average daily attendance	94%	95%
Student Retention: % of students returning each school year	93%	95%
Staff Retention: % of staff members returning each school year	72%	85%
Staff Satisfaction: % of staff members indicating that they agree or strongly agree that they are content working at InspireNOLA Consortium school	63%	80%
New Offer Acceptance Rate: % of potential new employees who accept their offer	67%	85%
Goal #2: Achieve a successful, high-performing charter organization model within the InspireNOLA Consortium that is both financially sustainable and supported by the community.		
Performance Measure	Baseline	Goal by 2024
Student Applications: new student applications out of available number of seats	23%	50%
Student Enrollment: student population meeting or exceeding target enrollment numbers	43%	100%
Financial Sustainability: schools operating within board approved budgets	57%	100%

Goal #1

For the first goal related to growing quality seats in new schools, the evaluation will leverage existing data that are tracked descriptively and aligned to the four pillars of InspireNOLA’s educational model at the macro (e.g., important organizational milestones for expansion) and micro level (e.g., critical factors for implementation with fidelity, such as instructional observations and formative student assessment data, such as the NWEA MAP). These data will be complemented by original data collection as appropriate, such as surveys and interviews of teachers, administrators, parents, and students. As new schools open, surveys can be timed to collect early feedback from these stakeholder groups and may serve both as needs-sensing information and baseline information to detect growth and change over time. When appropriate, case studies may be developed to describe specific innovative and effective practices within or across new InspireNOLA Consortium schools.

Goal #2

For the second goal, the InspireNOLA students will be compared as cohorts (based on enrollment dates) with comparison students. As this quasi-experimental design is executed, evaluators will monitor ongoing student enrollment (e.g., students that “switch” from a traditional to an InspireNOLA school, or, vice versa, “drop” from an InspireNOLA school to a traditional school), overall attrition and sample equivalence, and will determine appropriate adjustments (e.g., stratification or covariation) if necessary.

Both groups of students (i.e., InspireNOLA intervention students and the distinct comparison group) will be tracked longitudinally, particularly on standardized assessments in Reading and Math, and comparisons of student growth as a whole and by demographic

subgroups will be analyzed. Group effects will be analyzed through Hierarchical Linear Modeling, nesting students within schools and schools within their CMO and/or District. Benchmark data, such as the performance of InspireNOLA schools in relation to other schools within New Orleans and Baton Rouge and throughout the state will also be reported via descriptive, longitudinal trends to provide the larger contextual framework within which the schools are operating and to represent how InspireNOLA schools are comparatively positioned.

MANAGEMENT PLAN AND PERSONNEL

A. Multi-Year Financial and Operational Sustainability

InspireNOLA's operational model places an emphasis on sustainability and as such performs our core business solely on public funding via per pupil state and local funding and federal entitlement programs (i.e. Title I, Title II, IDEA, etc.). Any philanthropic or competitive grants that are received are treated as supplemental in nature and are utilized to enhance services or programs offered. Annual budget goals and targets are built upon successfully implementing long lasting sustainable initiatives, not short-term "quick fixes" that must be abandoned in future years due to budget constraints. InspireNOLA focuses on providing high quality education while doing so efficiently and within its means. As our School Performance Scores and Net Asset balances demonstrate, we have been successful thus far.

InspireNOLA averages 73% of all dollars expended on instructional needs. We work to keep operational overhead at a minimum to facilitate maximum resource dedication to students and learning.

Philanthropic dollars acquired are mainly used for new school start-up costs until enrollment demand reaches a point to sustain the school budget on per pupil revenue. The breakeven point typically runs through year three. Philanthropy and competitive grants are also utilized to fund innovative programs such as personalized learning, digital media, and career development focus programs. The InspireNOLA Consortium has successfully garnered over \$11 million to fund such requests from partners including the Charter School Growth Fund, New Schools for New Orleans, and Educate Now!.

After CSP funds expire, newly created InspireNOLA Consortium schools will be self-sustaining through available funding from state, local, and private sources. CSP funding being requested will primarily fund the planning and start-up of newly acquired schools. Multiple line items, including the salary and benefits for the School Leaders during the planning year and for the Academy Principal during the half year prior to school opening, technology for staff and students, and guided reading and classroom library books, are front-end, start-up costs. Replenishment of additional supplies for students is a cost that will be spread over multiple years, and all additional salary costs will be sustainable with student enrollment. Once enrollment hits its enrollment target, the school will be financially self-sustaining.

