

**New Paradigm for Education: Expansion and Replication of a Homegrown Model for the
Achievement of Detroit’s Students**

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I. INTRODUCTION

The Charter Schools Program, private foundations, and large CMOs have been instrumental in increasing the number of high-performing public charter schools across this country, but Detroit has been forgotten.

Detroit has embraced charter schools, with one of the largest charter sectors in the country, second only to New Orleans, but it has also some of the lowest performing charter (and district) schools in the nation. Michigan has twelve separate charter authorizing bodies, places no cap on the number of charter schools, allows for profit as well as non-profit operators, and practices weak accountability. The result has been an explosion in the number of charter schools and the number of students who attend them, but no improvement in student outcomes. About 46,000 children attend 95 Detroit Public Schools (DPS), 34,000 attend 98 charter schools, 6,000 are enrolled in a state reform district (where, notoriously, only one 4th grader passed the state math test last year), and 27,000 actually leave Detroit every morning to attend charter and traditional public schools outside of Detroit (City of Detroit, Mayor Mike Duggan, Thursday, February 4, 2016). Low performing schools can still draw in state and federal dollars by spending on marketing to families, rather than on supporting instruction and the achievement of their students. Despite its weak accountability, Detroit has the highest number of closed charter schools in the nation. 164 or 80% of Detroit schools, charter and public, have opened or closed in the last seven years. Yet the schools that open in place of the closed ones are often not held to any higher standard.

The climate of accountability is changing in Detroit, and New Paradigm for Education (NPFE) has been a partner in this reform. This year, Detroit Mayor Duggan proposed a letter-grade accountability system aimed at providing transparency and closing low-performing

schools. He identified 24 charters achieving at half of DPS proficiency, yet have been allowed to keep growing. While NPFE believes that closure is ultimately needed for the worst schools, it can be extremely disruptive to families emotionally and educationally. That is why NPFE has endeavored to turn around schools slated for closure—to provide the maximum level of continuity emotionally while creating significant gains educationally.

Also in his proposal, the mayor called out 25 charter schools that are achieving double the DPS average of 11% reading proficiency. The list not only included NPFE’s flagship Detroit Edison Public School Academy (DEPSA), the highest-ranked school in Detroit¹ with the second highest proficiency and the 83rd percentile in the state, but also New Paradigm Glazer Academy (NPGA), one of NPFE’s turnaround schools, which as 8th on the list and 35.3% proficient, stands as a proof point for the potential of school turnaround to provide continuity and achievement levels previously unheard of to Detroit communities.

No Michigan CMO has been awarded a CSP Replication and Expansion Grant, and the large networks like KIPP and Yes Prep have shied away from expanding to Detroit. NPFE seeks to fill that gap and is on its way to becoming a largest high-performing charter network serving Detroit’s students, but the rate of growth is slowed by the high startup costs of opening new fresh start and turnaround schools. NPFE seeks \$5,084,100 in funding from the Charter Schools Program to accelerate NPFE’s growth to create four clusters of high-achieving schools in Detroit’s highest need communities. By the 2021-22 school year, NPFE plans to serve more than 5,000 students in 11 schools by turning around between one new schools per year and expanding schools that are currently not at full scale.

¹ Detroit Free Press, Published 1/25/17
(<http://www.freep.com/story/news/education/2017/01/25/close-failing-detroit-schools-what-parents-do/97003616/>)

II. ABSOLUTE PRIORITY 1 – LOW INCOME DEMOGRAPHIC

Roughly 80% of NPFE’s students come from low-income backgrounds. This is confirmed through state reported data, and NPFE intends to maintain this proportion indefinitely. This priority is addressed in detail in Appendix F: Response to Absolute Priority (Low-Income Demographic).

III. COMPETITIVE PRIORITIES

A. CPP 1 – Promoting Diversity

It is NPFE’s purpose to educate the highest need students in the Detroit area to the best degree possible, especially students who have been historically underserved. NPFE strives to serve the communities as they are, with an apposite percentage of special education students, economically disadvantaged students, English Language Learners, and racial and ethnic groups. NPFE’s communities, and as a result its student body, is not diverse in the traditional racial sense, and nearly all its students are African American (98%).

While NPFE has limited ability in its existing schools to create diversity racially due to the demographics of the community, it promotes diversity by serving a higher proportion of students at educational risk, especially economically disadvantaged students. NPFE’s population is about 80% economically disadvantaged, which is far above the state average of 46%, and significantly above the host district average of 73%.

In addition to serving African American students who are low income and those who are not, and those who need extensive special academic support and those who do not, NPFE sees every child as an individual, NPFE believes its students are diverse in a myriad of other ways.

NPFE is committed to educating students with disabilities with the least restrictive, highest rigor education as possible. To see NPFE’s results for these populations see Section V.A

– Quality of Applicant and V.B – Disadvantaged Students (see this section also or more discussion of NPFE’s lower than average SPED rates and the reasons for that).

Finally, over the course of the grant period, NPFE will expand its school in Detroit’s Southwest neighborhood, New Paradigm College Prep, where the student population, while still predominantly African American, is more racially diverse and includes a higher proportion of English Language Learners, comprising Spanish and Bengali speakers. NPFE plans to make extensive outreach to these populations to ensure the school is representative of the community it is located in. See Section V.B – Disadvantaged Students for more discussion of this outreach. Thus, grant funds will support increasing diversity in high quality charter schools in Detroit.

B. CPP 2 – School Improvement through Turnaround Efforts

The replication and expansion proposed in this project is designed to assist Local Education Agencies (LEA) in implementing structural interventions to serve students attending schools identified for improvement, corrective action, closure, or restructuring under section 1116 of the Elementary and Secondary Education Act (ESEA), as amended.

NPFE has a track record of success for its turnaround model. It currently operates two turnaround schools, New Paradigm Glazer Academy (NPGA) and New Paradigm Loving Academy (NPLA). Since NPFE assumed operation of these schools in 2011, academic performance at those schools has increased significantly (see Section V.A – Quality of Applicant and V.B. – Disadvantaged Students). According to the Michigan Department of Education, NPGA moved from the 3rd to the 38th percentile of academic performance in the state and NPLA moved from the 7th to the 33rd percentile. Both schools, which had been slated for closure, are now in the top 20 schools in Detroit.

In the fall of 2016, NPFE assumed operation of two additional turnaround schools, Global Preparatory Academy (GPA) and University Yes Academy (UYA). NPFE proposes to use grant funds to support the expansion of these four turnarounds and to undertake turning around four additional failing schools over the course of the five-year grant period. See Section V.C – Evaluation Plan for NPFE’s growth plan.

C. CPP 3 – Novice Applicant

NPFE has never received a grant or subgrant under the Charter Schools Program for Replication and Expansion, or been a member of a group that did, and has not had an active discretionary grant from the Federal government in the five years before the deadline date for applications under this grant competition, or ever in its history. NPFE intends to be the first Detroit area network to be awarded this grant.

IV. INVITATIONAL PRIORITY – RIGOROUS EVALUATION

This priority is addressed in Section V.C – Evaluation Plan

V. SELECTION CRITERIA

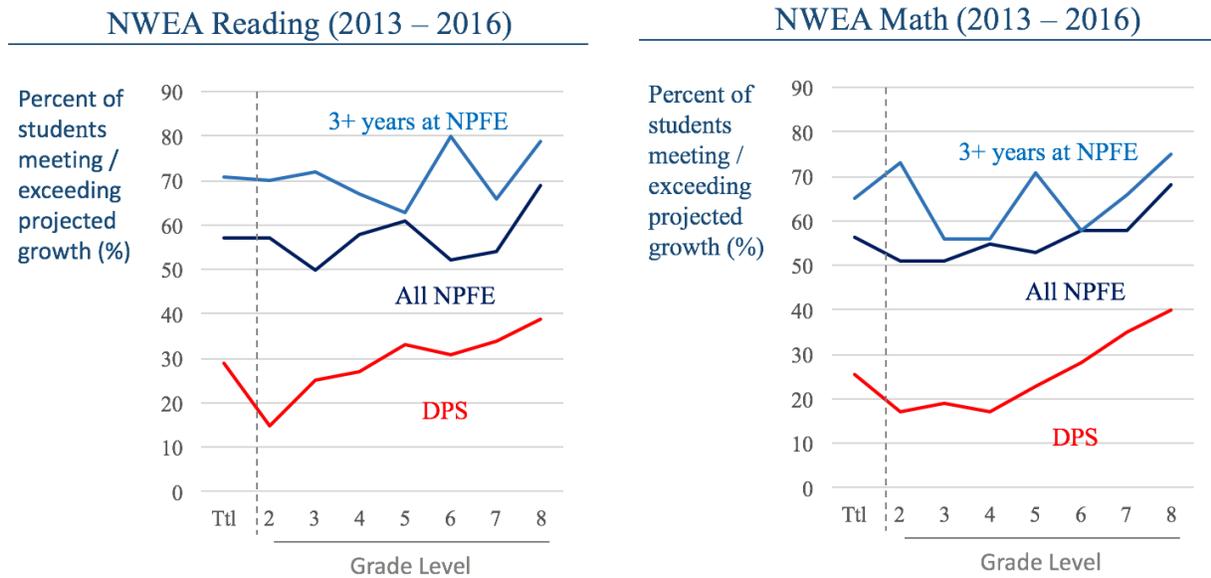
A. Quality of Applicant

1. Student Achievement for All and Subgroups

NPFE has demonstrated consistent success, year after year, in increasing academic achievement for students, regardless of racial, economic, English language, special education, or gender status.

Much of this section focuses on state reported statistics, but the evaluation of student progress at NPFE occurs throughout the year, not just when it is time for the state or college admissions test. All NPFE students are regularly assessed through internal diagnostic tests and interim assessments, which gauge academic progress in content areas and allow teachers to

inform and refine instruction, especially for struggling students. Perhaps the best overview of NPFE’s performance comes from one of those tests. The NWEA MAP is the most widely used adaptive test in the U.S. and measures progress from year to year by comparing students to the national norms.



The two graphs above show the percent of students who are meeting or exceeding their expected growth (expected based on national norms) for all NPFE students, Detroit Public Schools (DPS) students, and NPFE students who have attended for three or more years. What is clear is that a significantly higher percentage of NPFE students met targets than the district, and an even higher percentage of those who have spent 3+ years at a NPFE school met targets. This shows that there are not diminishing returns for attending NPFE schools, but rather that they meet students where they are and raise the expectations as students meet each bar.

The remainder of this section focuses on describing proficiency data on the schoolwide level for the Michigan state tests in math and reading for the past five years and on the ACT College Readiness exam in comparison with DPS, NPFE’s host district, and the state of

Michigan. For an even more detailed breakdown of results, including data disaggregated by grade, subject, and subgroup, please see Appendix G: Student Academic Achievement.

It is important to note that Michigan's student achievement data, including that of NPFE has been impacted by the state's transition to the Common Core State Standards (CCSS), the high expectations of which NPFE strongly supports. In the spring of 2015, the Michigan Department of Education replaced the Michigan Educational Assessment Program (MEAP) with the new Michigan Student Test of Educational Progress (M-STEP), which is aligned to the CCSS. The M-STEP (and formerly the MEAP), along with the Michigan Merit Examination (MME), a general assessment for eleventh graders, assesses English language arts and mathematics in grades 3-8, and 11; science in grades 4, 7, and 11, and social studies in grades 5, 8, and 11. While comparisons are easily made between NPFE's performance in any year on any assessment relative to the district, state, or other charter schools serving similar populations, the changes in test rigor have made relative comparisons across years problematic.

a) All Students

The picture of NPFE's performance is best understood by considering NPFE's turnaround portfolio separately from its flagship school, the model for replication in this grant. The tables below, which compare performance in math and reading combined among NPFE's three K-8 schools and the city and state, demonstrate that NPFE has succeeded in significantly increasing student academic achievement for all students over the past five years.

| Average Proficiency Rate on 3-8 Math and ELA State Tests, All Students | | | | | | |
|---|--------------|-------------|-------------|-------------|------------|------------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | Statewide |
| 15-16 | 52.8 | 24.5 | 21.3 | 42.3 | 10.1 | 42.3 |
| 14-15 | 51.6 | 36.1 | 24.4 | n/a | 10.8 | 42.4 |
| 13-14 | 54.0 | 24.7 | 25.4 | n/a | 27.4 | 54.5 |
| 12-13 | 54.0 | 23.1 | 19.9 | n/a | 28.5 | 53.9 |
| 11-12 | 50.9 | 13.5 | 18.6 | n/a | 22.9 | 50.5 |

| Difference in Average Proficiency Rate on 3-8 Math and ELA State Tests, All Students | | | | | | | | |
|---|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|
| | DEPSA | | NPGA | | NPLA | | NPCP | |
| | vs. DPS | vs. State |
| 15-16 | 42.6 | 10.5 | 14.4 | -17.8 | 11.2 | -21.0 | 32.2 | 0.0 |
| 14-15 | 40.8 | 9.1 | 25.3 | -6.3 | 13.6 | -18.0 | | |
| 13-14 | 26.6 | -0.5 | -2.7 | -29.8 | -2.0 | -29.1 | | |
| 12-13 | 25.5 | 0.1 | -5.3 | -30.8 | -8.6 | -34.0 | | |
| 11-12 | 28.0 | 0.4 | -9.4 | -36.9 | -4.3 | -31.9 | | |

DEPSA has outperformed similar students in its surrounding district, DPS, in each of the past five years (and since NPFE leaders took over of the school in 1998). It has also outperformed or closely tracked the state of Michigan, and in the past two years outperformed the state by significant margins. At first glance, it appears DEPSA's (as well as NPGA's and NPLA's) performance declined between 2013-14 and 2014-15. However, a closer look at the first table shows that both the City and State declined in 2014-15 by a larger amount than DEPSA did, suggesting that DEPSA was better prepared for the change from the MEAP to the M-STEP, which was aligned to the more rigorous Common Core Standards. Further, a closer look at the second table shows that the margin between each of NPFE's schools and the State has increased over the past three years, suggesting NPFE is improving relative to the State, despite the change in rigor of the test.

