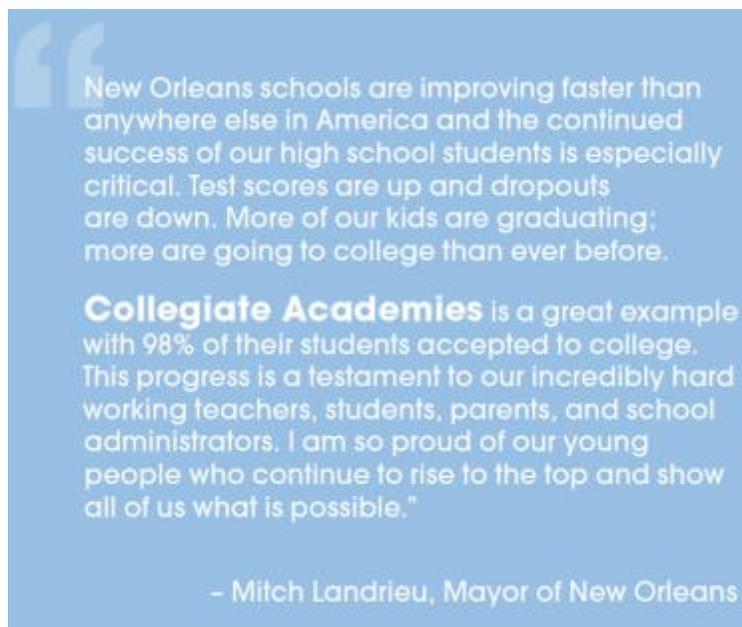


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## Collegiate Academies: A High-quality, High-performing Charter

Collegiate Academies is requesting \$4.93 million in CSP funding to grow our high performing network of high schools from three schools serving 1,235 students to a system of eight schools serving 3,600 students by 2021 (an increase of 290%). **We will expand in our city of origin, New Orleans, and open new replication schools in Baton Rouge, LA and Jackson, MS.** Louisiana and Mississippi are among the most impoverished states in the country, and within the attendance boundaries of East Baton Rouge Parish, Orleans Parish, and Jackson Public Schools, the population living below the poverty level is 20.9%, 27.7%, and 30.4%, respectively (as compared with 15.6% nationwide)<sup>1</sup>. Collegiate has a proven track record of transforming the opportunities of students regardless of economic or educational background, and we are well prepared to face the challenges ahead as we expand into these new cities.

The mission of Collegiate Academies is **to create and support schools that prepare all students for college success.** We provide an excellent high school education to every student, regardless of their previous experiences or current abilities. On average, our students enter the 9<sup>th</sup> grade on a 5<sup>th</sup> grade reading level. During their four years at Collegiate, they grow 7 grade levels and are **graduating on time and college ready with 98% accepted to college**, a significantly higher rate than their peers. The Center for Research on Education Outcomes (CREDO) at Stanford found that Collegiate students grow annually **more than any other charter network in the country.** (Please see additional information on our “additional days of learning,” page 15.)

Collegiate’s success is due to a strategic and intentional focus on quality management, school culture, instruction, and rigor. We complete a detailed initial evaluation of each student when they enroll, followed by targeted instruction and interventions specific to the areas that they have

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<sup>1</sup> Source: US Census Bureau, American Community Survey data, 2014.

not mastered. This aggressive and individualized approach changes the trajectory of our students' lives. For example, Veronica, the youngest of nine siblings, graduated from Sci Academy this May. Veronica chose to attend Sci Academy because she knew she needed extra help and Principal Dale told her that her teachers would be committed to making sure that she (and each one of her peers) would receive every single support they might need to succeed. Veronica tested at a 4<sup>th</sup> grade reading level when she first entered the 9<sup>th</sup> grade. She worked tirelessly with her teachers to advance **nine grade levels** by the time she graduated. This fall, Veronica is heading off to college at Southeastern University to study criminal justice because she feels passionately that the loved ones of crime victims need closure, and she wants to help do just that. Veronica's transformation did not happen overnight. It took the unrelenting focus of her teachers, who track each student's progress daily to ensure content mastery. It also took intense dedication from Veronica, who took double math and English courses, stayed until 6:00pm for tutoring every day, took the ACT *nine times*, pushed herself by enrolling in multiple Advanced Placement courses, and played basketball all four years. Veronica is the type of student who slips through the cracks at other high schools, but at Collegiate, she is the norm—the student who pursues and achieves astonishing growth, who is supported, and whose accomplishments are celebrated. For more information about how we focus on college readiness, see page 44.

**All Collegiate schools accept all students and do whatever it takes to meet their needs.**

Our approach combines developmentally appropriate program placement, a high level of rigor in academic evaluation, and a results-based environment for all students, including those with diverse learning needs. It is our privilege to ensure that every child is empowered with the tools and support they need to make unprecedented progress. During the four years they spend with

us, students are making academic gains previously thought by others to be all but impossible.

Collegiate Academies is well-positioned to embark on a federally funded expansion and replication phase. The requested funds will support Collegiate in beginning to meet the community demand for high-quality seats in three cities that all lack high-quality educational options for high school students: New Orleans, LA; Baton Rouge, LA; and Jackson, MS.

In the city of New Orleans, which has long been fraught with severe educational challenges and a natural disaster that all but wiped out its school system in 2005, **Collegiate Academies continues to be a shining example of what can be accomplished when a team of committed educators believe “it’s never too late” to kick-start academic growth and get high school kids on track for success.** Our Vision of Teaching is as follows:

- **We teach the mind and the heart.** Great teaching goes beyond academics. As a team, we build a culture to become our best selves, students and teachers alike.
- **We eradicate limitations.** We approach our work with an “anything is possible” attitude. Whether a student has a lot of catching up to do, needs special programming that doesn’t yet exist, or is only recently learning to speak English; where others see obstacles, we see opportunity. When we aim for the impossible, astonishing things happen.
- **We challenge ourselves and each other.** Every day, we work to be better for our students. We engage in observations, coaching and feedback on a daily basis with accountability from peers and leaders.
- **We commit to expertise and leadership.** Regardless of titles, our teachers know they have the knowledge and expertise to make our schools better and they share it. At Collegiate, everyone is a leader, and our teachers love this challenge.
- **We commit to longevity in our profession.** Our teachers are recognized and

compensated for their work. Leaders at Collegiate Academies work individually with teachers and staff to chart their individual long term career paths.

- **We constantly work to be a great place for teachers.** The first charter network in a city of charter schools to ever make the list, Collegiate Academies was named the Best Place to Work in New Orleans by *New Orleans City Business* (2015)<sup>2</sup>; Collegiate is committed and excited to build and keep the strongest team in the city.

Actualizing this vision in New Orleans has made Collegiate’s schools among highest performing high schools in the city, and we are excited to expand our model to transform the lives of students in Baton Rouge and Jackson.

## **Competitive Preference Priorities**

### ***Competitive Preference Priority 1b—Collegiate Academies Supports High-need Students in Schools in Need of Improvement***

**Baton Rouge, LA.** Located just 75 miles from New Orleans, **East Baton Rouge Parish** serves a student population that is **80% economically disadvantaged**. According to New Schools for Baton Rouge and data from the Louisiana Department of Education (LDE), **35,345 out of 58,219 public school students in Baton Rouge (60.7%) currently attend a school rated C, D, or F**. This disparity is further exacerbated—and stratified—by race: **70% of minority students attend a C, D, or F school, while nearly 80% of white students attend an A or B school**. Out of the district’s 85 schools, 18 of them (21%) were eligible for School Improvement Grant funds in 2014. In the North Baton Rouge Achievement Area, the target area where Collegiate Academies will open its replication schools, **76% of children are attending schools that received a letter grade of D or F or are in the midst of a turnaround process**.

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<sup>2</sup> Please see Attachment H.1 for more information

Collegiate will open two 9-12 grade schools that will serve 800 students in this area by

Thousands of students in Baton Rouge—in particular, minority students, those with

**HOW DID STUDENTS IN GRADES 3-8 PERFORM ON STATE ASSESSMENTS?**

Students performing at Basic may need additional support to be fully prepared for the next level of studies. Students performing at Mastery and above have met or exceeded the expectations, and are well prepared for the next level of studies. By 2025, A-rated schools must have an average performance of Mastery.

SCORE	DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
MASTERY +	24%	27%	20%	10%	18%
BASIC +	59%	65%	57%	31%	54%

Only slightly more than half of Baton Rouge’s high school students are passing End-Of-

**HOW PREPARED ARE STUDENTS FOR COLLEGE & CAREER SUCCESS?**

**END-OF-COURSE EXAMS: PROFICIENT**

Students are assessed on their performance towards meeting grade-level expectations.

**ACT: AVERAGE SCORE**

Average score is based on all enrolled twelfth grade students. \*National average includes both public and nonpublic students.

DISTRICT	STATE	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS	AVERAGE SCORE	STATE	NATIONAL
51%	62%	47%	19%	44%	18.6	19.2	19.7

Thus, it is no surprise that **only 66% of students in Baton Rouge are graduating in four**

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**WHAT PERCENT OF STUDENTS GRADUATED IN FOUR YEARS WITH A DIPLOMA?**

The cohort graduation rate is the percent of students who enter the ninth grade and successfully graduate within four years.

DISTRICT	STATE	NATIONAL 12/13	MINORITY STUDENTS	STUDENTS WITH DISABILITIES	ECONOMICALLY DISADVANTAGED STUDENTS
<b>66%</b>	<b>75%</b>	<b>81%</b>	<b>65%</b>	<b>30%</b>	<b>67%</b>

As evidenced by the CREDO study, detailed on pages 15-16, Collegiate Academies excels at

The Board of Secondary Education (BESE) is scheduled to review Collegiate’s charter application in October of this year. Upon approval, **Collegiate Academies will partner with LDE, the Type 2 charter authorizer, and education organizations like NSBR to provide a high-performing educational alternative for students who currently attend failing local district schools, improving educational outcomes**—including student achievement, student persistence, high school graduation rates, and college preparation, matriculation, and success—for students attending schools in need of improvement in Baton Rouge.

**Jackson, MS.** For three years in a row, the Jackson Public School District has received a D rating from the Mississippi Department of Education. Only 46.4% of its students are proficient in reading, 53.1% in math, 24.6% in science, and 22% in history<sup>3</sup>. The district has seven At-Risk schools, four Priority schools, and four Focus schools meaning 15 out of its 60 schools (25%) are

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<sup>3</sup> Source: Mississippi Department of Education, 2014 Accountability District and School Results.

in need of improvement, including three of its seven high schools<sup>4</sup>. Education Week’s Quality Counts report graded the state a “D” in school performance overall and ranked it 50<sup>th</sup> in the nation. Mississippi earns a C-minus in the Chance-for-Success category and ranks 49th. In School Finance, Mississippi receives a D-plus and ranks 40th, while for the K-12 Achievement Index it finishes 51st with a grade of D-minus.<sup>5</sup>

Jackson Public School District serves a population that closely mirrors Collegiate’s New Orleans student body in that African American students represent the largest subgroup at 97.2% of all students. Over 90% are economically disadvantaged, compared with 72% statewide. The district only has seven high schools, offering severely limited choices for families in the city. Five of these (71%) are rated D or F; the district overall is also rated D. Key indicators, as noted on the district’s Children First Annual Report Card, are as follows:

<b>Graduation and Completion Data (First Time 9th Graders in 09-10)</b>			
	<b>All Students</b>	<b>IEP Students</b>	<b>Mississippi</b>
Graduation Rate	65.1%	22.8%	74.5%
Completion Rate (w/ graduates)	71.80	52.9%	83.5%
Dropout Rate	23.20	13.8%	13.9%
Occupational Diplomas	39.00	39.00	680
Certificates of Attendance	75.00	75.00	1117

<b>ACT Information (2012-2013)</b>		
	<b>This District</b>	<b>Mississippi</b>
12th Grade students taking ACT	74.94%	83.53%
Average ACT Score	16.9	18.6

**Jackson’s high school graduation rate is just over 65%**, and for students served by Special Education, this number is only **22.8%**. Although three-fourths of all students take the ACT exam, their average score is 16.9. In this city, **just 25% of students attend a four-year college**

<sup>4</sup> Source: Mississippi Department of Education Office of School Improvement.