B. Adequacy of Management Plan to Achieve Outcomes

InspireNOLA's comprehensive management plan ensures that the objectives of the proposed project will be achieved on time and within budget. The *Management Plan* below details the project tasks, milestones, timeline, and responsibilities of personnel that the CSP project entails. InspireNOLA Charter School is the lead applicant and will employ the grant

director who will oversee the grant, who will be employed within the InspireNOLA Central Office, located in New Orleans.

Figure: Management Plan

Task	Milestone	Timeline	Owner	Support
Project Administration & Management	Hire and train project director	Upon grant award	CEO	EDSA, DHC
	Develop project plan for grant	Upon grant award	CEO, EDSA	PD
	Train all staff involved in grant administration	Upon grant award	EDSA, PD	CFO
	Provide ongoing professional development for grant finances and management	Ongoing and as needed	CFO	DF
	Attend CSP DOE training	Annually	PD	
	Obtain charter approvals (as needed)	One year prior to school opening	EDSA	CEO, CFO
Staffing	Draft, post, and widely circulate job descriptions for regional positions to be hired	One year prior to new regional expansion	DHC	
	Hire and train Regional Director and Community Relations Manager	One year prior to new school opening	CEO, EDSA	DHC
	Hire and train new Heads of School	One year prior to new school opening	CEO, RD	CAO, DHC
	Hire and train new Academy Administrators	Six to nine months prior to new school opening	RD, HOS	CAO, DHC
	Hire and train new teachers and support staff	Six to nine months prior to new school opening	HOS	RD, CAO, DHC
Community & Parent Engagement	Design and implement recruitment campaign for new students	Annually, beginning six to nine months prior to new school opening	RD, CRM	EDSA
	Plan and execute community engagement events	Ongoing	RD, CRM	EDSA
	Host lottery for student seats and/or participate in the Common Enrollment process	Annually: lottery in spring; Common Enrollment as per deadlines	CRM	EDSA

		throughout winter and spring		
	Engage parents and families	Ongoing	HOS, CRM	RD
Operations & Facilities	Identify school facility	Nine to twelve months prior to new school opening	DO	CFO
	Bid and negotiate vendor contracts	Six months prior to new school opening	DO	CFO
	Furnish classrooms with furniture and supplies	One to three months prior to new school opening	DO	CO, HOS, AA
	Analyze organization and school financial health	Annually, quarterly	CFO	DF
Instruction & Development	Engage newly hired HOS in planning year and training	Ongoing during year prior to new school opening	CEO, CAO	RD
	Create yearlong PD plan for school staff	Three to six months prior to new school opening; revised as needed throughout year	CAO	RD, HOS
	Facilitate summer PD training for school staff	One month prior to new school opening	HOS, AA	RD, CAO
	Implement the InspireNOLA academic framework, instructional practices, and designated curriculums	Ongoing (daily)	AA	HOS, RD, CAO
	Provide ongoing PD for all teachers and support staff	Ongoing (daily, weekly, monthly)	HOS	RD, CAO
Evaluation	Administer internal assessments	Quarterly, monthly, weekly	HOS	CAO
	Administer mandatory state assessments	Annually	HOS	CAO
	Collect data on attendance, retention, graduation, etc., rates	Ongoing (daily, annually)	PD	HOS
	Complete budget analysis to ensure expenses are being used as per the application	Annually and as needed	CFO	DF
	Evaluate program goals and objectives	Annually	Evaluator	PD
	Complete all project reporting	Annually and as requested	CEO	PD, RD

<u>Personnel Key:</u>	
AA: Academy Administrator	DT: Director of Talent
CAO: Chief Academic Officer	DO: Director of Operations
CFO: Chief Financial Officer	EDSA: Executive Director of Strategy & Advancement
CEO: Chief Executive Officer	HOS: Head of School
CRM: Community Relations Manager	PD: Project Director
DF: Director of Finance	RD: Regional Director