As is the hope, the performance of NPFE’s turnaround schools, New Paradigm Glazer Academy (NPGA) and New Paradigm Loving Academy (NPLA), has increased over the past five years. These schools, which opened in 2011 were slated for closure, and failing compared to the district. However, as can be seen in the second table, both schools improved dramatically after each year of NPFE operation to the point that they vastly outperform the district by more than ten percentage points. Further, these schools which were once some of the lowest performing in the Detroit in 2010, have, in the past three years, closed the gap between them and the state by double digits. These facts suggest that NPFE’s turnaround model is working for our students. Since NPFE assumed control of its two new turnaround schools, Global Preparatory Academy (GPA) and University Yes Academy (UYA), in the fall of 2016, there is no record of success yet. However, NPFE plans to implement the same model and expects the same pattern of consistent growth relative to the district and State to hold.

NPFE’s track record of success is not limited to its K-8 grades. The table below shows NPFE’s high school performance versus DPS and the State.

| Average Proficiency Rate on Grade 11 Math and ELA State Tests, All Students | | | |
|--|------------|------------|--------------|
| | ECE | DPS | State |
| 14-15 | 41.7 | 19.2 | 38.9 |
| 13-14 | 23.8 | 21.0 | 43.8 |
| 12-13 | 36.3 | 21.5 | 41.1 |

NPFE’s Early College of Excellence has outperformed DPS in each of the past three years and in 2014-15 outperformed the state’s average of math and ELA performance on the more rigorous Common Core (these exams were not administered in Michigan in 2015-16).

Average Score Across ACT Readiness Subject Exams, All Students

| | ECE | DPS | State |
|--------------|------------|------------|--------------|
| 15-16 | 914.2 | 821.2 | 983.5 |
| 14-15 | 18.6 | 16.5 | 19.9 |
| 13-14 | 17.2 | 16.4 | 19.3 |
| 12-13 | 18.8 | 16.6 | 19.7 |

NPFE’s ECE students had a higher college readiness scores across all subjects than DPS in each of the last four years. While the scale changed in 2015-16, ECE’s average score as a percentage of the state’s increased in each of the last four years (83.5% last year).

The achievements of NPFE’s students are even more impressive when you consider that such a large proportion come from educationally disadvantaged backgrounds (79% have economically disadvantaged status and 7% have special education status) and historically disadvantaged subgroups (98% are African American). Comparisons of performance among these and other subgroups are included below and in Appendix G: Student Academic Achievement.

b) Subgroups

NPFE’s population is 98% percent black, which is far above the state average of 21.7%, and significantly that of DPS, 82.3%. For more information on the demographics of NPFE schools and district and state comparisons, please see Appendix I: Additional Information.

Using the same metrics as in the previous section, one can compare the performance of African American students at NPFE to that of DPS and the state and to the performance of white students at DPS and the state. The comparison shows that African American students that have been educated by NPFE perform far better than those educated by DPS or across the state, and that in most cases, NPFE is closing the achievement gap between black and white students.

| Average Proficiency Rate on 3-8 Math and ELA State Tests, Black and White Subgroups, NPFE, District, and State | | | | | | | | |
|--|-------|-------|-------|-------|-------|-------|-------|-------|
| | ECE | NPGA | NPLA | NPCP | DPS | | State | |
| | Black | Black | Black | Black | Black | White | Black | White |
| 15-16 | 52.2 | 24.5 | 21.3 | 45.8 | 9.8 | 10.6 | 16.6 | 49.3 |
| 14-15 | 51.0 | 36.7 | 24.4 | n/a | 10.2 | 12.3 | 17.3 | 49.2 |
| 13-14 | 53.4 | 24.7 | 25.4 | n/a | 26.6 | 26.0 | 30.7 | 61.1 |
| 12-13 | 53.6 | 23.4 | 19.9 | n/a | 27.6 | 28.5 | 30.5 | 60.3 |
| 11-12 | 50.5 | 13.8 | 18.6 | n/a | 22.2 | 24.6 | 27.9 | 56.8 |

African-American students at DEPSA outperformed those at DPS and the state in each of the last five years. The two turnaround schools, as expected, performed below DPS and the state in their first three years of operation. However, by 2014-15, the point at which the tests switched to address the more rigorous Common Core Standards, both NPGA and NPLA more than doubled the percentage of proficient African American students at DPS, and both outperformed black students across the state.

More importantly, this graph shows that NPFE has closed the gap in math and reading between black and white students. In 2014-15 and 2015-16, on the rigorous Common Core exams, DEPSA’s African American students outperformed white students across the state and, in the more comparable DPS, they outperformed white students by a factor of about five. And at NPFE’s two turnaround schools, NPGA and NPLA, black students started out below their white counterparts at DPS, but by 2014-15 began outperforming them by more than double the proficiency percentage. While neither school has outperformed white students at the state level, the gap has closed in the past three years, and NPFE expects its scores at NPGA and NPLA to approach those of DEPSA as the turnaround continues.

The same gap closing education is happening at NPFE’s high school, ECE.

Average Proficiency Rate on Grade 11 Math and ELA State Tests, Black and White Subgroups, NPFE, District, and State

| | ECE | | DPS | | State | |
|--------------|-------|-------|-------|-------|-------|-------|
| | Black | White | Black | White | Black | White |
| 14-15 | 40.9 | 19.2 | 22.0 | 17.2 | 17.2 | 43.3 |
| 13-14 | 23.8 | 19.8 | 27.1 | 18.6 | 18.6 | 49.3 |
| 12-13 | 36.0 | 3.8 | 35.3 | 17.3 | 17.3 | 46.2 |

Black students at ECE outperformed those at DPS and the state in each of the past three years for which there is data. Additionally, they outperformed white students at DPS in two of those three years, including in 2014-15 by nearly double the percentage proficient. Finally, ECE’s black students have closed the gap with white students at the state level to just 2.5%.

Average Score Across ACT Readiness Subject Exams, Black and White Subgroups, NPFE, District, and State

| | ECE | | DPS | | State | |
|--------------|-------|-------|-------|-------|-------|--------|
| | Black | White | Black | White | Black | White |
| 15-16 | 910.0 | | 815.9 | 981.0 | 861.9 | 1030.9 |
| 14-15 | 18.5 | | 16.4 | 17.2 | 16.2 | 20.7 |
| 13-14 | 17.2 | | 16.3 | 17.4 | 16.2 | 20.5 |
| 12-13 | 18.8 | 16.0 | 16.5 | 18.3 | 16.1 | 20.4 |

ECE students have outperformed black students at DPS and the state in each of the last four years. In two of the last four years (12-13 and 14-15), they outperformed white students at DPS. The statewide achievement gap between black and white students on the ACT has hovered around four points, but ECE has closed that gap by nearly half. The ratio of the performance of black DEPSA students to white students statewide went from 89.4% in 2014-15, to 88% in 2015-16. This shows that despite the scale change in 2015-16, DEPSA performance held steady when compared to white students statewide.

NPFE’s population is 79% economically disadvantaged, which is far above the state average of 46.3%, and significantly above the host district, DPS (73%). Using the same metrics

as the previous section, one can compare the performance of economically disadvantaged students at NPFE to that of DPS and the state and to the performance of not economically disadvantaged students in all three places. The comparison shows that economically disadvantaged students educated by NPFE perform far better than those educated by DPS or across the state, and that in most cases, NPFE is closing the achievement gap between economically disadvantaged and not economically disadvantaged students.

| Average Proficiency Rate on 3-8 Math and ELA State Tests, Economically Disadvantaged and Not Subgroups, NPFE, District, and State | | | | | | | | | |
|--|--------------|---------------|-------------|-------------|-------------|------------|---------------|--------------|---------------|
| | DEPSA | | NPGA | NPLA | NPCP | DPS | | State | |
| | ED | Not ED | ED | ED | ED | ED | Not ED | ED | Not ED |
| 15-16 | 49.3 | 61.6 | 20.7 | 17.9 | 42.4 | 9.7 | 13.3 | | |
| 14-15 | 46.7 | 61.0 | 36.1 | 20.3 | Ins. Data | 9.8 | 17.2 | 26.9 | 57.9 |
| 13-14 | 51.2 | 62.6 | 24.7 | 25.6 | | 25.9 | 37.5 | 40.3 | 68.1 |
| 12-13 | 51.1 | 60.3 | 23.1 | 19.9 | | 26.5 | 38.1 | 39.8 | 67.3 |

While there is a gap between those who are economically disadvantaged and those who are not at DEPSA (at NPGA and NPLA, more than 90% of students are economically disadvantaged, so the state did not process the data), economically disadvantaged students at DEPSA vastly outperform students from similar economic backgrounds at the comparison district, DPS, and at the state. Further, the gap between economically disadvantaged students and not at the state level is nearly 30 points, whereas the gap between those groups at DEPSA is considerably smaller, and economically disadvantaged students at DEPSA have come within 11 points away from not economically disadvantaged students at the state in 2014-15 (state did not report this statistic in 2015-16). (Notably, not economically disadvantaged students at DEPSA outperformed all categories, including not economically disadvantaged students at the state level)

In the last two years, economically disadvantaged students at NPGA and NPLA outperformed those at DPS in the last two years. What’s more, they outperformed DPS’ not economically disadvantaged subgroup.

The same gap closing education is happening at NPFE’s high school, ECE.

| Average Proficiency Rate on Grade 11 Math and ELA State Tests, Economically Disadvantaged and Not Subgroups, NPFE, District, and State | | | | | | |
|---|------------|---------------------|------------|---------------------|--------------|---------------------|
| | ECE | | DPS | | State | |
| | ED | Not ED | ED | Not ED | ED | Not ED |
| 14-15 | 30.0 | 57.6 | 14.8 | 26.6 | 24.4 | 47.8 |
| | ED | All Students | ED | All Students | ED | All Students |
| 13-14 | 22.0 | 24 | 20.0 | 21 | 28.0 | 44.0 |
| 12-13 | 34.5 | 36 | 19.0 | 21.5 | 25.5 | 41.5 |

Not economically disadvantaged data was not available for years 2012-14, so instead All Students, is used as the comparison group (these tests was not administered in 2015-16). Even though All Students is a slightly lower performing group than not economically disadvantaged students, it is the best available data for comparison.

Economically disadvantaged students at ECE outperformed those at DPS in each of the last three years and outperformed those at the state in two of the last three years. Economically disadvantaged students outperformed not economically disadvantaged students at ECE’s host district, DPS, and significantly closed the over 20-point gap between economically disadvantaged students and those that are not at the state level in 2014-15.

| Average Score Across ACT Readiness Subject Exams, Economically Disadvantaged and Not Subgroups, NPFE, District, and State | | | | | | |
|--|------------|---------------|------------|---------------|--------------|---------------|
| | ECE | | DPS | | State | |
| | ED | Not ED | ED | Not ED | ED | Not ED |
| 15-16 | 919.5 | 905.3 | 823.4 | 846.4 | 899.3 | 1047.2 |
| 14-15 | 17.6 | 20.0 | 15.9 | 17.4 | 17.4 | 21.4 |
| 13-14 | 16.8 | 18.1 | 16.2 | 17.0 | 17.2 | 21.1 |
| 12-13 | 18.5 | 19.6 | 16.2 | 17.7 | 17.4 | 21.1 |

On the ACT Readiness Exam, economically disadvantaged students at ECE outperformed those in the district for the last four years and those at the state level in three of the last four years. Within ECE, the achievement gap between economically disadvantaged students and those that are not is less than 3 points in 2012-15, and by 2015-16, ED students actually outperformed Not ED students at ECE. Whereas at the state level the gap is between three and four points in 2012-15 and nearly 150 points in 15-16. ECE has closed the achievement gap in 2015-16 for economically disadvantaged students.