<sup>5</sup> Mississippi—State Highlights 2016: A special supplement to *Education Week’s Quality Counts 2016, Called to Account New Directions in School Accountability*.

**or university** after graduation, **and after six years, only 41% of those students have obtained a college degree.** For the 47% of Jackson’s graduates who attend community college, merely 13% of those students graduate after three years of postsecondary education.

Charter school operators are only recently expanding to Mississippi, and **in Jackson, only one other CMO serves students.** This operator, RePublic Schools, serves students in grades 5-8 only and has encouraged Collegiate to establish a presence in the city to serve its students as they matriculate to high school (Appendix C: letter of support from RePublic). **Collegiate is expanding to Jackson in order to provide low-income, high-need students in the state’s second-largest school district with access to a high-performing public school option.**

### ***Competitive Preference Priority 2—Collegiate Academies Promotes Diversity***

Collegiate Academies is an open-enrollment charter management organization (CMO), currently operating three schools in which students enroll based on space available through New Orleans’ streamlined system, OneApp (<https://enrollnola.org>). No preference is given to students of any particular academic ability, ethnic, or socio-economic profile, and no student is excluded or limited for any reason, academic or otherwise, including disability or home language.

**Promoting Diversity**—Collegiate Academies serves a diverse and educationally disadvantaged population; **92% of our students are low-income, 99% are from a minority or mixed background, 11% are English Language Learners, and 20% qualify for Special Education services** (compared with 11% across the city and state, and 10% in charter schools nationwide). Collegiate’s students are diverse in physical and intellectual ability, language, race, ethnicity, and culture. We work to prepare students with the experiences necessary to be successful in a diverse world. As such, we place a high priority on cultivating

through

professional development for teachers and staff and content in classes for students. We believe

that developing a diverse staff with deep expertise in issues of race, class, ability and equity is critical to our mission; we actively promote, embrace, and discuss diversity and inclusion as an integral part of both staff and school culture.

**Students with Disabilities**—Collegiate Academies’ educational model focuses on maximum social inclusion of all students, regardless of ability, and emphasizes community, acceptance and tolerance that pervades school culture. To individualize instruction for all students, we offer instruction to students with disabilities in the least restrictive environment in accordance with Individual Education Plans (IEPs). For example, a student who requires additional small-group attention for math may be part of a specialized program for that subject but may spend time in regular core classes for other subjects. All of our schools have a Director of Intervention who is responsible for coaching teachers in accommodations; all teachers are able to successfully teach students with a range of special needs through skillful differentiation. Collegiate also offers several innovative programs for students with more severe special needs, described in detail on page 27. We are especially proud of our success graduating students with disabilities, which is 11 percentage points higher than that of New Orleans and almost double the state’s average. Nationally, the graduation rate for this subgroup is 63.1%, which Collegiate also outperforms.

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<b>Collegiate Academies: 71%</b>	<b>New Orleans: 60%</b>	<b>State of Louisiana: 36%</b>
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The LDE holds up Collegiate’s specialized programs as a model of what is possible for students with disabilities. In the spring of 2016, we received a grant to formalize our vision and programming in a comprehensive report to inform initiatives across the state. (Please see Attachment H.2 for more details on each program in our comprehensive report, “Valuing Intervention: Collegiate Academies’ Innovative Approach to Diverse Learners”).

**English Language Learners**—In 2015-16, **11% of Collegiate students were classified as**

**English Language Learners, almost three times the percent of ELL students in the city of New Orleans (4%) and more than five times the rate in the state of Louisiana (2%).** In the 2014-2015 school year, Collegiate’s population of ELL students speaking Spanish as their first language increased by almost five times, with families originating from Honduras and throughout Central America. Our ELL students speak either Spanish or Vietnamese at home—the two main languages other than English spoken across in the state<sup>6</sup>. Please see page 28 for how we accommodate the instructional needs of ELL students and ensure academic success.

**Racial and Ethnic Diversity—Collegiate serves far fewer white students and far more Hispanic and Asian students than other New Orleans schools,** indicating a different pattern of diversity than both charters and traditional public schools in the city. **We intentionally and strategically locate our schools in low-income, minority communities in order to ensure educationally disadvantaged students have access to high-quality schools.**

The table below shows National Alliance for Public Charter Schools<sup>7</sup> data for the U.S., Louisiana as a whole and for New Orleans and Baton Rouge specifically<sup>8</sup>. Collegiate’s data has been highlighted to compare with New Orleans Public Schools and all charters nationally.

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<sup>6</sup> Across the state of Louisiana, 69% of ELL students speak Spanish as their primary language; approximately 12% speak Vietnamese; less than 6% each speak Arabic, Chinese and French. (US Department of Education Consolidated State Performance Report; Accessed at <http://www2.ed.gov/admins/lead/account/consolidated/index.html>)

<sup>8</sup> No data is shown for Mississippi because the state had no charter schools as of 2014 when comparative data was gathered for this report.

CHARTER DEMOGRAPHICS	SYSTEM	% WHITE	% BLACK	% HISPANIC	% ASIAN	% OTHER
NATIONAL	CPS	24.0	17.0	21.0	3.0	4.0
LOUISIANA	CPS	18.0	74.0	4.0	2.0	1.0
	TPS	49.8	43.2	3.7	1.4	1.8
New Orleans Public Schools	CPS	7.6	85.6	3.2	2.3	1.3
	TPS	5.6	88.7	2.6	2.0	1.0
Collegiate Academies	CPS	1.0	87.0	6.0	4.0	2.0
East Baton Rouge Parish	CPS	2.5	96.1	0.6	0.2	0.6
	TPS	11.1	82.6	3.4	2.7	0.1

Charters across the nation enroll a student population that is 24% white, 17% black, 21% Hispanic, 3% Asian, 4% other races/nationalities, and 46% low-income, but charter public schools (CPS) in a given city will naturally mirror the demographics of traditional public schools (TPS) in the same area. Although the student demographic data for charter and traditional public schools across Louisiana varies widely, CPS and TPS demographics within New Orleans public schools are more closely aligned. In East Baton Rouge, however, where traditional schools serve a higher population of white, Hispanic, and Asian students while charter schools serve a primarily black student population. Collegiate, on the other hand, serves twice as many Hispanic students and almost twice as many Asian students as charters in New Orleans Public Schools and more than the state of Louisiana as a whole.

**Because we value diversity in all forms, Collegiate will continue to actively promote diversity through an inclusive, reflective organizational culture and recruit students and staff of all backgrounds, cultures, and abilities.**

***Competitive Preference Priority 3—Collegiate Academies is a Novice Applicant***

Collegiate Academies has never (i) received or (ii) been a member of a group application that received a Replication and Expansion grant and has not (iii) had an active discretionary grant from the Federal government in the five years before this deadline date.

## A. COLLEGIATE ACADEMIES: A HIGH-QUALITY CSP APPLICANT

### *History and Expansion of Collegiate Academies to Date*

In **October 2007**, founder Ben Marcovitz was awarded a fellowship through New Schools for New Orleans (NSNO) to plan a new high school in New Orleans East. In **August 2008**, Sci Academy opened its doors to a founding class of 9<sup>th</sup> graders who took a unique risk: signing on to attend a school without a building, a returning staff, or a legacy of any kind. By **May 2009**, Sci Academy students outperformed district and state averages on the iLEAP (integrated Louisiana Education Assessment Program<sup>9</sup>) and achieved the top English scores and second-highest math scores among all schools in the New Orleans Recovery School District (RSD).

The following year, in **May 2010**, Sci Academy students out-performed their RSD peers in Math and English again. The school's governing board explored the idea of expansion and the creation of a central office, formalizing Collegiate Academies as a CMO.

In **May 2011**, Sci Academy ranked #3 in math and #1 in English in the RSD. For the first time, Sci Academy students tested in science and social studies, and the school ranked #1 in the district on both exams. Families began to enroll their children in record numbers. Interest in Sci Academy exceeded the number of seats available, causing the school to hold its first and only open enrollment lottery event to select students for a spot in the Class of 2015. In **August 2011**, Sci Academy opened the school year with Essential Skills, a new Special Education initiative for students with cognitive disabilities. The program and the school attracted the interest of numerous national educators, including Doug Lemov, author of *Teach Like a Champion*.

In **June 2012**, Sci Academy graduated its first class of seniors, and 98% were accepted to a

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<sup>9</sup> At the high school level, this test was administered to 9<sup>th</sup> graders from 2003 to 2011. Students in grades 9-12 now take End-of-Course (EOC) exams in six subjects.

two- or four-year college. They matriculated to schools across the country, including Amherst College, Colorado College, Louisiana State University, and Wesleyan University. In **August 2012**, Collegiate Academies became a network of three schools, opening George Washington Carver Collegiate Academy (CCA) and George Washington Carver Preparatory Academy (CPA), carrying on the legacy of New Orleans' historic George Washington Carver Senior High School and tripling the capacity to serve students and their families. In **October 2012**, Oprah's Angel Network awarded Sci Academy with a \$1 million grant—one of only six high-performing charters nationwide—to honor them for outstanding student outcomes.

By **May 2013**, Collegiate Academies received its first scores as a charter network. Both CCA and CPA far exceeded the RSD and Louisiana averages on the Algebra I and Geometry End-of-Course exams. In **August 2013**, Collegiate Academies received authorization by BESE to expand further in Louisiana. In **April 2014**, *US News and World Report* named Sci Academy the #2 high school in Louisiana. In **December 2015**, *New Orleans City Business* named Collegiate Academies the #1 Best Place to Work in New Orleans, and Ben Marcovitz was named by New Orleans' Gambit Magazine in the top 40 under 40 in New Orleans.

Building on this track record, **Collegiate Academies will continue to reliably and effectively replicate its charter school model while also maintaining a high level of academic quality.** Please see Replication and Expansion Sites on pages 29-30 for more detail on our planned expansion by city and program year.