C. Key Project Personnel

The InspireNOLA Consortium CSP grant will hire a Project Director to manage the CSP grant and provide support during the expansion process. In addition to the Project Director, the CSP grant will be managed and supported by the following key individuals:

Jamar McKneely serves as InspireNOLA’s Chief Executive Officer and co-founded the organization in 2013. Mr. McKneely oversees the entire InspireNOLA network, including setting the vision of the organization and ensuring the success of all schools and leaders. He previously served as a teacher and Assistant Principal of Edna Karr High School and then as the Principal of Alice M. Harte Charter School. Under his leadership, Alice Harte increased its School Performance Score (SPS) by 25 points to achieve an A letter grade and became ranked in the top 10% of public schools in New Orleans. Prior to becoming an educator, he served as a budget analyst for two non-profit organizations in Baton Rouge. Mr. McKneely earned a Bachelor’s degree in Finance from Southern University and a Master’s degree in Educational Administration from Louisiana State University. Mr. McKneely was an Aspen-Pahara NextGen Fellow in the Fall 2015 Cohort, and is an alumnus of the prestigious Broad Academy, the nation’s most prominent professional development program for urban school system leaders

Charlie Mackles, InspireNOLA’s Chief Financial Officer, oversees InspireNOLA’s finance and operations team, ensuring that the Central Office and all schools have the back-office tools,

information and resources necessary to meet InspireNOLA's mission while simultaneously adhering to all relevant compliance guidelines and industry best practices. He has worked in the non-profit and governmental sector specializing in the K-12 and post-secondary education arena for the past twelve years. Prior to his work with charter schools, Mr. Mackles worked in higher education and research managing multi-million dollar grants awarded by the National Institute of Health and various other universities and foundations, and is invested in the success of public education. Mr. Mackles is a Certified Public Accountant (CPA) and a Certified Fraud Examiner (CFE), and holds a Bachelor of Science in Accounting and Economics from Louisiana State University.

Dr. Wylene Sorapuru is InspireNOLA's Chief Academic Officer. Dr. Sorapuru oversees student achievement across the InspireNOLA network through support and management of school and network academic leaders to implement rigorous academic programming, maintain positive school cultures, plan for continuous data driven school improvement, and provide development and accountability structures for teacher and leadership quality. Prior to joining with InspireNOLA, she served in several roles across Orleans Parish Charter School Systems as Chief Academic Officer, School Principal, Director of Reading Initiatives, Director of Early Childhood, Associate Professor of Educational Administration and Leadership, and first grade teacher. During her tenure, she led three low-performing Charter schools through the turnaround process, each earning Top Gains state results. She holds a PhD in Educational Administration and Master's degree in Educational Leadership from University of New Orleans and a Bachelor's degree in Education from Southern University at New Orleans.

Emily Hartnett, Executive Director of Strategy and Advancement, leads strategic planning and growth initiatives for InspireNOLA and manages the organization's external relations and human capital teams. Her core responsibilities include long-term planning, evaluating organizational health, fundraising and grant writing, and cultivating external partnerships. Before joining InspireNOLA, Ms. Hartnett served as a curriculum director, instructional coach, and teacher, and was an administrator of a turnaround school that achieved the highest academic gains of any New Orleans public school in 2014. Ms. Hartnett holds a Bachelor of Science in Political Science and Business from Tulane University and a Master of Arts in Education Leadership from Columbia University, Teachers College.

Michelle Douglas is the CEO and Principal of Edward Hynes Charter School, a role that she has held since 2006. Over her tenure as Principal, Ms. Douglas led the transition of the school from traditional district school to public charter school and oversaw the complete \$30 million renovation and rebuilding of the physical campus, all while ensuring high academic achievement and results for students. Ms. Douglas is responsible for all financial, operational, governance, and academic aspects of the existing Hynes school, as well as leading their expansion initiatives and execution. Ms. Douglas has almost 30 years of experienced in K-12 education as a CEO, principal, assistant principal, literacy facilitator, and teacher. She holds a Bachelor's Degree in Elementary Education, a Master's Degree in Curriculum and Instruction, and K-12 Principal Certification, and is currently pursuing a PhD in K-12 Educational Leadership, all from the University of New Orleans.