7% of NPFE’s total student population receive special education (SPED) services, which is below the DPS average of 17.6% and the state average of 12.7%. This varies across NPFE’s schools: 3.2% at DEPSA, 3.7% at ECE, 5.6% at NPGA, 7.5% at NPLA, 13.3% at NPCP, 10% at GPA, and 13% at UYA. The reasons for the relatively small percentage of students with disabilities is clarified in Section V.B – Disadvantaged Students. By classifying students who need it most and focusing energy and staff on them, NPFE’s special education population performs well compared to its host district, DPS.

| Average Proficiency Rate on 3-8 Math and ELA State Tests, Special Education | | | | |
|--|--------------|-------------|------------|--------------|
| | DEPSA | DPLA | DPS | State |
| 14-15 | 9.5 | 12.5 | 3.5 | 12.4 |
| 13-14 | 25 | | 12.2 | |
| 12-13 | 7.4 | | 13.1 | |

While data was not published by the state for the blank cells in the table above, DEPSA's SPED students outperformed the district twice in the past four years.

Again, while comparison is difficult because of sample size, NPFE's SPED students performed better than DPS' in two out of the last four years on their ACT exams (due to fewer than 5 students taking the assessment in 2015-16, the state did not report ECE's performance).

| Average Score Across ACT Readiness Subject Exams, Special Education and Not Subgroups, NPFE, District, and State | | | | | | |
|---|-------------|-----------------|-------------|-----------------|--------------|-----------------|
| | ECE | | DPS | | State | |
| | SPED | Not SPED | SPED | Not SPED | SPED | Not SPED |
| 15-16 | n/a | 919.3 | 715.1 | 832.9 | 798.9 | 1001.2 |
| 14-15 | 13.3 | 18.8 | 12.8 | 16.9 | 15.1 | 20.4 |
| 13-14 | 12.5 | 17.3 | 12.9 | 16.8 | 15.0 | 19.7 |
| 12-13 | 14.0 | 18.9 | 12.9 | 16.9 | 15.0 | 20.1 |

2. Achievement for Educationally Disadvantaged Students vs. State

a) Performance on Statewide Tests

NPFE students have achieved results on statewide tests that surpass the average academic achievement results for students in the state. Please see Section V.A – Quality of Applicant, which describes NPFE results compared to the host district, DPS, and the state, and Appendix G: Student Academic Achievement for detailed academic achievement information for all NPFE students and educationally disadvantaged students over the past three years.

b) Student Attendance

When parents enroll their students at NPFE, they are asked to sign a contract that acknowledges the importance of regular attendance. At the same time, NPFE recognizes that the communities it serves are quite transient. Especially at NPFE's turnaround schools, it is not uncommon for families to move away in the middle of the year, come back in the middle of the

year, or arrive for the first time in the middle of the year. NPFE makes great efforts to support these students, but this has an impact on attendance.

| Average Student Attendance Rates, NPFE, District, and State | | | | | | |
|--|--------------|-------------|-------------|-------------|------------|--------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | 94.9 | 86.7 | 88.9 | 90.0 | 84.9 | 94.2 |
| 14-15 | 94.4 | 83.8 | 85.5 | 76.7 | 85.6 | 93.4 |
| 13-14 | 92.7 | 80.4 | 85.4 | | 85.2 | 93.8 |
| 12-13 | 81.8 | 87.8 | 94.0 | | 86.1 | 93.3 |

DEPSA and ECE (since they are under the same charter they are reported together for attendance purposes) have improved attendance in the last four years, outperformed DPS in the past three years, and outperformed the state the past two years. NPGA, NPLA, and NPCP are schools where transience is a much larger problem, but all three have shown improvement over the past three years. NPGA and NPLA outperformed DPS in at least two of the last four years, and otherwise have tracked similar to DPS. NPCP outperformed DPS in 2015-16. In 2012-13, NPLA outperformed the state.

| Average Student Attendance Rates, Black and White Subgroups, NPFE, District and State | | | | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | DEPSA | | NPGA | | NPLA | | NPCP | | DPS | | State | |
| | Black | White |
| 15-16 | 94.8 | 96.9 | 86.7 | | 88.9 | | 90.3 | | 83.7 | 86.2 | 90.5 | 95.1 |
| 14-15 | 94.5 | 71.1 | 83.7 | | 85.5 | | 78.2 | | 84.6 | 85.3 | 89.6 | 94.4 |
| 13-14 | 92.7 | 98.5 | 80.2 | 96.1 | 85.4 | | | | 84.2 | 86.3 | 89.5 | 94.9 |
| 12-13 | 81.7 | 98.1 | 87.7 | 97.1 | 94.0 | | | | 85.3 | 86.5 | 89.5 | 94.3 |

NPFE is closing the attendance gap for African American students, with DEPSA/ECE, NPGA, and NPLA all approaching or exceeding the attendance of white students at DPS.

Further, DEPSA and ECE students, who have been with NPFE the longest, have attendance rates similar to or better than white students across the state of Michigan.

| Average Student Attendance Rates, Economically Disadvantaged and Not Subgroups, NPFE, District, and State | | | | | | | | | | | | |
|--|--------------|---------------|-------------|---------------|-------------|---------------|-------------|---------------|------------|---------------|--------------|---------------|
| | DEPSA | | NPGA | | NPLA | | NPCP | | DPS | | State | |
| | ED | Not ED | ED | Not ED | ED | Not ED | ED | Not ED | ED | Not ED | ED | Not ED |
| 15-16 | 94.4 | 96.3 | 86.6 | 97.0 | 88.9 | | 90.0 | | 83.8 | 88.8 | 92.4 | 95.8 |
| 14-15 | 94.0 | -- | 83.8 | -- | 85.5 | -- | 76.7 | -- | 84.6 | -- | 91.5 | -- |
| 13-14 | 92.1 | -- | 80.4 | -- | 85.4 | -- | 0.0 | -- | 84.6 | -- | 91.8 | -- |
| 12-13 | 81.7 | -- | 87.9 | -- | 94.0 | -- | | -- | 85.7 | -- | 91.5 | -- |

DEPSA/ECE, NPGA, and NPLA all either approach or exceed the district when it comes to the attendance of low income students. Data was not available for not economically disadvantaged for the years 2012-15. Notably in 2015-16, DEPSA and NPGA's not economically disadvantaged students had better attendance rates than those at the state level.

| Average Student Attendance Rates, Homeless Subgroup, NPFE, District, and State | | | | | | |
|---|------------|-------------|-------------|-------------|------------|--------------|
| | ECE | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | 92.7 | | 95.7 | 93.4 | 71.7 | 88.6 |
| 14-15 | 87.9 | | | | 73.0 | 86.6 |
| 13-14 | 99.4 | 62.5 | | | 72.6 | 87.8 |
| 12-13 | | | | | 77.1 | 87.9 |

While the population is relatively small, NPFE has shown better results for some of its most vulnerable students, its homeless population, which attends school far more often than the average student in DPS, and more often than the average student in Michigan.

c) *Student Retention*²

Retention rates can refer to the percentage of students who repeat a grade in a given year, or it can refer to the number of students who leave the school during the course of the year. In this section, both are examined.

The following four tables show student retention (retained in grade) rates for all NPFE’s schools, the district, and the state for All Students, Black Students, Economically Disadvantaged Students, and Students with Disabilities.

| Retention Rates, All Students, NPFE, District, and State | | | | | | |
|---|--------------|-------------|-------------|-------------|------------|--------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | 1.5 | 7.6 | 1.4 | no data | 3.8 | 2.9 |
| 14-15 | 0.8 | 1.2 | 3.2 | no data | 3.9 | 2.9 |
| 13-14 | 1.2 | 1.0 | 0.9 | no data | 4.0 | 3.0 |

| Retention Rates, Black Subgroup, NPFE, District, and State | | | | | | |
|---|--------------|-------------|-------------|-------------|------------|--------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | 1.6 | 7.6 | 1.4 | no data | 4.0 | 4.4 |
| 14-15 | 0.8 | 1.2 | 3.2 | no data | 4.1 | 4.5 |
| 13-14 | 1.2 | 1.0 | 0.9 | no data | 4.2 | 4.5 |

| Retention Rates, Educationally Disadvantaged Subgroup, NPFE, District, and State | | | | | | |
|---|--------------|-------------|-------------|-------------|------------|--------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | 1.8 | 9.7 | 1.7 | no data | 4.6 | 4.4 |
| 14-15 | no data | 1.4 | 4.0 | no data | 4.5 | 4.5 |
| 13-14 | 1.3 | 1.3 | 1.1 | no data | 4.8 | 4.6 |

| Retention Rates, Students with Disabilities, NPFE, District, and State | | | | | | |
|---|--------------|-------------|-------------|-------------|------------|--------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | no data | 2.2 | 0.0 | no data | 5.6 | 4.7 |
| 14-15 | no data | 0.0 | 4.8 | no data | 6.1 | 5.1 |
| 13-14 | no data | 7.7 | 1.0 | no data | 6.3 | 5.3 |

² Suspension rates are not reported by or to the State of Michigan for all students. While NPFE tracks its own suspension rates, it doesn’t do so by subgroup, either. Comparison of suspension rates was not possible for this application

Comparison of rates here is inherently problematic because of the low absolute numbers of students at schools being retained in grade, which ranged from 0 to 11 at NPFE’s schools. This is reflected by how the numbers seem to jump around significantly from year to year. In some cases, the number was not reported by the state because of this, which is why NPCP has no data, and some cells are not populated for other schools. What is clear is that there are not meaningful significant differences between NPFE subgroup retention rates and that of the state, and in most cases the number of students held back is less at NPFE than the state.

Another metric reported by the state is student mobility rate. The Michigan Department of Education measures mobility as one of its accountability measures. The mobility rate is the percent of students who changes schools within a given school year.

| Average Student Mobility Rate, All Students, NPFE, District, and State | | | | | | |
|---|--------------|-------------|-------------|-------------|------------|--------------|
| | DEPSA | NPGA | NPLA | NPCP | DPS | State |
| 15-16 | 6.2 | 16.2 | 26.6 | 10.7 | 7.5 | 6.7 |
| 14-15 | 2.9 | 13.3 | 12.4 | 21.8 | 7.0 | 5.9 |
| 13-14 | 5.1 | 15.5 | 19.6 | | 8.0 | 7.3 |
| 12-13 | 5.0 | 25.5 | 18.4 | | 13.0 | 10.9 |

This confirms the transience of families NPFE’s schools in the new community clusters, NPGA, NPLA, and NPCP. This is a reality for so many of NPFE’s students that the schools must face, and NPFE achieves its strong results despite this. However, it also shows that a quality educational program can reduce transience. At DEPSA and ECE, student mobility is lower than the district and the state.