### ***(1) Collegiate Academies increases achievement and attainment for all students***

The vast majority (92%) of students who attend a Collegiate school are educationally disadvantaged because they are economically disadvantaged, are an English Language Learner, and/or are eligible for Special Education programs and supports. Collegiate believes that all students are capable of achieving success; we serve a significantly higher percentage of students

in need of Special Education supports and services than other charter schools and the state as a whole. Nationwide, this population comprises 10.4% of total enrollment in charter schools and 12.6% across all public school districts<sup>10</sup>. At Collegiate Academies, however, **20% of all enrolled students are served by Special Education programs** according to their individual need. Our approach is rooted in a deep sense of community and inclusion; we have a strong network-wide commitment to purposeful inclusion of *all* students in fulfillment of our mission **to create and support schools that prepare all students for college success.**

As noted on page 9, Collegiate’s model aims for maximum social inclusion of all students and to provide a robust special education program that differentiates instruction according to individual need.

*On rigorous measures of student academic growth, Collegiate Academies outperforms peers in New Orleans and in other urban charter sectors.*

CREDO, the Center for Research on Education Outcomes at Stanford University, has performed a rigorous, quasi-experimental analysis of academic growth at every New Orleans

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<sup>10</sup> Rhim, L. M., Gumz, J., and Henderson, K. [“Key Trends in Special Education in Charter Schools: A Secondary Analysis of the Civil Rights Data Collection 2011-2012,”](#) National Center for Special Education in Charter Schools (October 2015).

charter school since 2010-11.<sup>11</sup> Each student’s academic improvement in Reading and Math is compared to that of “virtual twins”: actual students in traditional public schools in Louisiana that share demographic similarities with our students.

**Quality instruction and strong school culture have helped Collegiate students make considerably more academic progress each year than their demographically-similar peers in other Louisiana high schools.** The measure that CREDO utilizes is “days of learning”, with higher figures indicating stronger average academic growth across an entire school population.<sup>12</sup> The following table highlights the academic growth that Collegiate students achieve compared to their peers statewide, **indicating success in closing historic achievement gaps.**

<b>Additional Days of Learning vs. Statewide Peers</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
	<b>221 days</b>	<b>101 days</b>	<b>331 days</b>	<b>290 days</b>

As Collegiate replicated its successful model, academic growth across the network improved:

- CREDO’s 2012 analysis showed that CA scholars received 221 additional “days of learning” (i.e., our students’ virtual twins would need 401 school days to demonstrate the level of academic growth our students demonstrate in a 180-day academic year).
- In CREDO’s most recent analysis, Collegiate’s students received an additional 290 “days of learning”.

Collegiate stands out for our exceptional academic performance relative to urban charter high

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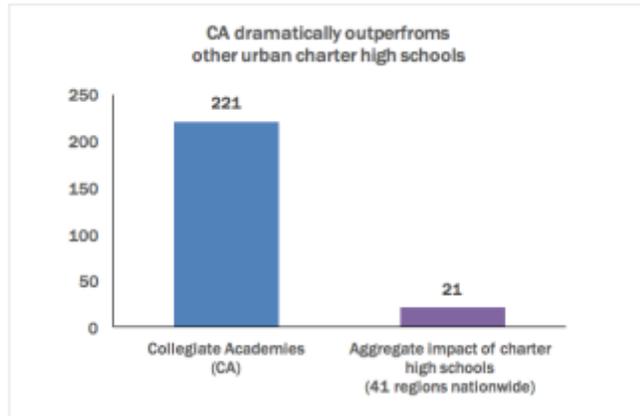
<sup>11</sup> Their findings are part of an Investing in Innovation (i3) Validation grant from the US Department of Education directed by New Schools for New Orleans (NSNO) and the Recovery School District (RSD) entitled, “Scaling the New Orleans Charter Restart Model.”

<sup>12</sup> “Days of learning” is the additional time in school that a virtual twin would require in order to grow academically as much as CA scholars grow in a single year.

schools nationwide.<sup>13</sup> The graphic below compares “additional days of learning” generated by our schools to the average yearly impact of charter high schools in forty-one urban areas.

While charter high schools nationwide are generating modest additional days of learning (relative to nearby traditional public schools), Collegiate is dramatically outperforming both its charter peers and traditional public schools in Louisiana.

**For every year of the study, Collegiate ranked first in growth over every open-enrollment high school in New Orleans.**



Despite the fact that students come to Collegiate up to five grade levels behind, their performance on standardized tests shows our academic model accelerates their learning well beyond that of the RSD and the state. The table below shows passing rates for all Collegiate students on each EOC test (%scoring Excellent or Good) for the past three years.

EOC Exam	2013			2014			2015		
	CA	RSD	LA	CA	RSD	LA	CA	RSD	LA
Algebra I	<b>78%</b>	50%	57%	<b>65%</b>	44%	55%	<b>72%</b>	48%	54%
Geometry	<b>75%</b>	34%	55%	<b>70%</b>	45%	54%	<b>64%</b>	54%	59%
English II	<b>76%</b>	47%	75%	<b>69%</b>	49%	72%	<b>64%</b>	53%	72%
English III	<b>56%</b>	28%	58%	<b>66%</b>	41%	61%	<b>64%</b>	44%	62%
Biology	<b>66%</b>	35%	58%	<b>67%</b>	50%	60%	<b>49%</b>	43%	58%
US Hist.	<b>91%</b>	39%	53%	<b>81%</b>	48%	63%	<b>66%</b>	53%	65%

Collegiate’s performance on growth measures and mandated assessments reflects our unrelenting focus on providing an exceptional high school experience to all students, regardless

<sup>13</sup> CREDO, “Urban Charter School Study Report on 41 Regions” (2015), page 24.

of their unique challenges or prior difficulties in academic settings. These results strongly suggest that **offering Collegiate’s school model to more students in New Orleans and to additional geographic regions with similar economic and educational challenges is likely to improve student academic performance.**

***(2) Collegiate Academies closes achievement gaps for all students (Criteria 2i)***

**Collegiate has ample evidence that our high-quality instructional program and comprehensive support services significantly increase achievement and attainment for all students as well as close historic achievement gaps for student subgroups as compared with RSD New Orleans, East Baton Rouge Parish, and Louisiana as a whole.** Based on academic data for Jackson Public Schools overall (pages 6-7), we have concluded that our approach will close gaps for student subgroups currently attending this low-performing district as well.

In addition to ranking highest amongst New Orleans high schools in effect size, the following table shows three years of Collegiate Academies’ success on all six End-of-Course exams for our two largest student populations: Economically disadvantaged (92%) and African American (87%).<sup>14</sup> Complete tables for all groups tested can be found in Appendix F.

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<sup>14</sup> In many cases, the number of students from a particular subgroup and course (ex: white students, EOC Geometry) is so small as to make statistical comparisons with these majority groups difficult. Please see Appendix F for more information.

*Three Years of End-of-course Data (% Scoring Excellent or Good<sup>15</sup>)*

END-OF-COURSE EXAM	COLLEGIATE			RSD NOLA			EBR			STATE OF LA		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
<b><i>Algebra I</i></b>												
Econ Dis	<b>80</b>	<b>65</b>	<b>71</b>	44	51	49	40	37	33	46	47	44
Afr Amer	<b>79</b>	<b>64</b>	<b>71</b>	44	49	48	40	37	34	41	42	39
<b><i>Biology</i></b>												
Econ Dis	<b>67</b>	<b>66</b>	<b>51</b>	35	52	44	34	44	38	46	51	46
Afr Amer	<b>66</b>	<b>67</b>	<b>51</b>	35	50	44	35	43	39	37	43	40
<b><i>English II</i></b>												
Econ Dis	<b>76</b>	<b>68</b>	<b>66</b>	47	53	52	63	57	55	67	64	63
Afr Amer	<b>79</b>	<b>70</b>	<b>69</b>	47	49	53	63	58	58	62	58	59
<b><i>English III</i></b>												
Econ Dis	<b>55</b>	<b>63</b>	<b>64</b>	26	41	43	40	40	46	46	50	52
Afr Amer	<b>57</b>	<b>66</b>	<b>65</b>	27	41	44	41	41	47	40	DNA	47
<b><i>Geometry</i></b>												
Econ Dis	<b>74</b>	<b>67</b>	<b>69</b>	33	46	53	34	35	39	44	45	50
Afr Amer	<b>75</b>	<b>68</b>	<b>71</b>	34	45	53	32	34	40	37	45	45
<b><i>U.S. History</i></b>												
Econ Dis	<b>90</b>	<b>82</b>	<b>64</b>	38	49	52	39	48	59	42	54	56
Afr Amer	<b>93</b>	<b>81</b>	<b>66</b>	39	48	52	38	48	60	37	48	51

Data from three years of End-of-Course exams clearly show that our academic model, which **individualizes instruction for all students** while providing **intensive additional supports according to student need** result in higher achievement across the board as well as for high-needs subpopulations including economically disadvantaged students and African Americans. **Across all EOC exams for all three years, Collegiate’s students outperformed students in the RSD, EBR, and State of Louisiana.**

<sup>15</sup> Students score Excellent, Good, Fair, or Needs Improvement on End-of-Course exams.

**(3) Collegiate Academies produces outstanding results for economically disadvantaged and minority students**

Our staff have also worked diligently to ensure high rates of **attendance**, which supports its students in achieving impressive high school graduation rates. In 2013-14, Collegiate’s attendance rate was 89.5%, up from 86% in 2012-13. By the conclusion of the 2014-2015 school year, our schools had an annual attendance rate of 92%.

The steady three-year increase is a direct result of Collegiate’s network-wide implementation of Collegiate Academies Restorative Initiative

(CARE), an innovative restorative practices-based program designed to reduce the time

students spend out of school for disciplinary

reasons. CARE focuses on non-traditional

disciplinary methods such as restorative circles

and strong mentors to develop students’ self-advocacy and conflict resolution skills. In addition

to increasing student attendance and participation in extracurricular activities, CARE has

decreased suspension rates to just 12% across the network, a dramatic reduction from prior years,

garnering attention from schools, educators and media outlets locally and nationally (see

Attachment H.3 for a 2016 write-up on CARE in *U.S. News and World Report*).

Likewise, student **persistence/stability** (the rate at which Collegiate students stay enrolled from year to year) is strong, and we seek to further improve this over the project period (see Metrics, page 31 for targets).

Attendance			
District Name	2013	2014	2015
Collegiate Academies	86.7	89.5	>95
Sci Academy	89.6	92.4	94.6
G W Carver Collegiate	84.4	85.7	>95
G W Carver Prep	86.3	87.0	>95
East Baton Rouge Parish	92.6	92.4	91.7
RSD-NO <sup>1</sup>	DNR	90.5	DNR
State	93.1	93.1	92.7

Student Persistence/Stability	2012-13	2013-14	2014-15
Collegiate Academies	74%	63%	74%

### ***High School Graduation***

In the 2014-2015 school year, Collegiate Academies achieved a **77% four-year graduation rate**. By comparison, only **67% of all New Orleans' students graduate in four years, and only 74.6% across the entire state of Louisiana do so (77.6% for Mississippi)**. For economically disadvantaged students (92% of Collegiate's population) and students with disabilities (20% of Collegiate's population), the numbers are as follows:

<b>HS Graduation Rate</b>	<b>Collegiate</b>	<b>Louisiana</b>	<b>Mississippi</b>
Economically Disadvantaged	<b>75.0%</b>	68.8%	70.9%
Students with Disabilities	<b>71.4%</b>	36.7%	28.1%

The graduation rate for Collegiate's students with disabilities is particularly striking. **Our four-year graduation rate for students with disabilities is 71% compared to only 60% in New Orleans and 36% across the state of Louisiana**. It is crucial to note that **Collegiate Academies serves a larger population of students with disabilities** than either New Orleans or the State of Louisiana yet **graduates those students at almost twice the State's rate**.