VI. APPLICATION REQUIREMENTS

A. Program objectives

- i) Please see *III: InspireNOLA Consortium: Quality Educational Opportunities for All Students* and *IV: Assisting Educationally Disadvantaged Students* for details on this requirement.
- ii) All schools within the InspireNOLA Consortium provide free yellow bus transportation to all students (prekindergarten through 12th grades) who live over one mile distance from the school, removing barriers that may prevent students from attending school. This is the current policy that all InspireNOLA Consortium schools are currently adhering to, and will continue to do so in the future.

B. Current charter school data (i-iii)

Please see *III: InspireNOLA Consortium: Quality Educational Opportunities for All Students* and *IV: Assisting Educationally Disadvantaged Students* details for on this requirement.

C. Educational Program (i-iii)

Please see *III: InspireNOLA Consortium: Quality Educational Opportunities for All Students* and *V. Evaluation Plan* for details on this requirement.

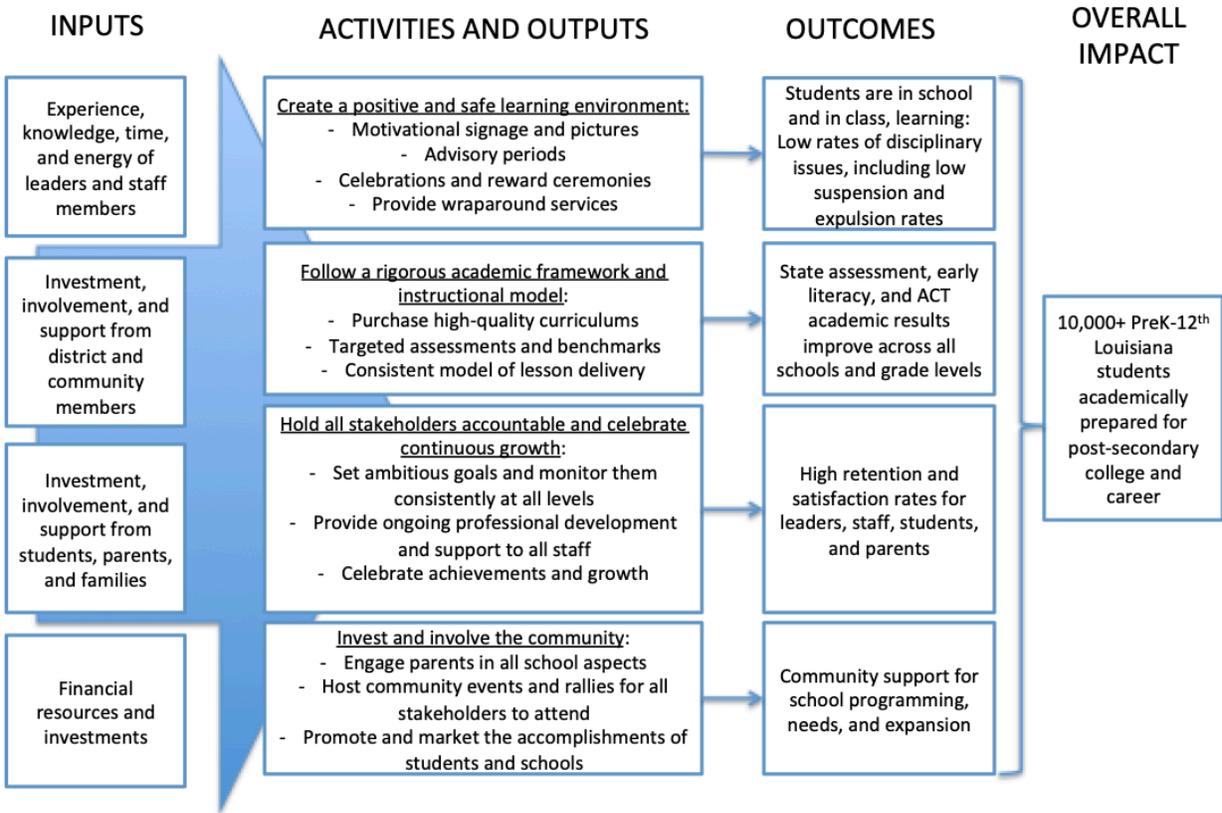
D. Current operation of multiple charter schools

Please see *I: Absolute Priority 2: Low-Income Demographic* and *Attachment F* for details on this requirement

E. Compliance Issues

Please see *III: InspireNOLA Consortium: Quality Educational Opportunities for All Students* and *V. Evaluation Plan* for details on this requirement.