When one looks at the same metric for only African American students, NPFE mobility rates more closely resemble the state.

| Average Student Mobility Rate, Black and White Subgroups, NPFE, District, and State | | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|------------------|--------------|
| | ECE | | NPGA | | NPLA | NPCP | DPS | | Statewide | |
| | Black | White | Black | White | Black | Black | Black | White | Black | White |
| 15-16 | 6.3 | 0.0 | 16.2 | | 26.6 | 11.3 | 8.0 | 9.3 | 11.8 | 5.1 |
| 14-15 | 2.9 | 25.0 | 13.4 | | 12.4 | 22.6 | 7.5 | 10.2 | 10.5 | 4.4 |
| 13-14 | 4.9 | 20.0 | 15.6 | 0.0 | 19.6 | | 8.4 | 11.6 | 12.5 | 5.6 |
| 12-13 | 4.9 | 0.0 | 25.7 | 0.0 | 19.4 | | 13.6 | 16.5 | 19.6 | 8.4 |

The gap between NPFE’s turnaround schools and the state reduces when you look at African American students. DEPSA and ECE have rates far below the rate for black students across Michigan, and even lower than that of white students. A similar, but milder, effect on the gap between NPFE’s students and the state can be observed among economically disadvantaged students.

| Average Student Mobility Rate, Economically Disadvantaged and Not Subgroups, NPFE, District, and State | | | | | | | | | | |
|---|------------|---------------|-------------|---------------|-------------|-------------|------------|---------------|--------------|---------------|
| | ECE | | NPGA | | NPLA | NPCP | DPS | | State | |
| | ED | Not ED | ED | Not ED | ED | ED | ED | Not ED | ED | Not ED |
| 15-16 | 6.9 | 4.2 | 16.2 | 0.0 | 26.6 | 10.7 | 8.4 | 4.0 | 10.2 | 3.4 |
| 14-15 | 3.5 | | 13.3 | | 12.4 | 21.8 | 7.7 | | 9.0 | |
| 13-14 | 5.8 | | 15.5 | | 19.6 | | 8.3 | | 10.7 | |
| 12-13 | 5.7 | | 25.4 | | 19.7 | | 13.8 | | 16.3 | |

Data on not economically disadvantaged students was not available before 2015-16. This table shows how closely economically disadvantaged status tracks student mobility and transience. While DEPSA’s economically disadvantaged students were less mobile than the district and the state, NPFE’s other schools serve more mobile (and more economically disadvantaged) populations than DPS and the State.

d) *High School Graduation Rates*

| Average of 4-Year Graduation Rate, Various Subgroups, NPFE, District, and State | | | | | | | | | | | | |
|--|------------|--------------|-----------|-------------|------------|--------------|-----------|-------------|--------------|--------------|-----------|-------------|
| | ECE | | | | DPS | | | | State | | | |
| | All | Black | ED | SPED | All | Black | ED | SPED | All | Black | ED | SPED |
| 14-15 | 95.3 | >95 | >95 | >95 | 77.4 | 77.0 | 73.6 | 47.5 | 79.8 | 67.3 | 67.5 | 57.1 |
| 13-14 | 95.8 | >95 | >95 | 80.0 | 71.1 | 70.6 | 69.9 | 46.6 | 78.6 | 64.5 | 65.6 | 55.1 |
| 12-13 | n/a | n/a | | | 64.6 | 64.5 | 63.7 | 40.9 | 77.0 | 60.5 | 63.9 | 53.6 |

In the most recent year for which data was available, NPFE showed near perfect four-year graduation rates (the state does not report percentages above 95%). ECE’s rates are much higher than both DPS and the state for all students, and for black students, educationally disadvantaged students, and students with disabilities. This is a testament to the extra work NPFE does at the CMO level to encourage college persistence and graduation, discussed below.

| Average of 5-Year Graduation Rate, Various Subgroups, NPFE, District, and State | | | | | | | | | | | | |
|--|------------|--------------|-----------|-------------|------------|--------------|-----------|-------------|--------------|--------------|-----------|-------------|
| | ECE | | | | DPS | | | | State | | | |
| | All | Black | ED | SPED | All | Black | ED | SPED | All | Black | ED | SPED |
| | 95.8 | >95 | >95 | 80.0 | 77.7 | 77.6 | 77.5 | 54.1 | 82.0 | n/d | n/d | n/d |
| | n/d | n/d | n/d | n/d | 70.4 | 70.5 | 70.5 | 47.7 | 80.4 | 65.6 | 69.4 | 61.1 |
| | n/d | n/d | n/d | n/d | 72.2 | 73.2 | 73.7 | 58.3 | 79.8 | 64.9 | 69.7 | 61.9 |

The five-year graduation data shows a similar gap between NPFE’s performance and that of the state. Notably, NPFE’s graduation rate for special education students also dwarfs that of the DPS and the state. In 2014-15, 80% of the special education students who began 9th grade five years prior graduated and more than 95% of those who began four years prior graduated.

e) *College Attendance and Persistence Rates*

One hundred percent of graduating seniors in all four of NPFE's graduating classes have been accepted to a four-year college or university, including students from educationally disadvantaged subgroups. NPFE's goal is for 75% of these alumni to graduate from college within six years. Considering only 8.3% of low-income students nationally graduate from college within six years, this will be a major accomplishment. Currently an estimated 80-85% of NPFE alumni are still enrolled in college, based on surveys and conversations with NPFE's CMO through the Alumni Advance Program. Since the majority of NPFE students will be the first in their families to attend, NPFE executed a comprehensive college readiness program that is individualized for each student. The Advance Program begins in kindergarten with "Early Steps," which include learning strategies, academic behaviors, and work habits. In third to eighth grade, "Encore Advance" means college tours, research on college graduates, and study skills. "College Advance" begins in ninth grade with ACT and PSAT preparation, frequent conversations both informal and formal about college, non-cognitive skill building, information sessions, individual counseling, and dual enrollment in college courses at NPFE and on college campuses including the University of Michigan. Alumnae Advance offers webinars and discussions on academic endurance, time management, and the issues of adjusting to college. Finally, "Advance Persistence Parent Association" is NPFE's parent organization which makes partnerships with community and corporate organizations and supports alumni in college.

3. No Compliance, Regulatory, Operations, or Financial Issues (Application Requirement c)

NPFE confirms that it has not experienced any significant issues in the areas of student safety, financial management, or statutory or regulatory compliance. See Appendix I for clean audits of NPFE's schools. NPFE believes that smooth operations and financial stewardship are

essential and central to the running of quality academic institutions, and allocates its human capital and institutional model to that end. See Section V.D – Management Plan for an extensive discussion of NPFE’s operations and management activities and key personnel.

B. Disadvantaged Students

NPFE’s educational program is specifically designed to support educationally disadvantaged students, which make up most the students we educate, in meeting or exceeding state academic achievement standards. The primary activity of all NPFE schools is to provide a high-quality, college preparatory educational program. NPFE schools all share three core values:

1. **College Readiness:** NPFE provides a rigorous curriculum and develops non-academic factors that contribute to our students’ success in college. Responsibility, strong character, and self-study skills are developed through systematic programming and simulated activities.
2. **Student Supports:** NPFE meets students “where they are” and creates individualized learning plans to provide direction for academic success. Full scale support services including blended learning instruction, life coaches, school day and after-school tutors and counseling to name a few.
3. **Community Engagement:** NPFE schools are neighborhood beacons and often provide a sense of security for the families served. We develop strong community partnerships and align extended programming with the concerns and issues facing families today. NPFE’s partners including parents, civic personnel, and the business community, collaboratively develop authentically engaging program to create safe, stable environments for tomorrow’s work force.

NPFE’s schools also share these six common elements:

1. **Proven Practice:** NPFE engages all students in higher order thinking. We believe in sustainable world connections with for all academic disciplines. Our New Paradigm for Education trained educators and administrators use research-based, proven practices. Our curriculum transcends students beyond our classrooms. We turn our students into life-long learners.
2. **High Expectations:** Using comprehensive and strategic selection methodology, NPFE hires educators from traditional and nontraditional backgrounds, valuing a balance of expertise, compassion and care over experience. All NPFE educators go through an annual intensive training program to prepare them to teach a rigorous curriculum, with 50+ hours of professional development required prior to school opening as compared to anywhere from 0 to 8 hours of traditionally mandated development in other settings.
3. **Purpose Driven:** Teachers, administrators and staff know how to plan and deliver instruction and create a school environment that is best for all students. To ensure success, we build an equally sophisticated support network specially designed around each student and track progress on a weekly basis to ensure performance standards are being met. Through flexible, scalable and proven systems, we can ensure exemplary performance levels by all students and control, sustainable growth with our New Paradigm schools.
4. **Culture of Achievement:** Raising the standards of student achievement depicts our culture. Using proven methods of success, NPFE creates and refines curriculum that aligns with best practices of critical & analytical thinking, problem solving and collaboration. We are absolutely determined to provide strong academic outcomes for all NPFE students.
5. **College Readiness:** NPFE has developed initiative with our schools called the College Advance Initiative (CAI). This initiative directly impacts all grade levels that reinforce

college attainment. NPFE uses research based curriculum that prepares kids for the rigor of college, while working to improve the non-cognitive factors that help to develop our students to go to college, through college and beyond college.

6. **Growth and Expansion:** NPFE is a key partner in helping coordinate and speed the opening of quality schools in the Detroit area by 2020. NPFE believes children must have more quality choices and parents have to be smarter consumers to evaluate their options.

NPFE schools are structured into four learning communities: Primary Academy (Grades PreK – 2), Elementary Academy (Grades 3 – 5), Junior Academy (Grades 6 – 8), and Early College (Grades 9 – 12). The culture of each NPFE academy is that of academic focus. Students wear uniforms and know their schedules what is expected of them at each stage.

NPFE’s core curriculum is based on the best practices of well-regarded private prep schools, making rigor of utmost concern. NPFE students are not to just outperform students from failing schools, they are to be able to compete with the best students in the nation. The curriculum has been developed for all grades and is shared across schools. The curriculum reflects our high standards (for example, all students are expected to master Algebra by 8th grade). For the basic programming, NPFE utilizes the following curricula: Success for All for reading and writing, Eureka Math, Project Lead the Way for additional STEM supports at the high school level, TCI Social Studies, and International Baccalaureate.

Beyond NPFE’s longer school day and year, NPFE schools use as much time-on-task as possible, resulting in much more time for new content and practice than other schools. The daily schedules of an elementary academy and junior academy student are provided below.

| | |
|--|--|
| <p>Elementary Academy</p> <ul style="list-style-type: none"> • 90 minutes for reading • 90 minutes for math • 45 minutes for social studies | <p>Junior Academy</p> <ul style="list-style-type: none"> • 120 minutes for English language arts • 60 minutes for math |
|--|--|

| | |
|--|--|
| <ul style="list-style-type: none"> • 45-60 minutes for writing • 45 minutes for science • 2 specials (physical education, music, art, foreign language) | <ul style="list-style-type: none"> • 60 minutes for social studies • 60 minutes for science • 2 specials • Electives |
|--|--|

NPFE’s goal for all students is that they master at least 80% of the content taught in any unit of study. Besides the state assessments already discussed, all NPFE schools use the Achievement Network tests and supports, to make sure high rigor and accountability in assessments is consistent year to year. NPFE uses Schoolzilla, SchoolCity, and ANET to compile data, analyze trends, and improve instruction.

One of NPFE’s three core values is “Student Supports.” NPFE is committed to serving all students, especially those with disabilities and special needs. The SPED population at NPFE schools is supported through differentiated instruction in the classroom as part of our portfolio-wide inclusion model. NPFE meets all students “where they are” and creates individualized learning plans to provide direction for academic success. Full scale support services include blended learning modalities, life coaches, school day, and afterschool tutors and counseling.

NPFE supports a myriad of instructional styles. Common ones at NPFE include direct instruction, reflective discussion, concept mapping, structured overview, inquiry and research, small group instruction, and blended learning. All teachers are expected to check for understanding, make connections verbally, and use their knowledge of standards (vertically, incorporating multiple grades) within the classroom. Teachers are also expected to make education come alive by offering challenging, real-world problems and experiential learning.

NPFE’s ability to remediate students who are behind is essential for each school’s success. NPFE builds in opportunity for remediation by offering Saturday tutoring, afterschool tutoring, and summer academies. NPFE also has re-teaching opportunities embedded into the

school day for which daily data is used to drive who and what to teach. In addition, rather than put the least experienced teachers with remediation small groups, which is common at other schools because the size of the group tends to dictate how experienced a teacher is thought to need to be, NPFE's master teachers do the remediation. NPFE's instructional coaches, not only observe, coach and develop other teachers, they also do regular tutoring with the groups of students who are most in need of remediation.

Blended learning is also utilized to help meet students where they are. NPFE uses programs such as Successmaker and Study Island (to name a few) to allow students to work on specific skills for extra practice. Using these tools, teachers can focus on group teaching while providing individualized practice to other students.

NPFE believes that due to the disproportionate number of students of color who are in special education, it is of critical importance to use a series of supports for students who are behind before referring them to special education, which we believe many schools use as a cop out of accountability for those students' success. Beyond the supports described above, NPFE creates individualized learning plans, individual tutors, extended days and wraparound programming, as well as social work intervention.

In addition to fitting with our mission-driven approach and education program, NPFE is required by law to and does not discriminate in admissions to our schools based on disability, measures of achievement or aptitude, or intellectual disability. IDEA requires each state educational agency (SEA) and its local education agency (LEA) to educate students with disabilities in accordance with the law's requirements; each LEA must ensure that students with disabilities are located, identified, evaluated, and if found eligible, provided free and appropriate public education. NPFE attests that it is in compliance with all such state and federal non-

discrimination laws and provides all special education students and English Language Learners with a free and appropriate education. A non-discrimination statement is printed on NPFE’s enrollment lottery application to ensure that all parents/guardians applying to an NPFE school are aware of the policies.