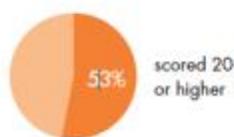
<b>4-Year High School Graduation Rate</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
Collegiate Academies—ALL	77.4%	70.1%	77%
State—ALL	73.5%	74.6%	72%

### ***College Readiness, Acceptance, Enrollment, and Graduation***

Collegiate Academies' economically and educationally disadvantaged students are **dramatically outperforming the state average for college readiness and matriculation for students from any income background**. The following graphic summarizes 2014-15 ACT scores across our three schools, including eligibility for TOPS (Taylor Opportunity Program for Students), which offers state scholarships for Louisiana residents based on academic merit as

measured by a composite score of 20 or higher on the ACT.

### ACT Performance



Sci Academy's ACT performance was the highest for an open enrollment school in New Orleans

A larger percentage of CA seniors qualified for the state college tuition program (TOPS) than any other open enrollment school in the city.

The table to the right shows **three years of comparison data for ACT**. Again, **Collegiate outperforms all comparison groups**.

ACT Composite Score Averages 2013 through 2015 District ACT Results			
District Name	2013	2014	2015
Collegiate Academies	17.9	18.2	19.6
East Baton Rouge	18.3	18.8	18.8
RSD-NO	16.3	16.4	16.6
State	19.5	19.2	19.4

Collegiate students' rates of **college acceptance, and college**

**persistence** are also proof of the model's success with economically disadvantaged, high-needs students as well as indicators of our CMO's readiness for further expansion:

College Acceptance Rate	2012-13	2013-14	2014-15
Collegiate Academies	100%	95%	98%
College Matriculation Rate <sup>16</sup>	2012-13	2013-14	2014-15
Collegiate Academies	90%	69%	83%
RSD – New Orleans	43%	47%	DNA

<sup>16</sup> [http://www.nola.com/education/index.ssf/2015/04/high\\_school\\_graduates\\_going\\_to\\_college\\_louisiana.html](http://www.nola.com/education/index.ssf/2015/04/high_school_graduates_going_to_college_louisiana.html)

RSD – Baton Rouge	34%	51%	DNA
State	58%	59%	DNA

**An impressive 98% of Collegiate Academies’ graduates were accepted to a two- or four-year college or university, and 83% enrolled—a major success compared with 69.2% of all 2015 high school graduates nationwide.<sup>17</sup>** Even more notable is that 87% of Collegiate’s students are African American, a population that enrolled in college in 2015 at the rate of only 54.6% nationwide. **Collegiate graduates are accepted to and enroll in college at rates significantly higher than at all schools nationwide.** And although Collegiate has only graduated four high school classes (2012-15), **50% of our alumni, overall, persist in college, dramatically outpacing national averages for college attendance and persistence in low-income, minority, and first-generation demographics.**

College Persistence Rate	2012-13	2013-14	2014-15
Collegiate Academies	97%	61%	63%

These students are being supported by Collegiate’s CA Next program (page 46), which provides them with one-on-one advising and comprehensive guidance services as they work toward a degree. As of June 2016, this year’s graduating class has earned more than \$3.5 million in scholarship money. Our alumni are currently attending prestigious colleges and universities all around the country. Please see Attachment H.4 for a map noting specific locations.

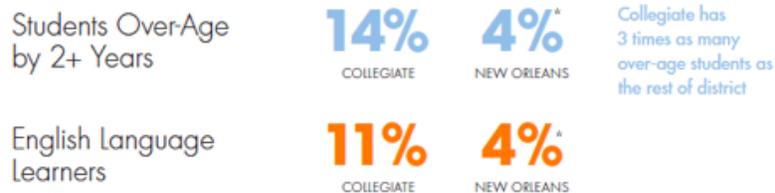
## **B. COLLEGIATE ACADEMIES SERVES EDUCATIONALLY**

By definition, “educationally disadvantaged students” includes those who are economically

<sup>17</sup> “College Enrollment and Work Activity of 2015 High School Graduates, “ Accessed at:

<http://www.bls.gov/news.release/hsgec.nr0.htm>

disadvantaged, students with disabilities, migrant students, limited-English proficient students, neglected or delinquent students, and homeless students. As detailed on page 8, a significant percentage of our student population fits into one or more of these categories. In addition, we enroll a significantly higher proportion of students who are over-age for their grade level or are ELLs, the majority of whom speak Spanish or Vietnamese as their first language.



Regardless of a student’s relative educational, economic, or social disadvantage, **we create an individualized educational plan** to prepare them for their most rigorous postsecondary outcomes. We actively work to support schoolwide structures that ensure maximum growth by targeting teacher training in skills, mindsets and essential knowledge by placing an emphasis on Response to Intervention and having an unwavering belief in what is possible, especially for students with diverse learning needs; please see pages 25-28 in this section for more information on how we ensure the academic success of our students with diverse learning needs.

**Where We Are**

College Academies’ schools serve a population that is significantly poorer than the U.S. average. **In New Orleans, 27.7% of people live in poverty, compared to 14.8% nationwide.** For families with children, 33.5% live in poverty compared to the U.S. average of 18.1%. For female-headed households with children and no husband present, 52.4% live in poverty—almost 12 percentage points (or 29%) higher than the 40.5% for this population nationwide. These families do not have the same resources to support their child’s education as their affluent peers.

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\*Schools operated by the Recovery School District and Orleans Parish School Board.

The majority of students come to school several years behind their national peers in school readiness, oral language development, and English literacy. Most are reading at least four years below grade level, which is a major risk factor for dropping out of school. **At Collegiate Academies, 92% of students are economically disadvantaged.**

Collegiate's three existing campuses are sited at the following New Orleans East locations<sup>19</sup>:

- **SCI ACADEMY** (<http://www.sciacademy.org/>)

- **G. W. CARVER COLLEGIATE and G. W. CARVER PREP:**

<http://www.carvercollegiate.org/> and

<http://www.carverprep.org/> o

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<sup>19</sup> Please see Appendix E for a map of all existing campus locations.

Both schools offer AP courses, tutoring, and small group intervention classes to students

(see Appendix E) coinciding with the move to a permanent, historical site at **3059 Higgins Blvd., New Orleans, LA 70126.**

Our plan calls for **one expansion campus** in New Orleans and **five replication campuses**—one in New Orleans and two each in East Baton Rouge, LA and Jackson, MS.

The expansion school, **LIVINGSTON COLLEGIATE ACADEMY**, will be led by

**7301 Dwyer Rd., New Orleans, LA 70126.**

***Collegiate Academies Drives Academic Achievement by Individualizing Instruction for Students with Disabilities and English Language Learners***

Collegiate accepts all students who wish to enroll and excludes no student due to emotional, physical, or learning disability or linguistic need. We serve all students, no matter what it takes. We believe that the most rigorous outcome for the majority of our students is college. For some

students, however, it may be anything from career and technical training to employment and independent or supported living. When a student with a more severe disability walks across our graduation stage and signifies the end of their time with us, they will have completed a rigorous program, worked toward their maximum potential, and are prepared to pursue engaging opportunities post-graduation. We will celebrate with them just as we would their classmate who is heading off to the best liberal arts college, confident that both students are going on to pursue rigorous and dignified outcomes. Our unwavering belief that all students can reach their highest potential drives leaders to build and support programs that serve the diverse learning needs of our students. Our innovative programming equips graduates for a lifetime of success.

We recognize that this mission is large and ambitious and can often seem extremely overwhelming. At these times, we reflect on the fact that our mission is incredibly important and too often overlooked, helping to connect us to our beliefs and reminding us why we do this work. Students like

As an innovative, reform-minded network of schools, Collegiate has a responsibility to lead

without. The following programs provide individualized support for the students we serve:

1. **Essential Skills** is a full-day program for students who typically have severe cognitive disabilities. Individualized instruction in this program focuses on developmental math and foundational reading skills, communication and language skills, and core transitional and life skills instruction according to student need. The goal is for students to be able to transition to supported living or supported employment and/or group homes after graduation.
2. **REACH/Explorers** is for students with less severe cognitive disabilities than those requiring placement in Essential Skills, but programming and supports are similar. Students in this program often participate in general education classes more frequently.
3. **Journey Program** is a full-day program for students who typically have Emotional Disturbance, a pattern of negative behaviors such as Oppositional Defiant Disorder, or who have both a disability and are grappling with social and emotional issues. Journey combines a therapeutic milieu with a blended learning-based academic curriculum as students work toward their individualized graduation goals. They also receive daily support from the Director of Mental Health for therapeutic components of their plan, the Director of Intervention for academic components, a Behavioral Interventionist, and additional group therapy, social and emotional learning, and individual counseling. Students convene at the beginning and end of each day and are able to access additional support throughout the day.
4. **Opportunities Academy (OA)** is an innovative post-secondary program for students aged 18-22 with intellectual disabilities or Autism who are non-verbal or have limited mobility. Because they do not have access to typical college settings, the students who take part in OA receive job coaching and job preparation support as well as individualized functional assistance so that they can develop a range of skills that will help them reach their personal

employment, independent living, and community access goals. Early results indicate that 90% of OA students making progress toward their post-high school goals and 80% are growing in their transition-based skills according to our specialized rubric. 100% of OA students participate in internships and experiences aligned to their post-secondary goals, including OA's first enterprise (tOAsty's), an onsite coffee shop which is entirely student-led and -run. Operated out of the OA classroom, tOAsty's was created to provide authentic, real-world job experiences for students who identified a desire to work in customer service or in the food service industry. As a staff member at tOAsty's, each student works towards their individual goals in the areas of Employment, Independent Living, and Community Access.

Collegiate Academies' is also committed to serving **English Language Learners** (ELLs) at the highest level. Over time, the proportion of our students who are non-native English speakers has increased significantly. All parents complete a Home Language Survey upon student enrollment. Results of the survey (or a teacher referral) trigger screening through LAS Links and the English Language Development Assessment (ELDA), which assesses proficiency in listening, speaking, reading, writing, and comprehending English. We create individualized Language Acquisition Plans for all ELL students and provide comprehensive case management to monitor their progress, including follow-up testing three more times throughout the year. Students testing below a level 3 on the ELDA or a level 4 or 5 on the LAS Links receive instruction in ESL courses and transition out as their English proficiency improves. All critical documents are translated into students' home languages (currently Spanish and Vietnamese), and all Collegiate schools maintain contracts with a variety of translation services including document translation (Bilingual Resource Group), phone translation (Language Line), and in person translation (Bilingual Resource Group). Translators are a part of major parent and family

events on campus, including report card night.