F. Logic Model



G. Single-Sex School or Programming: *does not apply*

H: Operation and Management of Schools

InspireNOLA Charter Schools is the main applicant for the CSP grant, and is the Charter Management Organization that currently operates six existing charter schools that have been authorized by the Orleans Parish School Board. InspireNOLA has entered into a voluntary and non-legal relationship with Edward Hynes Charter School for the purposes of the CSP grant. InspireNOLA will a Project Director for the CSP grant, and will serve as the fiscal and reporting agent for all grant activities. The InspireNOLA Project Director will

monitor performance and adherence to goals and proposed project activities for all InspireNOLA Consortium Schools for the purposes of the CSP grant.

Please see *Attachment F* for further details on charter authorization and legal management.

I: Input from parents and community members

Please see *IV: Assisting Educationally Disadvantaged Students* details for on this requirement.

J: Lottery and enrollment procedures

All InspireNOLA Consortium schools are open admissions, meaning that they welcome all students who apply and obtain a seat via a random lottery selection, regardless of academic proficiency. New Orleans and Baton Rouge, the proposed expansion districts, have two different enrollment and lottery systems. Details for each district are as follows:

1) New Orleans

InspireNOLA Consortium does not host our own application process, lottery, or matching for schools based in Orleans Parish. Instead, it uses OneApp, the annual school enrollment process that all New Orleans public schools are required to participate in, as per XXX. In order to apply to an InspireNOLA Consortium school, interested parents must apply through the OneApp process, which can be done both online or in paper form. Parents will provide basic student and family information, and rank up to 8 participating schools of their choice from across the city. InspireNOLA Consortium schools only enroll students that are matched through the OneApp system over the summer and during the course of the school year.

The OneApp process takes into account a parent’s ranking of schools, the number of seats available at each school in each grade level, each school’s priorities—such as

geography or siblings, and, finally, each student’s random lottery number and priority to their selected schools.

Students applying to an InspireNOLA Consortium school will be assigned a random lottery number, and then grouped based on a school’s priorities. All InspireNOLA Consortium schools prioritize sibling relationships first, children of staff members second, and geographic region third. If an applicant has a sibling attending one of his/her ranked schools and lives in the same geographic region as that school—the applicant will enter the first priority group; if an applicant has a child attending one of his/her ranked schools, but does not live in the same geographic region as that school—the applicant will enter the second priority group; and so forth. Students will be given seats at each school based on their priority groups. If there are still available seats after all the students with priority have been assigned a seat, students will be selected for placement by their lottery number.

Considering InspireNOLA Consortium does not manage the OneApp procedure—therefore not its matching or lottery process, either—it will direct its focus on supporting its schools through the process. This entails promoting and clarifying the OneApp system to potential applicants of our schools, and following up with families whom have students matched with InspireNOLA Consortium schools. Through these campaigns, we can help ensure fair and transparent access for all students to our schools.

2) Baton Rouge

In order to ensure InspireNOLA Consortium Schools conducts a fair enrollment process, InspireNOLA Consortium will advertise and oversee a four-month submission period of applications each year. InspireNOLA Consortium will also host a series of open houses at

either existing schools, or in a public setting, where they will review the application process for all interested families. The application will be available both in paper form and through an online portal accessible through the school's website. The application will ask parents to provide basic student and family information, to help prioritize applicants into groups. In the event there are more students who want to attend than there are seats available, InspireNOLA Consortium will use a lottery process to randomly select students for enrollment. Such a process will ensure all applicants, who do not have an enrollment priority, have an equal chance of being admitted.

InspireNOLA Consortium will conduct its lottery in a nondiscriminatory manner, and not exclude students on the basis of race, color, national origin, gender or disability. To ensure this commitment, after a student is determined eligible for enrollment or is admitted through the lottery, InspireNOLA Consortium will collect more detailed information necessary to enroll and serve the student to the best of its abilities.