1. Commitment to Educationally Disadvantaged Students

The table below shows total enrollment, and by subgroup, at all the schools currently operated by NPFE and for comparison groups during the year 2015-16. This was before NPFE assumed operation of Global Preparatory Academy and University Yes Academy, but it is the most recent year with data available. Macomb County is added as a comparison group because GPA is located there.

| | Enrollm ent | ED | ED % | SPED | SPED % | ELL | ELL % |
|--------------------------|----------------|-------------|------------|------------|-----------|---------------|----------------|
| DEPSA | 1316 | 974 | 74% | 45 | 3% | 0 | 0 |
| NPGA | 198 | 197 | 99% | 11 | 6% | 0 | 0 |
| NPLA | 214 | 214 | 100% | 16 | 7% | 0 | 0 |
| NPCP | 75 | 75 | 100% | 10 | 13% | 0 | 0 |
| NPFE (15-16) | 1803 | 1460 | 81% | 82 | 5% | 0 | 0 |
| <i>GPA</i> | 234 | 189 | 81% | 24 | 10% | 0 | 0 |
| <i>UYA</i> | 877 | 654 | 75% | 118 | 13% | 0 | 0 |
| NPFE (16-17)* | 2920 | 2325 | 80% | 210 | 7% | <10 | No data |
| DPS | 46912 | 34259 | 73% | 8246 | 18% | 5587 | 12% |
| Wayne County | 272148 | 162329 | 60% | 33423 | 12% | 31807 | 12% |
| Macomb County | 131997 | 55716 | 42% | 16429 | 12% | 10540 | 8% |
| State | 1540005 | 713295 | 46% | 196845 | 13% | 90121 | 6% |

*These numbers are approximate because they use 2015-16 enrollment data for the schools operated by NPFE in 2016-17. The state has not reported demographic data for 2016-17. For the schools NPFE assumed control of this year (GPA and UYA), we used numbers reported from Civil Rights reporting.

While NPFE provides enrollment outreach to all subgroups and does not counsel out students, NPFE tends to enroll fewer English Language Learners and special education students

than the district and state, and more economically disadvantaged students than the district, state, and other comparison groups.

The number of students classified as special education students at NPFE schools is relatively low when compared to the city and state, apart from NPCP, which educates more special education students by percentage than the state. A contributing factor to NPFE's lower numbers is that NPFE believes SPED classification is widely over applied in Detroit. In many cases, students are classified as SPED when they are just far behind academically by failing schools. In those cases, NPFE makes a concerted effort to reevaluate and declassify as many SPED students as possible, who do not need the supports or the stigma that comes with the label. In addition, since most of our schools start in kindergarten, the over-classification and the reason for it—students falling behind—do not occur at high rates in the first place.

While NPFE is passionate about educating all students, NPFE does not currently educate any English Language Learners, and has only educated five since 2012. The lack of ELL representation is a result of NPFE's schools being very representative of the communities in which they are located. The populations around NPFE's schools are mostly multi-generational African American and mostly multi-generational low-income. The 11.9% of Detroit students who are English Language Learners tend to be concentrated at schools located and designed specifically for those populations. Only 41 of Detroit's 200 public schools serve any English Language Learners, and 30 of those schools (each with between 25% and 91% ELL populations) serve the overwhelming majority of them. That said NPFE is committed to serving any ELL student who enrolls and to recruiting more of them in the communities wherever possible.

2. Recruitment and Enrollment of Educationally Disadvantaged Students at Replicated and Expanded Schools (Application Requirement I)

Detroit families are aware of the dire situation of their school system. Far more than half of families, in search of better options, send their children to charter schools or to schools outside of Detroit. NPFE seeks to change this by providing high quality options in Detroit for the students who need it most. NPFE actively engages in student recruitment to ensure that communities in which NPFE schools are located are aware of the option to apply to them. To increase the reach of our communication efforts, NPFE works with community organizations, elementary schools, civic leaders, and the local media to recruit students. NPFE has established partnerships with organizations that also serve high-need populations. A full list of NPFE's partnerships is included in Appendix I: Additional Information.

NPFE actively recruits students through targeted advertisements, mailings, and information sessions. All NPFE students, should there be more students who apply than seats at any particular school, are enrolled through a 100% blind lottery, without charge for admission or tuition, and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws and shall be open to Michigan residents.

To enter the lottery, students must reside in Michigan, though NPFE targets recruitment toward the disadvantaged neighborhoods in which each school is located, resulting in a student population that is representative of those communities when it comes to economic disadvantage status and other metrics. The NPFE Admissions Policy, which goes into greater detail, is included in Appendix I: Additional Information.

NPFE intentionally locates its schools in concentrations of urban poverty to reach economically disadvantaged populations, who are typically ill-served by the education system. NPFE's model is designed with high poverty students and families in mind, and staff are trained in culturally responsive teaching methodologies. With this educationally disadvantaged population, NPFE serves a higher proportion than the district and state, and outperforms both (See Section V.A – Quality of the Eligible Applicant for the academic data). All four of NPFE's expansion neighborhoods have high concentrations of low-income and special education students. See Appendix I: Additional Information for the Map of Community Clusters.

NPFE actively attempts to recruit a special education population that matches the district, through marketing materials advertising NPFE's curricular model of inclusion and student supports, and through thoughtful conversations with parents in the community.

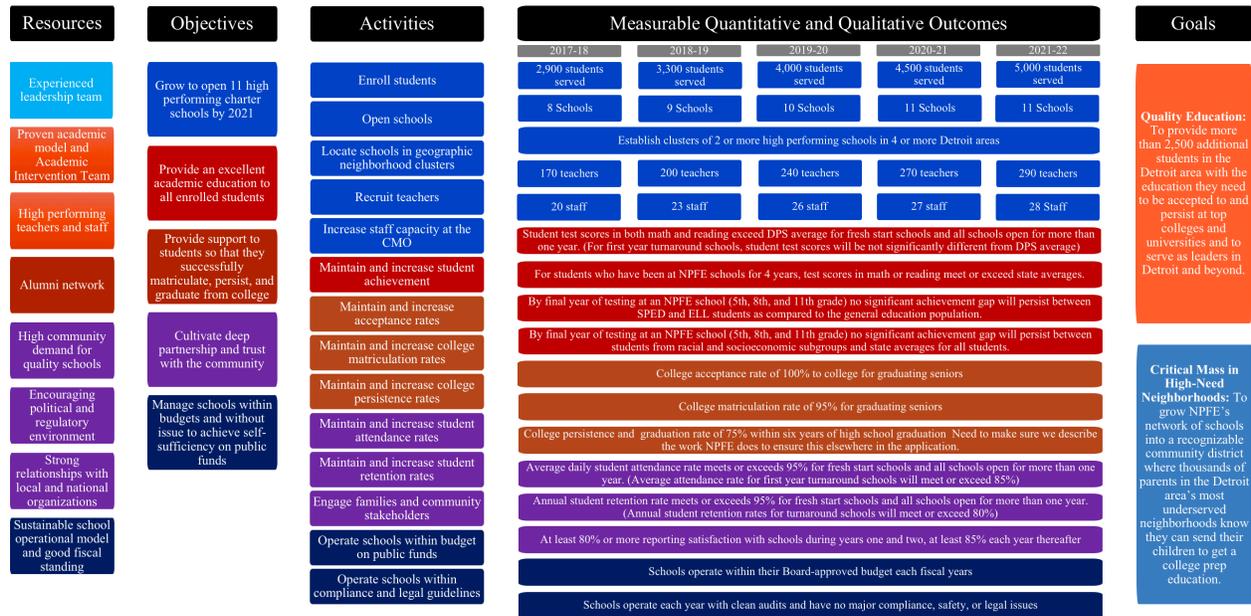
One of the neighborhoods in which NPFE seeks to replicate and expand, the Southwest Detroit neighborhood, has a relatively higher population of English Language Learners, comprising Spanish and Bengali speakers, than NPFE's other neighborhoods. NPFE is investing in bilingual staff and resources, as well as better recruitment materials in both languages, to recruit and best educate those students at NPCP, which opened in 2014-15, and at future Southwest schools.

C. Evaluation Plan

Evaluation is integral to the NPFE's success. NPFE is constantly measuring success in many ways, and using the data received to refine operations. NPFE will evaluate this project's success in meeting its two goals—Quality Education and Critical Mass in High-Need Neighborhoods—using the qualitative and quantitative objectives and outcomes identified in our Logic Model, as well as a study by an external evaluator, and various institutional metrics, such

as the NPFE School Report Cards, the NPFE CMO Report Card, and the NPFE Organization Report Card, at each yearly checkpoint of the project.

The Logic Model, included in Appendix I: Additional Information, is included below, for easy reference.



The Project Director and COO, Machion Jackson, will be responsible for evaluating the quality of the program using the tools listed above, in collaboration with NPFE's C-Level Team and CMO staff. As an organization led by experienced educators, NPFE begins all projects with the end in mind, and sets out with clearly identified goals, objectives, and outcomes. NPFE's five-year replication and expansion project has two main goals related to our mission to act as a portal to educational reform in high need areas and challenge a new paradigm of educational systems evident by increased student achievement, fiscal responsibility, and community support:

- **Goal 1 – Quality Education:** To provide more than 2,500 additional students in the Detroit area with the education they need to be accepted to and persist at top colleges and universities and to serve as leaders in Detroit and beyond.

- **Goal 2 – Critical Mass in High-Need Neighborhoods:** To grow NPFE’s network of schools into a recognizable community district where thousands of parents in the Detroit area’s most underserved neighborhoods know they can send their children to get a college prep education.

The project objectives, defined below, describe the specific accomplishments NPFE will achieve through the implementation of this project. The outcomes under each objective are specific and measurable and NPFE will use these to evaluate progress toward each objective annually and report to the Department of Education through the Annual Progress Reporting process.

Objective 1: Grow to operate 11 schools serving more than 5,000 students by 2021.

| | Performance Measure | Performance Target | Data Collection |
|-----|----------------------------|---|--|
| 1.1 | Student enrollment | 2,900 (School Year 2017-18) 3,300 (School Year 2018-19) 4,000 (School Year 2019-20) 4,500 (School Year 2020-21) 5,000 (School Year 2021-22) | Reported by the Michigan Department of Education |
| 1.2 | Schools opened | 8 (School Year 2017-18) 9 (School Year 2018-19) 10 (School Year 2019-20) 11 (School Year 2020-21) 11 (School Year 2021-22) | Reported by the Michigan Department of Education Counted as separate schools only if staff and locations are unique |
| 1.3 | Geographic clusters | Establish clusters of 2 or more high performing schools in 4 or more Detroit areas (SY 2021-22) | Reported by the Michigan Department of Education Counted as cluster if location is within zone defined by Map in Appendix I |
| 1.4 | Total teachers | 170 (School Year 2017-18) 200 (School Year 2018-19) 240 (School Year 2019-20) 270 (School Year 2020-21) 290 (School Year 2021-22) | Reported by the Michigan Department of Education NPFE’s Academic Team will track the professional development of all teachers |
| 1.5 | Total CMO Staff Recruited | 20 (School Year 2017-18) 23 (School Year 2018-19) 26 (School Year 2019-20) 27 (School Year 2020-21) 28 (School Year 2021-22) | Reported in public Board report |

The enrollment numbers included here are rounded approximations for clarity. While there are factors beyond the horizon that could change the details of NPFE’s plan over the five-year period, NPFE’s anticipated school growth schedule over the grant period is represented in the Enrollment Table included in the Budget Narrative. NPFE currently contemplates that growth will occur in 4 geographies inside the Detroit metro area. A map of Detroit with the proposed cluster neighborhoods identified is included in Appendix I.

Objective 2: Provide an excellent academic education to all enrolled students.

| | Performance Measure | Performance Target | Data Collection |
|-----|---|---|--|
| 2.1 | Student Achievement (measured by state test scores) | Student test scores in both math and reading exceed DPS average for fresh start schools and all schools open for more than one year. (For first year turnaround schools, student test scores will be not significantly different from DPS average) | Reported by the Michigan Department of Education |
| 2.2 | Student Achievement (measured by state test scores) | For students who have been at NPFE schools for 4 years, test scores in math or reading meet or exceed state averages. | Reported by the Michigan Department of Education |
| 2.3 | Student Achievement (measured by state test scores) | By final year of testing at an NPFE school (5 th , 8 th , and 11 th grade) no significant achievement gap will persist between SPED and ELL students as compared to the general education population. | Reported by the Michigan Department of Education |
| 2.4 | Student Achievement (measured by state test scores) | By final year of testing at an NPFE school (5 th , 8 th , and 11 th grade) no significant achievement gap will persist between students from racial and socioeconomic subgroups and state averages for all students. | Reported by the Michigan Department of Education |

NPFE’s academic model for driving these outcomes is included in Section V.A.