***Collegiate Academies Successfully Serves Educationally Disadvantaged Students***

As we have done in New Orleans, Collegiate will provide high-need students in Baton Rouge and Jackson with the opportunity to make extraordinary academic gains in a short period of time, and the result is that they will be on-track for success in their most rigorous postsecondary outcomes. Finally, and perhaps most importantly, Collegiate will achieve these results while serving the highest-need young people in both cities, and we expect to make particularly significant gains with educationally disadvantaged students—those who have special needs or are far behind academically—as we have in New Orleans. **By replicating and expanding our high-performing model, we will continue to close historic achievement gaps over the next five years by 1) sending more low-income, minority students to college and 2) providing rigorous post-secondary experiences to more students with disabilities.**

**C. CSP REPLICATION AND EXPANSION PROJECT DESIGN**

Collegiate Academies will use CSP funding to expand one school in New Orleans and to replicate our proven academic and student supports model to five additional schools: one in New Orleans and two each in Baton Rouge, LA and Jackson, MS.

*Expansion and Replication Sites by City (Showing Launch/Year 1 of Operations)*

	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Expansion or Replication and City Served</b>	<b><u>Exp 1:</u></b> Livingston Collegiate New Orleans	<b><u>Replic 1:</u></b> Baton Rouge	<b><u>Replic 2:</u></b> New Orleans <b><u>Replic 3:</u></b> Jackson	<b><u>Replic 4:</u></b> Baton Rouge	<b><u>Replic 5:</u></b> Jackson
<b># Schools</b>	3	4	6	7	8

Each school takes four years to reach full enrollment. The table on the following page notes the

projected enrollment for existing and new schools by project year and the total students served overall.

*Expansion and Replication Sites by Number of High-quality Seats Added*

<b>Existing Schools</b>	<b>9-12 1,235 seats</b>	<b>9-12 1,264 seats</b>	<b>9-12 1,269 seats</b>	<b>9-12 1,238 seats</b>	<b>9-12 1,274 seats</b>
<b>NOLA Expansion</b>	<b>+ Grade 9 150 seats</b>	<b>+ Grade 10 285 seats</b>	<b>+ Grade 11 400 seats</b>	<b>+ Grade 12 510 seats</b>	<b>9-12 515 seats</b>
<b>EBR 1 Replication</b>	<b>Year 0</b>	<b>+ Grade 9 150 seats</b>	<b>+ Grade 10 285 seats</b>	<b>+ Grade 11 410 seats</b>	<b>9-11 525 seats</b>
<b>NOLA Replication</b>	<b>Year -1</b>	<b>Year 0</b>	<b>+ Grade 9 150 seats</b>	<b>+ Grade 10 285 seats</b>	<b>+ Grade 11 400 seats</b>
<b>Jackson 1 Replication</b>	<b>Year -1</b>	<b>Year 0</b>	<b>+ Grade 9 150 seats</b>	<b>+ Grade 10 285 seats</b>	<b>+ Grade 11 410 seats</b>
<b>EBR 2 Replication</b>		<b>Year -1</b>	<b>Year 0</b>	<b>+ Grade 9 150 seats</b>	<b>+ Grade 10 285 seats</b>
<b>Jackson 2 Replication</b>			<b>Year -1</b>	<b>Year 0</b>	<b>+ Grade 9 150 seats</b>

**Metrics**

Collegiate Academies’ network office, the Create and Support Team, will track the following goal-aligned objectives and outcomes over the five-year project period as we expand and replicate our successful academic model.

<b>GOAL 1: IMPROVE STUDENT ACHIEVEMENT</b>						
<b>Objective Performance Measure</b>	<b>Baseline</b>	<b>2016-17`</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
% Average Daily Attendance	92	93	93.5	94	94.5	95
Student Persistence	74	76	78	80	83	85
% of students passing EOC Exams (Scores of "Excellent" or "Good")						
• Algebra I	73	73	74	74	75	75
• Biology	52	56	60	64	68	70
• Geometry	72	74	75	77	79	80
• English II	67	68	70	72	74	75
• English III	65	67	69	71	73	75
• US History	80	80	80	80	80	80
% Four-year High School Graduation	77	79	81	83	84	85
<b>GOAL 2: IMPROVE COLLEGE READINESS, MATRICULATION, AND SUCCESS</b>						
<b>Objective Performance Measure</b>	<b>Baseline</b>	<b>2016-17`</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Average ACT score	18.2	19	19.5	20	20.5	21
% of graduates who are accepted to college	95	96	97	98	99	100
% of graduates who matriculate to a college or university	83	85	88	91	93	95
% of students graduating college in 4 years	DNA	45	50	55	58	60
% of students graduating college in 6 years	DNA	50	55	65	75	80

<b>GOAL 3: IMPROVE OPERATIONAL EFFECTIVENESS, SCOPE, AND REACH</b>						
<b>Objective Performance Measure</b>	<b>Baseline</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
Teacher Retention	78	78.5	79	79.5	80	80
Enrollment (increase by 2,324 students)	1,235	1,385	1,699	2,254	2,878	1,385
Total schools in operation (5 new schools opened)	3	3	5	6	7	8

Our **Logic Model** summarizes our approach to accomplishing these ambitious yet achievable objectives.

Context	Inputs	Outputs	Short-term Outcomes	Long-term Goal
<p>99% of current and targeted students are ethnic minorities</p> <p>92% are from low-income households</p> <p>20% of students receive Special Education services</p> <p>14% of students are over-age by 2 years or more</p> <p>Entering freshmen are reading at a 4.5 grade level, indicating poor quality of education at lower levels</p> <p>High concentration of failing (D or F) high schools in New Orleans, Baton Rouge, and Jackson</p> <p>State graduation rates are 67% in LA and 74% in MS (81% in US)</p> <p>Only 48% of LA public high school graduates enter college after high school</p> <p>Only 8% of low-income students nationwide graduate from college</p> <p>No charter high schools in operation in Jackson, MS</p>	<p>Foster excellent community relations and partnerships in three cities</p> <p>Provide extensive training for new School Leaders</p> <p>Hire and develop great teachers</p> <p>Provide highly differentiated interventions and individualized student supports</p> <p>Develop a culture that promotes and celebrates achievement and growth for all students</p> <p>Focus on college readiness for all students</p> <p>Use data to drive all decisions</p> <p>Manage budget and finances efficiently to ensure effective organizational operations</p>	<p><b>New Orleans, LA:</b> Expand one school by 3 grade levels and open one new school serving a total of 915 students (765 new seats) by 2020-21</p> <p><b>East Baton Rouge, LA:</b> Open 2 new schools serving 810 students by 2020-21</p> <p><b>Jackson, MS:</b> Open 2 new schools serving 560 students by 2020-21</p> <p><b>Total:</b> 1 expanded and 5 replicated high schools adding 2,324 high-quality seats by 2020-21</p> <p>Grow to serve <b>3,559 students</b> by 2020-21</p> <p>Support all schools and staff with expanded high-capacity HQ roles</p> <p>Expand and replicate a model for effective public high schools that prove it's never too late for students—regardless of level of need or incoming abilities—to prepare for college</p>	<p><b>85% student persistence</b></p> <p><b>85% teacher retention</b></p> <p><b>Increase student academic success</b> --75% average EOC passing rate --21 average ACT score</p> <p><b>Increase graduation rate</b> 85% of all students graduate in 4 years</p> <p><b>100% college acceptance rate</b></p> <p><b>Maintain high college matriculation and success rates</b> At least 98% of students enroll in college the fall after graduation</p> <p>At least 60% of students complete college in 4 years</p> <p>At least 80% of students complete college in 6 years</p>	<p>Significantly increase student achievement in New Orleans, East Baton Rouge, and Jackson, thereby transforming these communities educationally and economically</p> <p>Develop and share a growth mindset across the country that proves all students can grow</p> <p>Generate additional evidence that open-enrollment charter schools can provide an exemplary education to <i>all</i> students, including those with significant special education needs</p> <p>Establish Louisiana and Mississippi as home to multiple high school “proof points,” showing that high school is not too late for traditionally underserved student populations to be prepared for the academic and social demands of college.</p>

## **Operational Safeguards**

**Mitigating Risk.** Collegiate Academies' management team and board have conducted a detailed analysis of potential risk factors that may inhibit our ability to successfully expand our high performing model to effectively support students in other regions (East Baton Rouge, LA and Jackson, MS). Based on national research on charter school expansions and our experience, the following risk factors have been identified as priorities during Collegiate's expansion: **1) Ensuring program quality; 2) Planning for long-term financial stability; 3) Addressing facilities concerns early; 4) Developing strong ties with community advocates; and 5) Building an effective human capital strategy.**

**Financial Health.** Collegiate Academies is financially healthy. We have consistently met the financial expectations on the LDE's Charter School Compact—the tool used to measure charter school compliance with state laws and regulations. This means we have submitted all quarterly reports, annual financial reports, and audits on time; we have unqualified audit findings; our debt to assets ratio is less than 0.9; and our fund balance is appropriate (>2% in year 1; increasing to >7.5% by year 5 and beyond). Additionally, Collegiate has met the LDE's expectations for critical indicators regarding enrollment, facilities, health and safety, discipline, special education, at-risk students, governance, and compliance and reporting.

**Please see the following section for information about our management structures that will ensure operational health and efficiency as we expand and replicate our highly successful academic model.**

## **D. MANAGEMENT PLAN AND PERSONNEL**

### ***(i) CSP Project Management Responsibilities, Timelines, and Milestones***

Collegiate Academies leans heavily on our core values (**Excellence, Action, Growth, Teamwork, Love, Joy**, defined in Attachment H.6), which drive every interaction with students,

staff, and parents, every decision, every program component, and every staff hire. These values guide Collegiate in consistently building the best instructional and support staff, the highest quality school leaders, and the most dedicated district team.

Collegiate Academies’ highly experienced management team will collaborate to achieve the objectives outlined in the CSP project on time and on budget. The table on the following pages illustrate the key program activities, responsibilities, timelines, and milestones for this CSP project. (Note: Timeline reflects the *grant project quarters*. Q1 – October – December 2016, etc. **Unless otherwise noted with an asterisk, “\*”, each activity repeats annually.**)

<b>Major Activities and Milestones</b>	<b>Position(s)</b>	<b>Timeline</b>
Announce notice of CSP grant award to Collegiate Academies learning communities*; meet with stakeholders to review goals, objectives, activities, and budget	CEO and Chief Growth Officer (CGO)	Q1
Identify/designate CSP Project Director (PD) to be responsible for compliance and reporting*	CEO	Q1
Meet with Chief Talent Officer (CTO) and Chief of Leadership Development (CLD) to discuss project plan and targets for school leadership readiness	CGO	Q1 annually
Consult with business and community partners to implement and actualize the project	CGO, PD	Q1-Q4 annually
<b>MILESTONE: ALL PROJECT STAFFING COMPLETE AND PARTNERSHIPS ENGAGED</b>		
Update baseline demographics and other data	PD	Q1 annually
Establish reporting procedures, timelines, and methods	PD	Q1-Q2 annually
Contract with and begin planning year data gathering for third party evaluation	CGO, PD, Director of Data Mgmt.	Q2-Q4 annually
<b>MILESTONE: ALL DATA AND EVALUATION SYSTEMS ESTABLISHED</b>		
Support school leaders in building their leadership team and initiating leadership development activities.	CEO, CLD	Q2-Q3 annually