As part of its preparation, InspireNOLA Consortium will start by creating and separating duties for staff members or volunteers before the lottery event. This will assist the school in staying organized and minimize error. The duties during a lottery process will be individualized and separated. For example, prior to the lottery, InspireNOLA Consortium will designate one person to draw the name or number, one person to record the name or number drawn, and another to announce the name or number to attendees. The separation of duties will increase accuracy and mitigate the risk of interference.

The InspireNOLA Consortium will also ensure that it adequately informs the public, parents, and other interested parties of the upcoming lottery. Through email, media outlets

(such as bulletins, newspapers, newsletters), and the school’s website, InspireNOLA Consortium will work to actively communicate its opportunity and procedures for enrollment in a manner timely for families.

The lottery will be conducted in a public setting with parents and students invited to attend. In order to respect student and family privacy—as well as assist in randomizing the lottery selection—InspireNOLA Consortium will draw numbers rather than student or family names. Accordingly, InspireNOLA Consortium will notify the parent of the applicant’s corresponding number, and will designate a staff member with the “key” that correctly translates names and numbers drawn to the list of enrollees.

InspireNOLA Consortium may utilize enrollment priorities, also known as enrollment preferences, during the lottery drawing. If the number of prospective students in an enrollment priority exceeds the available spaces, the charter school should conduct a lottery using only those students in the enrollment priority.

InspireNOLA Consortium will also continue the lottery’s drawing process after the lottery slots are filled to determine the order of students on the waitlist. The waitlist will be separate from those admitted through the lottery, and each family will be made aware of the position of its student(s) on the wait list at the conclusion of the lottery.

K: Compliance with IDEA

Please see *IV: Assisting Educationally Disadvantaged Students* details for on this requirement.

L: Educationally disadvantaged students mastering academics

Please see *III: InspireNOLA Consortium: Quality Educational Opportunities for All Students* and *IV: Assisting Educationally Disadvantaged Students* details for on this requirement.

M: Budget narrative

Please see *Budget Narrative Attachment Form* and *Attachment H* for details on this requirement.

N: Recent audited financial statement

Please see *Attachment H* for details on this requirement.

O: School closure

InspireNOLA Consortium entities consistently evaluate school performance across multiple indicators throughout each school year in order to ensure that each school is making progress and achieving established goals. InspireNOLA Consortium schools utilize a dashboard that tracks performance, in relation to both short and long term goals, in the following areas: academic achievement, human resources and staffing, operations, parent satisfaction, finance, and community engagement. Data is routinely collected and analyzed by school and central office leaders to increase achievement and effectiveness. In addition, the InspireNOLA Consortium charter authorizer, Orleans Parish School Board, and the Louisiana Department of Education both conduct yearly evaluations of each school. InspireNOLA Consortium schools utilize the annual reviews and report cards that these entities produce when monitoring progress and achievement of each schools. To date, InspireNOLA Consortium schools have remained significantly above the required benchmarks and has not closed schools for any reason, including not for low performance.

In the event that a school is struggling in one or more areas and is not meeting or making progress toward goals, the charter management team will create and implement an intervention plan with the school leader to address targeted areas for improvement that contains progress benchmarks on a stated timeline. The plan is tailored to meet the specific needs and issues for the individual school, with all plans including direct support and increased involvement by central and regional staff.

If the school does not improve and progress is not made within the stated timeframe, the operator makes the determination to close the school and completes the following procedures to minimize any negative effects on students, families, and communities:

- Board of Directors will make the ultimate decision to close the school, following the recommendation of the CEO.
- Operator will notify the local authorizer and Louisiana Department of Education of the impending school closure, and will work with the authorizer throughout the closure process accordingly.
- Parents and students of the school will be notified. Information and assistance will be given to families to transfer and enroll students in other CMO-operated schools or other local public schools. Operator transfer all student records to the appropriate new schools of former students.
- A final financial audit will be conducted for the school and all assets purchased with public funds shall become the property of the Board of Elementary and Secondary Education (BESE). All assets purchased with private funds shall remain the property of

the charter operator, if the inventory or records of the charter operator demonstrate that the assets were purchased with private funds.

P: Request of Waivers

InspireNOLA Charter Schools does not request waivers of any Federal statutory or regulatory provisions.