Objective 3: Provide support to students so that they successfully matriculate, persist, and graduate from college.

| | Performance Measure | Performance Target | Data Collection |
|-----|----------------------------|---|--|
| 3.1 | College acceptance | College acceptance rate of 100% to college for graduating seniors | Reported by the Michigan Department of Education |
| 3.2 | College matriculation | College matriculation rate of 95% for graduating seniors | Reported by the Michigan Department of Education |
| 3.3 | College persistence | College persistence and graduation rate of 75% within six years of high school graduation | Alumni Team Surveys |

NPFE’s efforts and success in meeting these outcomes is included in Section V.A.

Objective 4: Cultivate deep partnership and trust with the community.

| | Performance Measure | Performance Target | Data Collection |
|-----|-----------------------------------|---|---|
| 4.1 | Student attendance | Average daily student attendance rate meets or exceeds 95% for fresh start schools and all schools open for more than one year. (Average attendance rate for first year turnaround schools will meet or exceed 85%) | Reported by the Michigan Department of Education |
| 4.2 | Student retention | Annual student retention rate meets or exceeds 95% for fresh start schools and all schools open for more than one year. (Annual student retention rates for turnaround schools will meet or exceed 80%) | Reported by the Michigan Department of Education |
| 4.3 | Parent and stakeholder engagement | At least 80% or more reporting satisfaction with schools during years one and two, at least 85% each year thereafter. | U. of Chicago 5 Essentials Survey administered to all public schools in Detroit |

Objective 5: Manage schools within budgets and without issue to achieve self-sufficiency on public funds

| | Performance Measure | Performance Target | Data Collection |
|-----|----------------------------|---|--|
| 5.1 | Financial controls | Schools operate within their Board-approved budget each fiscal year | Public Board Meeting Materials and Minutes |
| 5.2 | Compliance and legal | Schools operate each year with clean audits and have no major compliance, safety, or legal issues | Public Board Meeting Materials and Minutes |

In addition, NPFE partners with various third-party organizations who have helped design evaluations of NPFE’s schools, including WestEd. NPFE will contract with an external,

independent evaluator, such as Harvard University's EdLabs, the University of Michigan, or the JFM Consulting Group, to design and conduct a quasi-experimental study of the impact of all NPFE schools on student achievement and on the narrowing of achievement gaps. This effectiveness study would be designed to be compatible with the Institute of Education Sciences guidelines and contribute to the knowledge base of the education community.

NPFE believes the most rigorous way to prove effectiveness is to compare the state test scores of "lotteried-in" students with those of "lotteried-out" students to obtain an unbiased estimate of the causal effect of being offered a seat in a NPFE school on student achievement. Because not all students offered a seat in NPFE choose to enroll, the evaluation will also use instrumental variable techniques to estimate the effect of attending NPFE. Both approaches will incorporate information on students' observed background characteristics to increase the precision of its estimates and therefore the power of the evaluation to identify statistically significant treatment effects.

As NPFE grows each year, it anticipates sample sizes that will give us sufficient statistical power to detect effects that approximate what other charter school evaluations have found (e.g. Hoxby 2009) among student subgroups of interest. In addition to estimating the effect of NPFE attendance on the average student, the evaluation will also disaggregate its results by race, socioeconomic background, gender, age relative to grade, and number of parents in the home to identify subgroups of students for which the NPFE model is more or less effective. These analyses will inform NPFE efforts to improve its model, as well as provide information for replication by programs across the nation.

As part of its study, the independent evaluator will conduct qualitative surveys of each NPFE school to identify similarities and differences between the schools. A finding that certain

schools are particularly effective in raising student achievement, this would suggest that their distinctive practices should be replicated elsewhere by NPFE. Significantly, evidence on the importance of specific school characteristics will be non-experimental in nature, as students will not be randomly assigned to schools with varying characteristics. Even so, we expect this evidence to be useful in informing the further refinement of the NPFE model and replication by other school leaders. **(Fulfills Invitational Priority – Rigorous Evaluation)**

D. Management Plan/Personnel

1. Management Plan

NPFE’s proposed expansion and replication plan will be managed by Chief Operating Officer Machion Jackson, with support from and overseen by Chief Executive Officer, Ralph Bland—who together have worked for over ten years to lead NPFE in founding and supporting schools that have served thousands of students. NPFE is led by cofounder and CEO Ralph Bland and its C-Level team, grown out with the support of the NewSchools Venture Fund, which includes Chief Operations Officer Machion Jackson, Chief Academic Officer Kimberly Motley-Bland, Chief Financial Officer Paris Hodge, and Chief Talent Officer Dorie Alexander. Mr. Bland (CEO) leads NPFE’s Central Office and oversees the following: External Relations, Development, and Strategic Partnerships. Ms. Jackson (COO) oversees Growth, Grant Management, Operations, Facilities, Compliance, and Technology. Ms. Motley-Bland (CAO) oversees Academics, including Special Education, Professional Development, Curriculum, and School-Level Principals. Ms. Hodge (CFO) oversees Finance. Ms. Alexander (CTO) oversees Human Resources and Recruitment. An organizational chart illustrating the staff and reporting structure of each of the four teams is included in Appendix I: Additional Information.

The replication and expansion project proposed here would begin as soon as the award is made and funding is disbursed in the fall of 2016. Project activities would be implemented

throughout the five-year period in alignment with the proposed goals, objectives, and outcomes described in Section V.C – Evaluation Plan. NPFE plans to open one new school in August of each year. These new schools include those that are “fresh start” and those that are “turnaround” schools, new schools that take the place of schools slated for closure by their authorizers. In addition to opening new schools, NPFE schools that are not yet at full scale would add an additional grade level at the start of each school year until the school reaches its full complement of grade levels (grades K-5 for elementary schools, grade 6-8 for middle schools, and grades 9-12 for high schools).

NPFE’s project budget is approximately \$5.1 million over the five-year grant period. The budget was developed based on individual budgets for each school and NPFE network supports. Each school’s budget is funded primarily by per-pupil operating funds provided by the Michigan Department of Education and is supplemented by additional federal funding sources and, in small part, by private philanthropy. Each NPFE school’s primary expense is personnel—teachers, coaches, principals and operations staff—supplemented by costs for program materials, food service, facilities, and operational expenses. Each school incurs significant program start-up costs in the first few years of operation, as identified in the budgets included in this application.

NPFE has a separate budget from its schools, which is primarily funded by a management fee charged to each school for support functions such as: school design, curriculum planning, teacher and school leader recruiting, leadership development, staff professional development, data analysis, special education support, facilities acquisition and management, finance and budgeting, technology support and infrastructure, human capital, operations, facilities, communications, fundraising, and external relations. An example of the agreement each NPFE charter school district enters into with the NPFE CMO is included in Appendix I:

Additional Information. NPFE CMO expenses are primarily related to expenses for academic supports provided by the network for all of NPFE’s new teachers and schools.

a) Roles and Responsibilities

The primary responsibility for NPFE’s replication and expansion plan resides with COO Machion Jackson. She will lead the rest of the C-Level Team in managing the CMO staff in implementing the project’s five-year timeline and budget. The C-Level team, supported by NPFE CMO staff, and the Board of Directors of each charter, is responsible for the project as follows:

- **C-Level Team:** NPFE’s C-Level Team begins the process of opening a new school at least one year before the school is set to open by setting the timeline of activities, a broad example is given below, that are required for the school to open and liaising with the appropriate authorizer, the Board of Directors, and NPFE’s network staff to execute the necessary tasks.
- **School Board of Directors:** The school’s Board of Directors is an assembly of community and business leaders, experienced educators, and financial and legal experts who collectively approve key decisions regarding the opening of a new school. The Board of Directors approves the principal, the purchase or lease of facilities, and key school policies. The principal, once approved by the school’s Board of Directors, is involved in all subsequent planning, including teacher and staff hiring, and program development.
- **CMO Staff – Operations:** NPFE’s Operations Team is crucial for the goals, objectives, and outcomes of this project. First, the Operations Team leads the school growth process, which includes managing authorizer relations and legal recruitments and setting up the facilities and operations of the new school. The Operations Team is responsible for identifying, in cooperation with charter authorizers, schools identified for turnaround

which would otherwise be closed and high-need sites for fresh start schools, writing and executing charter contracts and other necessary compliance for both types of schools, and maintaining positive relationships between those schools and their authorizers. Further, the Operations Team is responsible for finding, purchasing or leasing, and renovating suitable learning facilities for the new schools. The Operations Team is also responsible for assembling each charter's Board of Directors and for preparing monthly board reports that address academics, community relations, staffing, and financial standing. Finally, the Operations Team leads and manages the on-site activities required to open a new school. These include procuring all the necessary supplies and materials, arranging for student food and transportation services, supporting student recruitment and enrollment efforts, managing the school budget, and performing a variety of other essential non-instructional start-up school operations activities, before non-instructional staff at the school staff are hired.

- CMO Staff – Academics: NPFE's Academic Team plays an essential role in the management of this project as it is the team that oversees the support and development of school leaders and teachers throughout the network. NPFE will not open a new school until a qualified leader has been identified by the Academic Team to be principal and approved by the new school's board. In addition, the Academic Team will be responsible for identifying and seeding each new school with a handful of veteran NPFE individuals—including at least two teachers, one principal, assistant principal or instructional coach, and one administrative staff member who has worked at NPFE schools—to ensure consistency of academic rigor and systems across the portfolio. The Academic Team's role in developing a strong pipeline of homegrown leaders is critical to

the project's success. To support this, the team will oversee the Teacher and Leadership Academy, which will support developing staff (teachers and administrators) with rigorous training in the summer months, the Teacher Residency program, which establishes explicit tracks for teachers beginning with being an apprentice for another teacher, similar to a medical residency, and a leadership boot camp, which is a two-week intense training on NPFE culture, systems, and methods for new leaders.

- CMO Staff – Talent: NPFE's Talent Team is responsible for recruiting instructional and non-instructional staff, both of which would be ultimately hired by the principal, when new schools open and as existing schools grow to scale. For turnaround schools, this team is responsible for interviewing the current staff and recommending staff for hire to the principal. The recruitment process begins the fall before a school is scheduled to open with marketing campaigns targeted toward teachers in the region who have at least 2 years of experience, a demonstrated work ethic, and alignment to NPFE values. The Talent Team also works to incentivize excellent teachers from outside Detroit to relocate. In the spring, the Talent Team switches its focus to screening, interviewing, and extending offers to teacher candidates, in collaboration with the principal. The Talent Team is also responsible for Human Resources, including onboarding, benefits management, and compliance, at the CMO and at all of the schools. Finally, the Talent Team will, in cooperation with the Academic Team, facilitate the Teacher and Leadership Academy, the Teacher Residency Program, and the leadership boot camp.
- CMO Staff – Finance: The Finance Team will have a supporting role to play in the implementation of this project by setting up and managing payroll for all schools and the

CMO, managing the school's accounts, preparing for school audits, establishing and approving school budgets, and managing grant funds and other compliance.

b) Timelines and Milestones

Organizational-Level Growth Planning – The following process and criteria will be used to guide the replication of new schools.

NPFE's C-Level Team will utilize greenlighting criteria to ensure that growth only occurs through faithful quality replication of NPFE's existing model, and will, along with the CMO Board, have opportunities at intervening points in the year to "greenlight" or delay potential schools from being opened, pending various conditions outlined below.

NPFE's CEO and COO, along with members of the C-Level Team, will formally review replication and expansion plans using "greenlight" criteria twice annually (in September and January) to: (1) review the viability of the overall five-year replication and expansion plan and (2) assess the ability to meet "greenlight" criteria for all schools set to open within 18 months, and produce a "very likely" expansion plan by July 15 for schools set to open one full year later.

The broad categories of concern when it comes to readiness for replication include:

- School leadership: At least one strong school leader candidate is identified at least one, but preferably more, full years) in advance.
- Financial position: Grant funding and per pupil funding is consistent with budget projections to facilitate the opening of a new school. Equity is present for facility acquisition.
- CMO staff capacity: CMO is at or near typical "Year 1" capacity in Year 0, the year prior to school opening, to cover extensive bandwidth needed in pre-opening phase.