<b>Major Activities and Milestones</b>	<b>Position(s)</b>	<b>Timeline</b>
Begin budget cycle with all schools and departments	CFO and team	Q2-Q3 annually
Hire new teachers and staff for schools opening in 2017	School leaders	Q2-Q3 annually
Complete interim financial and management reports; share with stakeholders via board meetings	PD, CFO	Q2, Q4 or as required annually
Disseminate results of proposed expansion and replication activities to US Dept. of Education, national and local stakeholders, education/community partners, and others	CEO, CGO, PD	Q4 or as required annually
<b>MILESTONE: ALL PROJECT GOALS, OBJECTIVES, AND OUTCOMES ACHIEVED</b>		

***(ii) Collegiate Academies’ Business Plan for Increasing, Sustaining, and Ensuring the Quality and Performance of Charter Schools Beyond the Funding Period***

***High-quality Governance, Oversight, and Central Office Structures We Will Sustain***

Collegiate Academies’ operational priority is to ensure a high-quality expansion process that positively contributes to the mission of our schools. To achieve this, Collegiate Academies has developed a central office to strengthen and grow our organizational capacity. All team members will play a role in the scaling of our organization, organized according to the following key bodies: **Board of Directors:** Collegiate Academies will continue to develop an active, strong board that is representative of our community and will play a crucial role in supporting our strategic growth. **National Advisory Council:** Recruit experts and advocates at a national level to guide and support continued expansion and replication through exploration of additional sites and regions and assist with fundraising, advancement, and advocacy efforts on a national scale. **Create & Support Team:** This is our central office, which exists to match school leaders to school sites, train school leaders, and support school leaders by problem

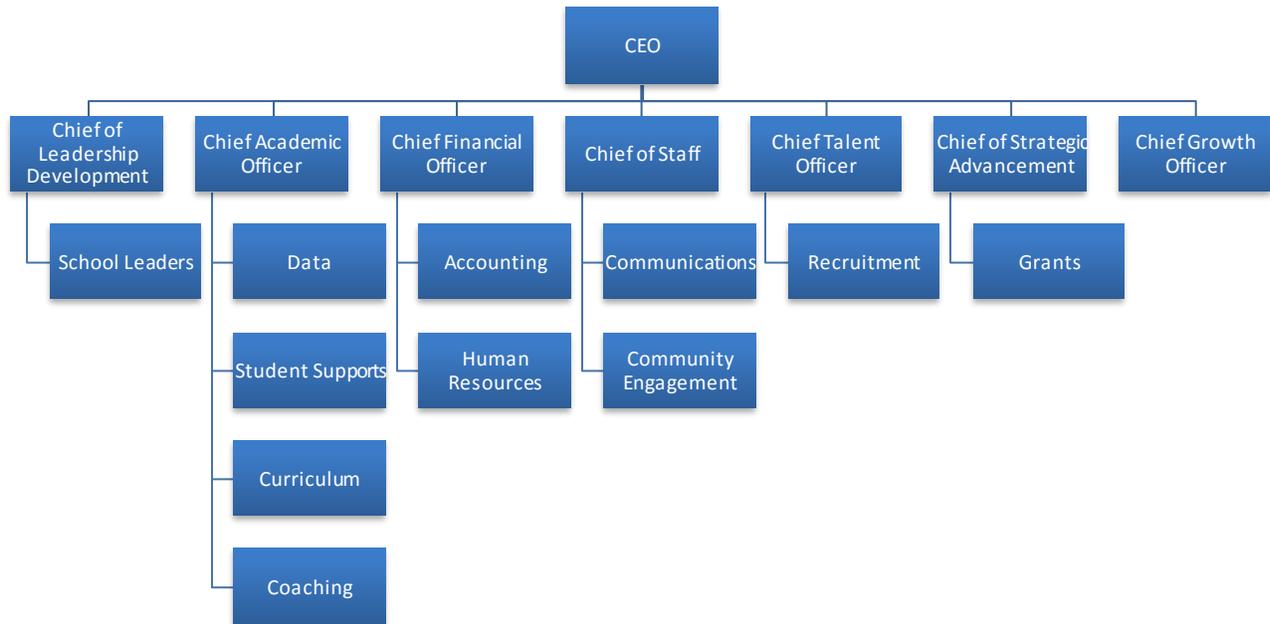
solving for the long- and short-term. **School Teams:** As our schools grow, they develop a high level of autonomy, relying on the Create and Support Team to set learning standards and provide support so they may reach these goals.

The resources contributed by the home organization and the new schools are summarized in the following graphics:

	Create and Support Team	School
<b>Recruitment and Development</b>	<ul style="list-style-type: none"> <li>• Ensure the organization maintains the necessary quality and quantity of school leaders to fulfill the mission of the organization</li> <li>• Ensure the CST is appropriately staffed to meet the needs of network schools</li> <li>• Develop and continually train school leaders</li> <li>• Support recruitment of school team members</li> <li>• Evaluate school leaders and CST staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the school staffing model meets the needs of the student population</li> <li>• Select all school staff members</li> <li>• Develop and continually train all school staff</li> <li>• Evaluate all school staff</li> </ul>
<b>Academic Programming</b>	<ul style="list-style-type: none"> <li>• Set learning standards by instituting network-wide interim assessments</li> <li>• Set end of year goals for academic success, college readiness, &amp; college matriculation</li> <li>• Ensure collaboration to support analysis of data and sharing of best practices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop curricula aligned with interim exams and state requirements</li> <li>• Create and implement innovative practices (such as blended learning)</li> <li>• Develop intervention plans and programs</li> <li>• Determine best school-wide teaching methods</li> <li>• Produce instructional resources</li> </ul>
<b>Finance and Operations</b>	<ul style="list-style-type: none"> <li>• Create CST budgets</li> <li>• Collect management fee</li> <li>• Develop school budgets with input from school leaders</li> <li>• Distribute revenue to schools</li> <li>• Procurement and assignment of facilities</li> <li>• Ensure state reporting is compliant</li> </ul>	<ul style="list-style-type: none"> <li>• Manage operational and service contracts</li> <li>• Ensure budgetary compliance</li> <li>• Compile all state reporting data</li> </ul>
<b>Fundraising and External Relations</b>	<ul style="list-style-type: none"> <li>• Set and carry out fundraising strategy</li> <li>• Coordinate public relations and marketing efforts for schools and CST</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and manage site-specific partnerships</li> <li>• Support parent/teacher organization</li> <li>• Manage all volunteer staff</li> </ul>

The strength of the central office as a highly effective support structure is crucial to

successfully grow and ensure each of our schools achieve their mission. It is imperative that our team is able to respond in real time to the tactical needs at the schools we support. The current organizational chart is as follows. Bios for each person in a C-level role begin on page 54.



Staff to be funded with CSP support (see budget narrative) at the CMO level (Create and Support Team) include a **CSP Project Director** (.08 FTE) and a **Director of Operations and Student Recruitment** (1.0 FTE for the first four project years). Staff to be funded with CSP support at the school level include **School Leader Fellows** (1.0 FTE), **Director of Finance and Operations Fellows** (.25 FTE), an **Operations Coordinator** (.25 FTE), and a **Director of Intervention** (.25 FTE) for each area—New Orleans, Baton Rouge, and Jackson. As Jackson will be a new region in a new state, we will also fund a trailblazing **Executive Director** position (1.0 FTE) to build government and community partnerships in this city, to be supported by a **Jackson Deputy Executive Director** (.25 FTE in year 3 and then 1.0 FTE for one year after). See job descriptions in Appendix B.

To mitigate any risk for failure, Collegiate will ensure that our organizational mission guides

every decision we make. We will constantly reevaluate our work to ensure the organizational chart and new systems meet the needs of our students, and all staff participate in year-round professional development programming centered around organizational leadership and culture.

***Plan to Improve Governance, Central Office, and Oversight Structures to Support Replication***

To ensure success as we grow in new cities, we will prioritize the addition of board members and the hiring of additional team members according to the following guidelines: **Board of Directors:** Broaden the existing governing board to include members who represent the expansion areas of Baton Rouge, LA and Jackson, MS, transitioning from a New Orleans-based entity to a regional one. **National Advisory Council:** Recruit experts and advocates at a national level to guide and support: continued expansion and replication through exploration of additional sites and regions; fundraising and advancement; and advocacy efforts on a national scale. **Create & Support Team:** Strategically add central office staff to support community outreach and human capital efforts in expansion/replication areas while also maintaining a lean organizational structure overall; the central office will continue to oversee operations in replication cities for the near future. **Regional Support:** Add school staff only as necessary to meet enrollment needs; we prefer to keep overall management costs down and to realize economies of scale by supporting a single central office structure; central office staff will travel to Jackson as needed. **School Teams:** The complete staffing model for replication schools is included in Appendix G. In year 1, new schools will open with the following staff—**School Leadership:** Principal, Director of Curriculum and Instruction, Director of Finance and Operations, Operations Coordinator, Director of Intervention, Director of Mental Health Services; **Instructional Staff:** English (2), Math (2), Science (1), Social Studies (1), Special Education (1), Reading/ELA Interventionist (1), Math Interventionist (1), Behavioral

Interventionist (1), Paraprofessional (1), and a part-time Nurse (.25).

### ***Human Capital Support, Academic Achievement, and Data-driven Decision-making***

Every school in the Collegiate Academies network is committed to our four fundamental priorities, which we have designed and systematized over the course of more than eight years of observation, research, and data analysis. It is our belief that promoting these four commitments as non-negotiable features for all Collegiate schools will lead to the most significant impact on all students we serve. Our network office supports our schools as they grow and develop, constantly ensuring fidelity to these **four strategic priorities**:

#### **1. We Hire and Develop Great Teachers**

Research indicates that teacher quality is the single strongest determinant of student

We are dedicated to maintaining a model of continual staff development and frequent

- **250+ hours of annual Professional Development:** Every teacher participates in four weeks of summer training, 3-4 hours of training each Friday, at least one weekend retreat per year, and 5 development days throughout the year. The majority of these opportunities are designed and led by our internal teams, reflecting our culture and beliefs. Teachers also have opportunities to participate in external development and collaborative groups, such as the New Orleans Special Education Collaborative.
- **Individualized Professional Development (PD) Plans:** Every teacher is observed at least once a week and meets with a coach either weekly or bi-weekly, depending on level and expertise. PD plans and coaching are individualized based on teacher needs. Every two weeks, the teacher and coach use data and observations to create goals for increasing student achievement, assess progress toward these goals, and set new goals as necessary.
- **Ongoing Collaboration:** Academic departments meet on a regular basis to collaborate and vertically align across grade levels. Academic deans lead these meetings and base the

content on schoolwide trends and teacher needs. Grade level teams also meet biweekly to determine cross-curricular strategies and expectations. The Special Education Coordinator provides all staff with guidance and strategies for differentiating content for all learners.

and regular, in-person feedback are cornerstones of successful teaching. We ensure all schools

Finally, to ensure we are actively cultivating new pipelines of high quality teachers, Collegiate has developed the following programs for new or less-experienced candidates:

- **CA Teacher Residency (CATR):** Recognized by the Louisiana Department of Education as a model program for the state, CATR is a high-quality development and certification program designed specifically for first-year teachers. It focuses on individualized coaching; immediate, actionable feedback; customized development goals; and rigorous content knowledge. CATR supports first-year teachers who are currently enrolled in alternative programs—including Teach for America and teachNOLA—as well as other teachers who are new to the classroom and not yet certified educators. Our first-year teachers are fully embedded within a classroom as a full-time lead teacher while simultaneously participating in extensive development and coaching structures to support quick, personalized development. This authentic classroom experience is supported by a robust training program

to ensure new teachers become better every day, gaining skills they can turn into action in their classrooms the following class period. Please see Attachment H.8 for more detail.

- **CA Teacher Apprenticeship Program (CATAP):** created for potential Collegiate teachers who have the values and drive to be on our team but are still building their skills, CATAP ensures that no one serves our students without first receiving the training, practice, and gradually increased responsibilities required for our population of students to be successful. Apprentices spend a year tutoring students, shadowing expert teachers, providing small-group instruction, learning new skills through professional development and practice, and gradually taking over duties—from planning through execution—of an expert teacher.

## 2. Our Culture Promotes Rapid Growth

We believe our goals can only be achieved if we approach our work with a growth mindset: a

*(A) Building a culture of high expectations and sweating the small stuff.* In practice, this

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<sup>21</sup> Dweck's most prominent work is her book from 2012, *Mindset: How You Can Fulfill Your Potential*.

culture is evident in practices such as: **extended academic time**—school day and school year—

*(B) Leveraging relationships to remove barriers to learning.* Teaching is not just about the

### 3. We Focus on College Readiness

At Collegiate Academies, our mission of college success drives our academic curriculum.

*(A) A strong focus on literacy at every grade level. Collegiate Academies' schools have a*

*(B) Highly differentiated interventions for unique learning challenges. Students who are*

*(C) Non-cognitive skills development for college readiness and college persistence*

- **College Success Class (CSC):** Every senior's course load includes CSC, a 30-minute class



At that point, every alumnus is assigned an advisor who provides ongoing support, guidance

#### **4. Data Guides Every Decision We Make**

Data allows us to assess our progress in reaching goals, identify gaps in student learning, and create action plans and guide our next steps. Collegiate sets learning standards by establishing network-wide goals for academic success, college readiness, and college matriculation. We also facilitate school collaboration to support the analysis of data and the sharing of best practices. Within each school, data guides the curricula in every classroom and the creation of individualized education plans for each student. Frequent assessment of instructional quality and student content mastery allows for the adjustment of curricula on a regular basis so we may consistently ensure we are meeting every child's needs. Collegiate schools use the following methods to acquire student data on a regular basis:

- **Reading and Math Diagnostic Tests** (NWEA MAP, Phonics Boost/Blitz) determine student skills and functioning grade level—administered at the beginning, middle, and end of year;
- **College Readiness Assessment** (ACT): All juniors take a year-long ACT prep course and practice tests, and 100% of seniors take the ACT;
- **Unit exams**, internally developed and aligned to Common Core State Standards and/or ACT College Readiness Standards, are administered every 4-6 weeks to measure student learning in a specific unit and course; and

- **Exit tickets** are assessments of one or more objectives from a single class period.

Additionally, every academic quarter, Collegiate's school leaders convene for a full day of professional development sessions centered on observed trends and needs in their schools. The content for each off-site intensive is determined by the results of interim data analyses.

### ***Business Plan to Ensure Quality Facilities for all Collegiate Academies Schools***

Collegiate is determined to open all future schools in adequate, permanent facilities at little cost to our organization. In both Baton Rouge and Jackson, Collegiate has identified partners who will locate low-cost facilities that can safely house the full complement of students at scale. New Schools Baton Rouge has committed to providing Collegiate with an incubation site and long-term campuses, which we will lease at a subsidized rate. No Collegiate school will be inhibited by concerns regarding their long-term facility. Additionally, New Schools for Baton Rouge raises funds to invest in school operators and organizations such as ours that are best positioned to lead, scale, and sustain transformation. **We are currently partnering with NSBR to secure supplemental funding and facilities for our expansion into that city.**

### ***Financial Support and Oversight***

The Chief Financial Officer, Davis Zaunbrecher, oversees all financial operations, including federal grants, budgeting and projections, accounting, and investments. He reports to the CEO of Collegiate Academies. Mr. Zaunbrecher started his career at the Recovery School District, leading the development of Louisiana's Race to the Top grant. He has also worked as a management consultant for McKinsey & Company, working with large nonprofit and corporate clients. His most recent role was as the Managing Director of Strategy for New Schools for New Orleans. His resume can be found in Appendix B.

As with any financially healthy organization, Collegiate Academies approaches budgeting

with a mindset of maximization. Every cent is carefully allocated, with the large majority of dollars spent at the school level on our students and our teachers. We believe in paying our teachers a professional salary, and we invest in their growth and professional development. Likewise, we invest significantly in student programming, especially those programs that support the students with the highest needs. When incoming revenues are not sufficient to fund our full program plan, we conduct detailed analyses to determine the most appropriate areas for cutting costs. When possible, we focus on making cuts at the central office level rather than at our schools so that our students do not suffer. This aligns with our overall financial philosophy, which is to always focus on and invest in what is best for the students of Collegiate Academies.

Collegiate is committed to maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accounting in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) rules and regulations. Strong financial policies and procedures enable us to meet our financial needs and obligations, ensure long-term financial stability and viability, and protect our tangible assets. More detailed information on our financial controls, which ensure there are essential checks and balances to safeguard Collegiate's finances, can be found in Appendix G.

### ***(iii) Collegiate Academies' Financial and Operating Model; Stakeholder***

#### ***Commitment and Support***

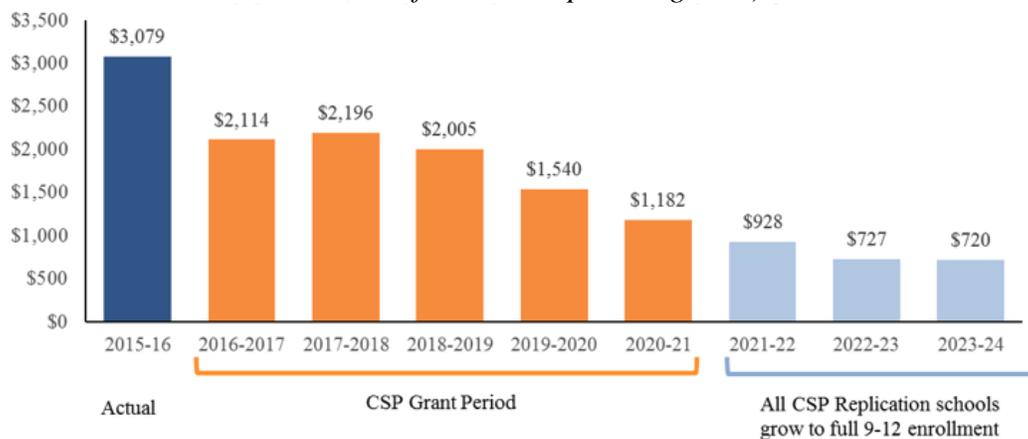
At full enrollment, Collegiate Academies will reach financial sustainability on recurring public funding from local, state, and federal sources. Each school will break even in or before its sixth academic year, with Mississippi schools reaching sustainability later than Louisiana schools in large part because of lower per-pupil revenue (~\$2,000 less annually, a factor also reflected in the staffing model for schools in each state). Please see Appendix G for a snapshot of a school-

level financial model with staffing assumptions for both Louisiana and Mississippi schools as well as for Collegiate’s Business Plan.

Existing and replication schools will benefit from high-quality central office supports, expertise, and economies of scale in key functions, including financial operations and curriculum development. Schools will fund the central office as shared cost that is distributed based on per-pupil revenue. In line with peer CMOs, we anticipate growth in student enrollment to outpace growth in the size of the Collegiate central office, thereby driving cost efficiencies without sacrificing quality service to schools for years to come. Please see Appendix G, which also contains the summary tab of the overall financial model for visibility into CMO costs and schools' ability to cover CMO costs over the grant period.

**Collegiate Academies: Projected Non-Recurring Revenue Gap**

*(Per pupil; possible funding sources include local and national philanthropy as well as local, state, and federal competitive grants)*



As the chart above indicates, enrollment increases due to replication and expansion will drive down Collegiate Academies' per pupil funding gap by more than 75% over the coming years. Philanthropy and competitive government sources will remain important for initiatives such as our college completion/alumni support team, CA Next. Targeted fundraising will continue to enable Collegiate to support out students with strong, innovative programming. To

date, we are proud of the strong philanthropic support we have received from the Charter School Growth Fund, the Oprah Winfrey Angel Network, and the Walton Family Foundation, as well as from local supporters such as the Booth-Bricker Fund, the Charles W. and Elizabeth D. Goodyear Foundation, the Pro Bono Publico Foundation and New Schools for New Orleans. In addition, Collegiate has benefitted from federal school turnaround funding for G.W. Carver Collegiate allocated as part of the Recovery School District and New Schools for New Orleans' i3 grant ("Scaling the New Orleans Charter Restart Model," 2010). With these strong supporters, combined with our academic performance, we are comfortable that philanthropy and competitive grant sources will sustain our modest need for subsidy when at scale.

Additionally, Collegiate will continue to advocate for appropriate charter school funding and for facilities that meet our programmatic needs and fit our school model; secure philanthropic support to cover start-up costs of further expansion and replication; develop strong relationships with local donors to create partnerships for each school; and contract with nationally recognized consulting firms to enhance the organization's financial model so that the central office continues to provide exceptional supports to schools beyond the grant period.

### ***Developing Strong Ties with Community Advocates***

Collegiate Academies believes that meaningful community and family engagement is of the utmost importance for the success of our students. Therefore, it is essential to partner with alumni, neighborhood leaders, and parent groups to guarantee that we are aligned in our efforts to transform student achievement in each region we enter. To ensure effective community engagement, we will leverage our schools, board members, and central office staff to reach targeted community members including, but not limited to, parents and families, donors, local businesses, potential board members, state and local politicians, and neighborhood community

leaders. Our strategy is informed and supported by our governing board, key central office staff, and many local partners. To this end, we have cultivated and secured the ongoing commitment and support of the following partners in each region. Please see Appendix C for descriptions of each partnership and signed letters of support from partners marked with an \*.