- Teacher pipeline: Seed teachers are identified and can reasonably leave other NPFE schools to become founding teachers at the new site. Recruitment and marketing numbers suggest the Talent Team will meet recruitment targets.
- Facilities availability: At least one potential school building with space meeting NPFE's minimum space guidelines has been identified at least 1 year in advance of opening that is located in one of NPFE's target community clusters.
- Current School Portfolio Performance: NPFE overall academic performance has improved or remained within 5% of the previous year's performance. Any significant dip would require a reinvestment in existing schools.
- Macro political and education policy environment: Community support is such that NPFE reasonably believes it can recruit families to enter the lottery. Political representatives are continuing to strongly support NPFE's growth. Per pupil funding is secure. NPFE reasonably believes new charters or authorization for additional schools under one charter will be issued by the authorizer (there is currently no cap on the number of charter schools that may be authorized in Detroit).

By Spring (when the state finalizes closure announcements) of each year, NPFE will make final decisions regarding any school openings for the following school year, including formal principal approval by the school's Board of Directors and signed agreements with the districts, if applicable.

School-Level Growth Planning. The following timelines and milestones will help guide the planning and successful launch of each new NPFE school, which has been approved to open by the NPFE Board, using the criteria described above. Year 0 refers to the entire year prior to a school opening in August.

| Timeline | Milestone | Role(s) Responsible |
|---|--|---|
| November to May, Year -2 (T – 34 months) | <p>Political and local engagement of community cluster begins.</p> <ul style="list-style-type: none"> Survey of status of existing schools in the neighborhood Begin facilities assessment Correspondence with authorizer begins regarding expansion | CEO, COO, Operations Team |
| May, Year -1 (T – 28 months) | <ul style="list-style-type: none"> New charter is tentatively or formally approved by authorizer Likely facilities identified CMO Staff prepares analysis for NPFE Board | CEO, COO Operations Team |
| September, Year -1 (T – 24 months) | <p>Greenlight Point #1</p> <ul style="list-style-type: none"> CMO presents analysis to CMO Board Board Greenlights Proposed School If needed, new facility negotiations begin (24 months for lease/renovation, 18 for new construction) | CMO Board, CEO, COO, Operations Staff |
| March – August, Year -1 (T – 18 months) | <p>Leadership Recruitment Phase Begins</p> <ul style="list-style-type: none"> Candidates for leadership of school identified and offers secured NPFE teachers to be seeded at school identified and training begins If community cluster is new, “summer before” student recruitment begins in new neighborhood | CEO, CAO, CTO, Talent Team, Academic Team |
| September, Year 0 (T – 12 months) | <p>School-level planning begins</p> <ul style="list-style-type: none"> Principal hired and begins planning, training, and preparation for school opening along with seed teachers Marketing materials go to nearby regions to bring in applications | Principal, Academic Team, Talent Team |
| January, Year 0 (T – 8 months) | <p>“Greenlight” Point #2</p> <ul style="list-style-type: none"> CMO Staff presents progress on timeline activities to CMO Board for second approval. Final decision on school opening is made. | Operations Team, CMO Board |
| January – May, Year 0 (T – 8 months) | <p>Preopening Phase Begins</p> <ul style="list-style-type: none"> Offers made on all school positions All staff hired by May Procurement of supplies, furniture, and service contracts are negotiated | Talent Team, Principal Operations Team |
| February – April, Year 0 | <ul style="list-style-type: none"> Community engagement ramps up | CEO, COO, Operations team |

| | | |
|---|---|--|
| (T – 7 months) | <ul style="list-style-type: none"> Local media pursued, website created, local canvassing, and open houses | |
| April – May, Year 0 (T – 5 months) | <ul style="list-style-type: none"> Student lottery and enrollment begins | Operations Team |
| June – August, Year 0 (T – 3 months) | <ul style="list-style-type: none"> Enrollment meetings held to welcome families and familiarize them with policies and culture of NPFE | CEO, Principal and seeded teachers |
| July – August, Year 0 (T – 2 months) | <ul style="list-style-type: none"> New teachers and staff attend NPFE training and onboarding | Principal, Talent Team, School Faculty and Staff |
| September, Year 1 (T – 0 months) | First day of school | Principal |

2. Qualifications of Key Personnel

The people responsible for the planning and execution of the project are the C-Level Team at NPFE, which is in turn supported by additional CMO staff. The project director is Chief Operating Officer Machion Jackson. The qualifications and experience of each member of the C-Level Team are described below and demonstrated in Appendix B: Resumes/Curriculum Vitae.

Ralph Bland – Founder, Chief Executive Officer, and President of the Board

Mr. Bland is an accomplished, motivated professional with over 15 years in experience in instructional leadership, succession planning and curriculum design. He has been recognized nationally for his leadership in education reform and his passion for replicating quality options within our region. Prior to leading DEPSA, Ralph served in many leadership positions, including *Lead Teacher, Athletic Director, and Community Outreach Director*. As a first grade teacher, Ralph won the Booker T Washington Teacher Award for exhibiting exemplary instructional leadership. Ralph experienced immediate success with strong student outcomes with that, Edison Project of Inkster Public Schools appointed him to a national trainer’s position. In 1991, he became principal, at Inkster Public Schools, (a project with Edison Schools) there he managed a staff of 65 with a student population of 350. Then Mr. Bland became principal of Detroit Edison

Public School Academy, which was then comprised 1500 students and 90 staff. The school was named by the *Center* for Education Reform as one the top 51 charter schools in the nation. Mr. Bland has also been recognized by The *Michigan Quality Council*, *Michigan Association of Public Charter Schools*, and *Michigan Golden Apple Award and Schools That Can*, a national network of high performing schools, for his outstanding innovative leadership in education reform. His article, “Here’s how to design award worthy schools” (May 29, 2007) was published in the *Detroit News*. Mr. Bland sits on the advisory councils of the United Way Education Venture Fund and The Detroit Scholarship Fund as well as the board of Excellent Schools Detroit. Mr. Bland serves as a mentor for school leaders in Northwest Ohio.

Machion Jackson – Cofounder and Chief Operating Officer

Machion Jackson is an educator whose dedication to helping students reach their maximum potential is demonstrated every day in her role as the Co-founder & Chief Operating Officer of the charter management organization, New Paradigm for Education.

Machion leads the organization’s growth strategy and sets comprehensive metrics to meet performance goals. She has helped establish the company as a respected educational service provider growing the network from 1 to 7 schools in 5 years. The schools consistently achieve growth each year and the company leads Detroit in student achievement.

She is a current participant of Ed Fuel’s Operations and Finance PLC, the Michigan Institute of Educational Management’s Operation Director’s Cohort, and the Michigan Associate of Secondary School Principal’s Path to Leadership fellowship program to further improve operational performance.

As a former teacher and founding principal of a charter school, Machion has revitalized indicators of success in schools of choice, created viable school partnerships, developed and

implemented academic programs, created professional development modules, and has played a major role in conceptualizing school curriculum. Her passion of planning and facilitating staff development in-services at elementary and secondary school levels has caused educational suitors to seek her presentations at state and national conferences.

Under her leadership at a Detroit charter school, the academy received the State's Golden Apple Award, was named a High Performing School by the Skillman Foundation, was inducted in the prestigious Schools That Can Network, and made continuous academic gains as reported by state assessments. She replicated the Academy's model in the fall of 2006.

Prior to her work in Detroit, Machion's teaching experiences included teaching English and Social Studies at middle and high school levels, and instructing English Composition and Computer Integration in the Classroom at the collegiate level in Georgia. She serves on the board of a turnaround charter school, a teen girls' mentoring program, & Detroit SOUP Central Communities and is also a member of the MAPSA executives committee.

Jackson holds a B.A. in English and a M.Ed. in Secondary Education and holds teaching certifications in Michigan and Georgia.

Kimberly Motley-Bland – Chief Academic Officer

Ms. Motley-Bland is a veteran, award-winning educator with experience as a teacher in multiple grade levels and subjects and a school leader in both public and charter schools. She joined DEPSA in 1998, as a Founding Principal and administrative officer. In that role for three years, she set the standard for achievement and managed the school budget. She returned to DEPSA in 2003 as the Director of Curriculum, and was on the founding team when DEPSA became a network as NPFE. For a dozen years in her role as Director of Curriculum and then Chief Academic Officer, Ms. Motley-Bland communicates portfolio wide achievement goals,

and supports principals and academic coaches in enabling teachers to meet those goals for their students. She received her Education Specialist Degree, Administrative Certificate, and Master of Arts in Curriculum Instruction from the University of Detroit, and her Bachelor of Arts in English from Tuskegee University.

Paris Hodge – Chief Financial Officer

As CFO at NPFE, Ms. Hodge participates in key decisions of the executive team, manages accounts for the entire organization, oversees the financial operations of all the charter schools under NPFE management, and reports financial information to the Boards of Directors. She also serves as Treasurer of the Board of Directors for Hamilton Academy, a DPS authorized charter school. Ms. Hodge began her public accounting career at Plante & Moran. While at Plante and Moran, she worked as an auditor and concentrated her industry of expertise to public school districts, charter schools and non-profits. In 2004, she left Plante & Moran to start her own accounting practice, HHH Accounting Services, where she continued to work in the charter school industry as a board accountant and consultant to charter school boards among other clients in a wide range of industries. Paris has worked with numerous charter school boards during her 16-year accounting career from opening new schools in Michigan and North Carolina to closing down schools that lost charters and serving as Treasurer of the Board of Directors to a charter school in Detroit and Accra, Ghana, Africa. Paris is a member of the National Association of Black Accountants and she serves as Co-Chair of the Accounting Career Awareness Program Financial Empowerment Committee.

Dorie Alexander – Chief Talent Officer

Ms. Alexander, a native of Ohio, joined the Detroit Edison Public School Academy in 1998. Since then she has served in a variety of positions. In 2005, she was appointed to the

position of Director of Human Resources. As a member of the Michigan School Business Office, she has continued to develop her skills in Human Resources best practices. Prior to joining DEPSA, she was employed by the Ann Arbor Public School District. Her passion to ensure the most talented educators service the children entrusted to NPFE schools in unparalleled. As she leads the HR department, her motto is to look for talent that stimulate, motivates, and inspires students to achieve their greatest potential. She is also a mentor to at risk students and young adults. She received her BA from the University of Detroit Mercy.

Paul Szymanski – Director of Achievement

Paul Szymanski has been with New Paradigm for Education for 16 years in various capacities; 2 years as Elementary Teacher/Lead Teacher, a combined 12 years as Elementary and/or Middle School Principal (at NPFE’s flagship award-winning school Detroit Edison Public School Academy), and 2 years as Director of Achievement for NPFE. As the Director of Achievement, Paul works hand-in-hand with the CAO, Principals, and Instructional Coaches at: New Paradigm College Prep, New Paradigm Glazer Academy, New Paradigm Loving Academy, Global Prep Academy, and University YES Academy. His focus as Director is on the implementation and development of the curricular, instructional, and assessment programming at the CMO and school-level. He is responsible for building capacity at the instructional level with our coaches and the overall development of the instructional design and implementation.

Shannon Ware – Director of Achievement

Shannon has worked in education for over 18 years serving as a teacher, curriculum coach, and now Director of Achievement. A current student of the Relay, Graduate School of Education, Shannon supports the kindergarten – 12th grade curriculum coaches and teachers within the NPFE network by refining the curriculum based on data and state standards, creating

pacing charts, creating interim assessments, and providing direct coaching. She will ensure NPFE's curriculum program is implemented with fidelity at the new schools.

Melanie McIntosh – Data and Student Systems Specialist

Melanie coordinates implementation of the various kindergarten – 12th grade assessment programs at New Paradigm's schools. She began working with the network in 2002 as a self-contained 4th grade teacher at DEPSA and has since provided coaching and support to math, science, and social studies instructors. In her current role, Melanie, disaggregates, triangulates, and synthesizes Anet, School City, NWEA-MAP, PSAT, SAT, ACT, and state M-STEP data. She works closely with the school-wide data teams through guided discussions of vertical and longitudinal results. Melanie will compile all data sets required for grant reporting.

Shirley Ellington – Specialized Student Services Director

Shirley is new to NPFE but her long-standing history of providing individualized support to students contributes greatly to the New Paradigm team. Shirley supervises the effective coordination, delivery, evaluation, compliance, and refinement of student services for our special needs students. Many of Detroit's students are disproportionately placed in special education programs. Shirley works with the Directors of Achievement in the effective coaching of teachers to reduce such disparities. She also provides direct oversight of psychological and social work services. Shirley will oversee the compliance of special needs services and appropriate reporting during the grant period.

Xavier Gillon – Technology Director

Xavier's work directly interfaces with C-level team members and the other directors. In addition to managing the networks technology program including hardware, software, and Intranet, Xavier provides strategic planning for system migration and the transition from the

State’s paper to online assessment formats. Mr. Gillon will continue to work very closely with the Project Director and the Data Specialist to ensure the timely and accurate collection of data.

3. Sustainability Following Grant Period (Application Requirement G)

a) Business plan (Application Requirement F)

NPFE’s business plan for improving, sustaining, and ensuring the quality of our current and future charter schools calls for growth to 11 schools by the 2021-22 school year in the Detroit region. NPFE will continue to pursue its growth plan following the five-year grant period, with the same staffing model and responsibilities used during the grant timeline. The functional teams will grow as responsibilities increase with the growth of the network, although NPFE will take advantage of significant economies of scale in most service areas, reducing per-student CMO support costs as the number of schools operated increases. For charts that expand on the responsibilities of NPFE’s CMO teams, see Appendix I: Additional Information.

| Team | Responsibilities |
|--|---|
| OPERATIONS | |
| Facilities | <ul style="list-style-type: none"> - Manage the growing portfolio of properties - Pursue appropriate sites for new NPFE schools |
| Compliance, Authorizer Relations, and Legal | <ul style="list-style-type: none"> - Legal compliance - Prepare charter applications and other compliance documents - Manage the CMO and schools’ relationships with authorizers |
| Technology and Data | <ul style="list-style-type: none"> - Ensure that secure, reliable technology is available at all schools and the CMO - Improve CPFE’s data systems and protocols to ensure integrity and encourage intelligent use of data to inform academics and operations |
| Development | <ul style="list-style-type: none"> - Assist schools in managing relationships with School Boards - Recruit and manage Board members for School Boards and CMO Board - Raise private philanthropic revenue to supplement public funding |
| External Relations | <ul style="list-style-type: none"> - Publicize new schools and recruit students and families to apply - Design and produce flyers, brochures, and other recruiting documents to provide information to families and the broader communities |
| ACADEMICS | |
| Leadership Training | <ul style="list-style-type: none"> - Identify and invest in promising teachers and staff to become future school leaders |

| | |
|---|--|
| Professional Development | <ul style="list-style-type: none"> - Manage initial academic onboarding for teachers and other academic staff - Train academic coaches to provide professional development to schools - Provide regular professional development for teaching staff, including Teacher Residency Program |
| Curriculum and Instruction | <ul style="list-style-type: none"> - Pro-actively improve on the Common Core-aligned curriculum and revise assessments and curricular offerings to drive improved academic achievement across the portfolio - Gather and disseminate best practices from NPFE schools across the portfolio |
| Special Services | <ul style="list-style-type: none"> - Coordinate special education and English Language Learning across NPFE schools, including provision of learning tools, dissemination of best practices, and compliance with individualized education plans |
| Advance Programs (College Persistence) | <ul style="list-style-type: none"> - Coordinate college trips for middle and high school students - Provide curriculum on study skills, goal setting, time management, and habits of success - Coordinate college counselors at NPFE high schools, and relationships with colleges and universities, including credit-earning partnership with University of Michigan - Provide college application and financial planning support to NPFE families - Maintain contact with graduated seniors to provide academic and organizational support to help them persist |
| FINANCE | |
| | <ul style="list-style-type: none"> - Maintain the five-year financial plan and work closely with the schools to develop and manage their budgets - Process payroll and procurement requests for CMO and all schools |
| TALENT | |
| Human Resources | <ul style="list-style-type: none"> - Manage new staff onboarding process - Introduce and provide information upon request about benefits, policies, and other regulations - Annually reevaluate benefits package to determine what is best for attracting and retaining the best staff |
| Staff Recruitment | <ul style="list-style-type: none"> - Design and disseminate recruiting materials for potential new staff job applicants - Develop relationships with graduate schools of education and other teacher preparation programs to develop teacher pipelines - Conduct interviews and screening process for all applicants |

NPFE’s five year financial and operating model can be found in Appendix H: Supplemental Organizational Budgets and Financial Information. It has been built and refined over several years to create an accurate and comprehensive representation of the costs to operate

each existing and potential new school and NPFE's CMO. Key assumptions have been made about the cost of providing instructional materials, recruitment, facilities, curriculum, external relations, professional development, operations, marketing, and technology to the schools. The funding received through this grant program would be used for start-up costs at each of the new or expanding schools, these costs are outlined in the Budget Narrative. NPFE has identified all other sources of federal funding and ensured that the funding received through this grant will not overlap with other funding received.

To provide for the continued growth and operation of schools after the grant period ends, NPFE has built and will continue to build a strong network of partner organizations that offer expertise, positive exposure in the community, and financial support to our schools. NPFE has longstanding relationships with the W.K. Kellogg Foundation, NewSchools Venture Fund, and the Skillman Foundation, all of which have provided financial support to NPFE and its schools.

NPFE will continue to build its relationships with foundations and individuals that support schools and is confident that funding will be available to support further growth once the grant expires. The NPFE financial model ensures schools are financially sustainable on public funding alone after 5 years. Additional fundraising will only be needed to support start up for new schools that may be opened after the grant period.

The broad support from partners and stakeholders for NPFE's Charter School Program application from Detroit Public Schools, The National Charter Schools Association, Grand Valley State University, Skillman Foundation, Detroit Children's Fund, Michigan Association of Public School Academies, Hope Village Initiative, United Way, and members of NPFE's school Boards of Directors is demonstrated in Appendix C: Letters of Support.

NPFE maintains a Fiscal Control Structure for the CMO and its schools. The fiscal policies and procedures ensure efficient use of resources and safeguards assets against unauthorized use or misstatement of account balances. Given the fiduciary relationship between NPFE and its schools, it is common to have intercompany transfers when one entity incurs costs or receives payments on behalf of the other. As the applicant, NPFE would receive the Charter Schools Program funding allocated for the schools and would transfer this funding to the schools through an intercompany transfer executed on a semi-monthly basis. The policies and procedures regarding intercompany transfers would be enforced and reviewed by NPFE's independent auditors to ensure that the schools received all allocated funding. Summaries from recent audits are included in Appendix I.

Over the past 6 years, NPFE has successfully operated and managed a network of 4 high-performing charter schools by adhering to the following operating model:

- **School structure:** NPFE's model calls for three or more small clusters consisting of 2-3 K-8 schools and one high school in each of our Detroit area communities. Schools initially open with both kindergarten and first grade and grow by adding one grade per year until reaching full scale. These are "fresh start" schools. NPFE also opens schools in place of schools identified for closure. These "turnaround" schools open as full K-5 or K-8 schools and also grow by adding one grade per year until reaching full scale. NPFE opens high schools in a cluster when a fresh start school graduates its first eighth grade class or when two or more turnaround schools in a cluster begin graduating eighth graders.
- **Relationship between the schools and the CMO:** NPFE schools enter into a voluntary fiduciary relationship and management contract with NPFE for central office activities and support identified elsewhere in this section of the project narrative. By centralizing and

coordinating these activities, NPFE delivers them at a higher quality and lower cost than each single school could on its own. This enables principals and teachers to be focused on student learning first. As new schools are added to the portfolio, their Boards will enter into a similar relationship with NPFE. In exchange for the services provided by NPFE, schools pay NPFE an annual percentage on the revenues received by the school that depends on the age of the school and services provided (between 10 and 15 percent). NPFE is in regular communication with the school boards by preparing monthly reports that address academics, community relations, staffing, and financial standing.

- **Relationship between schools and authorized public chartering agencies:** The chartering entities for NPFE's current schools are the School District for the City of Detroit (DPS), Oakland University, and the Grand Valley State University Board of Trustees. NPFE's authorizers, some of which have indicated support of this application in Appendix C: Letters of Support, have been close partners in the development and evaluation of NPFE's charter applications. Grand Valley State University, in particular, has indicated its eagerness to authorize NPFE to open five additional schools under its supervision, and DPS has been very supportive of NPFE's turnaround model in its two existing schools. Prior to authorizing an NPFE school charter, the relevant entity conducts a thorough evaluation of the proposed educational program, as well as an assessment of the school's governance and management structure. In addition, a site visit is conducted to ensure compliance of operations and facilities. The relevant entity works with the school's Board of Directors to ensure the Board and school leadership understand and are prepared to meet the accountability requirements of the authorizer. After issuing the charter, the relevant entity continues to figure prominently in the development and implementation of the school, providing technical assistance and

oversight in the areas of accountability, governance, financial operations, and regulatory compliance. NPFE does not need waivers of Federal, State, or local provisions or rules above other than those already provided to its schools. **(Fulfills Application Requirement M).**

- **School leadership planning:** NPFE believes the most important factor in the success of a new school is hiring excellent principals. To build a sustainable internal pipeline for school leaders, NPFE’s Academic Team identifies high quality teachers and administrators from within the portfolio to move to assistant principal and Dean of Student roles. These leaders are essentially future principals in residence. During this time, they receive coaching and feedback from the NPFE Academic Team and from the principal on site. In addition to their school duties, NPFE Academic Team provides these identified leaders with additional professional development and guidance in planning for a new school to open. Every candidate is unique, so NPFE takes a hands-on personalized approach with every potential leader.

VI. APPLICATION REQUIREMENTS

A. Schools Operated

See Appendix E.

B. School-Level Academic Results

See Appendix G.

C. Information on Compliance Issues

See Section V.A – Quality of Applicant, 3 of this narrative and Appendix I for summaries of audits.

D. Logic Model

See Appendix I for the logic model. A small version is included in Section V.C – Evaluation Plan of this narrative.

E. Educational Program

See Section V.B – Disadvantaged Students of this narrative.

F. Operations and Management Functions

See Section V.D – Management Plan of this narrative and Appendix I for additional organizational charts.

G. Sustainability Following Grant Period

See Section V.D – Management Plan, Part (3) of this narrative and Appendix H for Supplemental Organizational Budgets and Financial Information.

H. Community and Family Input

See Section V.B – Disadvantaged Students. Additional information about community and family input is included here.

NPFE believes families are essential partners in educating students. Family engagement is uniquely crucial for many of NPFE’s schools due to the high degree of transience in the neighborhoods identified as growth clusters. All NPFE schools have a family engagement plan. All staff participates in professional development sessions about parent communication, and prior to the school year, families attend enrollment meetings where teachers, parents, and administrators get a chance to create lasting bonds, a process that continues throughout the year at parent/teacher conferences and community events throughout the year. NPFE also seeks out partnerships with the local community in developing a strong school. At NPFE’s flagship, DEPSA, a health clinic located in the school, not only provides needed services to DEPSA students, but is open to the community, and thus builds trust and connections throughout the year. A full list of NPFE’s partnerships is included in Appendix I: Additional Information.

Parents have an opportunity to begin their involvement with New Paradigm schools even before their child is enrolled. Our Community Engagement team conducts a series of focus group meetings in the intended community to elicit potential parent feedback on the design and to help NPFE determine certain wraparound programmatic elements to meet the needs of parents and the broader community.

Beginning with initial enrollment, all parents are actively involved at New Paradigm schools. Once a student's name has been drawn in the admissions lottery, the parents are invited to summer orientation to discuss the school's program and expectations and to answer questions and concerns from the student and parent. Families and staff sign a compact that outlines mutual expectations. Teachers and parents have regular individual meetings throughout the school year to discuss the child's progress, and these are scheduled based around the parent's availability. All staff provide parents with an email address and principals, social workers, and community engagement specialists provide parents with phone numbers.

NPFE schools also have a parent association and parent involvement on its school improvement and other committees. Parents will receive regular newsletters through the mail and also electronically through email. Our schools' databases and grade systems have a parent portal and automatic email link so that parents can seek information about their student and also receive regular updates about tests and assignments.

Parents also receive a handbook each year, along with key forms and information they need to be involved. Parents are surveyed twice each school year for their input on the school's performance in key areas, and are also regularly invited to the monthly events such as 'Donuts with Dads', 'Muffins with Moms', 'Graham Crackers with Grandparents' and 'Coffee with the Principal', an open forum for parents to share ideas and concerns.

I. Recruitment and Enrollment Plan

See Section V.B of this narrative. See Appendix I: Additional Information for the Admissions Policies.

J. Ensuring Eligible Students Receive Free and Appropriate Education

See Section V.B of this narrative.

K. Assisting Educationally Disadvantaged Students to Meet State Standards

See Section V.B of this narrative.

L. Planned Activities and Expenditures of Grant Funds

See the Budget Narrative and Appendix H: Supplemental Organizational Budgets and Financial Information.

M. Waivers of Statutory or Regulatory Requirements

See Section V.D – Management Plan of this narrative.