<b>Organization</b>	<b>Contact</b>
<b>Collegiate Academies Network and Collegiate Academies in New Orleans</b>	
<i>Louisiana Dept. of Education*</i>	John White, Superintendent
<i>Charter School Growth Fund*</i>	Kevin Hall, President and CEO
<i>New Schools for New Orleans*</i>	Maggie Runyan-Shefa, Co-CEO
<i>Recovery School District- N.O.*</i>	Patrick Dobard, Superintendent
<i>U.S. Senate, Louisiana*</i>	Mary Landrieu, Former Senator
<i>Youth Rebuilding New Orleans*</i>	William Stoudt, Executive Director
<i>Collegiate Academies Alum*</i>	Richard Kisack, Sci Academy Class of 2015
<b>Collegiate Academies in Baton Rouge, LA</b>	
<i>New Schools for Baton Rouge*</i>	Chris Meyer, President and CEO
<i>Baton Rouge Area Foundation</i>	John Davies, President
<i>Teach For America, Southeast LA*</i>	Laura Vinsant, Executive Director
<i>Star Hill Church, Baton Rouge</i>	Raymond Jetson, Pastor
<i>Baton Rouge Area Chamber*</i>	Adam Knapp, President & CEO
<i>Council for a Better Louisiana*</i>	Barry Erwin, President
<i>LA Ass'n of Business &amp; Industry*</i>	Stephen Waguespack, President
<b>Collegiate Academies in Jackson, MS</b>	
<i>MS State Government*</i>	Tate Reeves, Lt. Governor
<i>RePublic Charter Schools*</i>	Ravi Gupta, CEO
<i>Hope Enterprise Corporation*</i>	Bill Bynum, CEO
<i>Phelps Dunbar, LLC*</i>	Reuben Anderson, Sr. Partner & Civil Rights Advocate
<i>The Barksdale Group</i>	James Barksdale, CEO
<i>Eastover Companies*</i>	Leland Speed, Founder and Managing Member
<i>MuniStrategies*</i>	Stewart Hood, Vice President

***(iv) Collegiate Academies' Plan for Turning Around Schools That Do Not Meet High Standards***

Failure of academic programming or school culture simply is not an option in any Collegiate Academies school; we focus on preventing struggles through highly focused and deliberate progress monitoring. To ensure the academic success of all our schools, Collegiate regularly tracks and analyzes detailed metrics for school performance; insists upon constant assessment of the needs and successes of students and teachers; provides ample resources to address needs immediately; provides strong, visible management at each school; and creates and engages in the robust professional development. **We monitor school health on the following schedule:**

- **Weekly:** The Chief of Leadership Development (CLD) does a weekly walk-through in every school to observe school culture and monitor academic outputs. The CLD also holds a weekly 60-minute school health check-in with each school leader. Depending on school leader needs, the CLD will provide up to three hours of hands-on coaching or professional development with the school leader. This might involve shadowing with redirection and real-time feedback, training on specific areas of need, or other intensive interventions according to the individual needs of the school leader. Beginning in 2016-17, Collegiate Academies will implement a weekly tool that measures school health according to focused on intervention data, academic data, and school culture data. Our team is currently creating a high-level school leader dashboard called Tableau that will aggregate the data to give this weekly snapshot. Teachers also participate in Student Work Protocols—weekly 70-minute professional development sessions in which they engage with recent samples of student work, assess it for evidence of learning, and create action plans.
- **Twice Monthly:** Collegiate organizes Content Days, half-day professional development

sessions, during which teachers gather for content-specific training relevant to their instructional area and plan future Student Work Protocol assignments.

- **Interims (every 6 weeks):** School leaders and teachers review comprehensive school-level data snapshots (interim exams, school culture audits). The Chief of Leadership Development then works with school leaders to build action plans, targeting areas of greatest need.
- **Quarterly:** School leaders and teachers gather for Data Days four times each year with their content-area colleagues to review Interim Assessment scores, disaggregate data, and determine what is working and not working in their individual and collective approach.
- **Annually:** We review year-over-year progress on a variety of indicators, including student achievement, student persistence/stability, and teacher retention.

We continually strive for research-based strategies to improve our practice, and we rely on these deep data dives to support instructional improvements. By keeping a close pulse on progress monitoring, Collegiate's network academic and leadership teams are able to act quickly if a school is showing signs of struggle. If a school does encounter a significant decline in performance, resources will be immediately shifted to support targeted remediation efforts and capacity-building within the school, including strategies to sustain corrections (Attachment 12).

***(v) Collegiate Academies' Highly Qualified, Experienced Project Team***

**The Project Director for this CSP Replication and Expansion project will be Adam Hawf, Chief Growth Officer.** Adam works to ensure that Collegiate Academies expands to serve more students, families, and communities without sacrificing quality or sustainability. He previously served as Assistant Superintendent, Portfolio at the Louisiana Department of Education and Deputy Superintendent, Portfolio at the Louisiana Recovery School District. Adam earned a Bachelor of Arts from Tulane University, from which he graduated summa cum

laude. His full resume is attached. The Project Director will report directly to the CEO and will be supported by and receive direction from the following key Collegiate staff:

**Benjamin Marcovitz, founder and CEO of Collegiate Academies,** currently leads the

**Margo Bouchie, Chief Academic Officer,** works to ensure schools have the programming

**Davis Zaunbrecher, Chief Financial Officer,** started his career at the Recovery School District, leading the development of Louisiana's Race to the Top grant. He has also worked for the prestigious McKinsey & Company as a business analyst, managing the strategic planning for

a \$1 billion company. His most recent role was as the Managing Director of Strategy for New Schools for New Orleans. Davis holds a Bachelor of Arts in Latin American Studies and a Master of Arts in Religion (Ethics).

**Riley Kennedy, Chief of Staff**, is responsible for our finance, operations, and

**Soraya Verjee, Chief Talent Officer**, works to ensure every classroom and role is led by a high quality teammate. She was a 2009 Teach For America Corps Member in Greater New Orleans and taught Algebra I at Sci Academy, where she helped attain the highest math scores in the Recovery School District of all open enrollment high schools. Prior to joining Sci Academy, she worked at The Bridgespan Group, a nonprofit management consulting firm. Later, she joined the KIPP New Orleans Team as the Director of Recruitment and Strategy. Since 2011, she has served Collegiate Academies in the capacity of finding and keeping great teachers and staff for our students. Soraya holds a Bachelor of Science in Bioengineering.

**Nash Crews, Chief of Strategic Advancement**, is responsible for ensuring Collegiate has

and a Master of Arts in Southern Studies.

**Adam Meinig, Chief of Leadership Development**, coaches and supports the current and

The following staff will also support this CSP initiative according to their role and responsibilities: Shira Bergman-Cohen, **Director of Talent Operations**; Jon Bogard, ; Andrea Bond ; Kim Frusciante, ; Jennifer Keyte, **Director of Resident Teacher Development**; Zoey Reed, ; and Anne Felter, . Please see Appendix B for their individual bios.

## E. EVALUATION PLAN

McREL International will serve as the external evaluator for the Collegiate Academies' (CA's) *Replication and Expansion of High-Quality Charter Schools* grant. Research and evaluation services have been an integral component of McREL's work for the past 50 years. McREL's designs and methods reflect our expertise in studying educational interventions, including identifying and examining key variables, assessing the fidelity of implementation, and using research-based strategies to address the challenges inherent in conducting a site-based study. Moreover, the breadth of approaches taken reflects our commitment to select appropriate designs for the research or evaluation questions at hand, including descriptive studies,

correlational studies, quasi-experimental studies, and randomized controlled trials.

Most of McREL's evaluation projects are multisite, multiyear efforts and often focus on the educational success of minority, disadvantaged, or at-risk learners. Within the past year alone, McREL has served as the external evaluator for more than 20 grants funded through or managed by a variety of entities, including the U.S. Departments of Education and Labor, Substance Abuse and Mental Health Administration, National Science Foundation, state departments of education, educational foundations, institutions of higher education, and LEAs.

**Evaluation Purpose and Questions:** This evaluation aims to provide valid monitoring and assessment of each school's implementation of academic and support programs and outcomes. To achieve this goal, formative feedback will be distributed to project staff to refine the program during implementation. This meaningful and actionable information will help to adjust programming, as necessary, to maximize opportunities to achieve project goals. The summative evaluation will assess the quality of Collegiate's model for impacting student learning outcomes.

McREL evaluators will be using a mixed-method design to evaluate the CA's grant program as the triangulation approach of the design allows the strengths of some methods to compensate for the weaknesses of others, ultimately providing a more complete and rigorous evaluation (Brewer & Hunter, 1989; Creswell & Plano Clark, 2007)<sup>22</sup>. Further, utilizing both formative and summative evaluation design components informs a more comprehensive understanding of the program's implementation and outcomes. The following table outlines the evaluation questions to be answered as well as the proposed data collection methods aligned to each question.

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<sup>22</sup> Brewer, J., & Hunter, A. (1989). *Multimethod research: A synthesis of styles*. Thousand Oaks, CA: Sage. Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Following the table is a brief description of each method.

Evaluation Questions	Data Collection Methods			
	Surveys	Focus groups	Interviews	Extant data*
<b>Formative (Implementation)</b>				
F1. How have the key strategies and activities of the project been implemented (e.g., hiring/retaining great teachers; teacher professional development; life skills/curriculum, culture promoting growth)?		X	X	X
F2. To what extent have the key strategies and activities been implemented as planned? What changes were made and why?			X	
F3. What have been the project's operational strengths and weaknesses during implementation?		X	X	
<b>Summative (Outcome)</b>				
S1. What differential outcomes are experienced by students in CA schools? Do these discrepancies relate to contextual, student, and implementation characteristics and activities?	X	X	X	X
S2. To what extent has each school's enrollment projections been achieved?				X
S3. To what extent have the teacher retention targets been met?				X
S4. To what extent has student academic benchmarks been met (e.g., attendance, persistence, passage rates on end-of-course exams, ACT® scores, state assessment performance, graduation rates, and percentage of students pursuing a college degree)?				X

\*Extant data includes school records as well as assessment and retention data.

**Data Collection Methods.** Several data collection methods will be used to respond to the evaluation questions presented in the graphic above:

- **Surveys.** A school climate survey will be administered annually to students and school staff to assess the development of a strong school culture promoting student growth, which is critical to the success of Collegiate schools. One possible instrument is the Comprehensive School Climate Inventory, developed by the National School Climate Center, which measures attributes such as support for learning, respect for diversity, school connectedness/engagement, and other indicators that research deems correlated to academic success.
- **Focus Groups.** Evaluators will conduct a site visit to each school on an annual basis. While on-site, several focus groups will be conducted with students, parents, and staff. The purpose of the student focus groups is to gather in-depth, descriptive information about their experiences in the specialized programs provided by the CA. Likewise, the parent focus

group will ascertain parents' perspectives on how well the school is serving their children and addressing individual needs. Finally, the staff focus group will provide these stakeholders with an opportunity to share insights on program implementation as well as the strengths and challenges of the CA model. Approximately 8-10 participants will be invited to take part in each focus group at each school.

- **Interviews.** The evaluation will also include individual and/or small group interviews, as appropriate, with each school's principal and/or leadership team during the annual site visit. The interview protocols will include a mixture of structured and semi-structured questions focusing on implementation activities, the identification of facilitating or impeding factors, and perceived impacts.
- **Extant Data.** Since Collegiate collects and maintains data and other records for a number of different academic and school performance indicators, McREL will work to establish a data sharing agreement with each school to avoid duplication of efforts and achieve efficiencies. Upon request, the schools will make these data available to the evaluation team for its independent analysis and inclusion in the annual evaluation reports.

As part of the project's summative evaluation, data will be collected, analyzed at the school level, and reported on for each performance measure (see pages 35-36) on an annual basis.

**Reporting.** Ongoing formal and informal communication and collaboration between Collegiate project staff and McREL evaluators will provide staff with updated information about the evaluation processes and early findings. In addition, McREL evaluators will schedule quarterly web-based meetings with project staff to discuss the status of evaluation activities and present evaluation findings, as appropriate. McREL will also produce formal evaluation reports annually that summarizes findings from data collected during each school year.