



Proposal Narrative

SECTION I: SCHOOL

Please include an executive summary of no more than **60 pages** addressing the following questions. Proposal Narrative must address both the LDOE Common Charter Application as well as supplemental OPSB questions.

Academic Model

- (1) Identify your educational model. Describe the underlying theory that explains why your educational model will address the problem you have identified.
- (2) Describe the concrete structures, policies, and practices that you will implement in order to operationalize the theory you described in (1).
- (3) For all core content and mission-related subject areas:
 - Identify the curricula that your school will use and your reasons for these choices;
 - Identify the interim assessments you will use and how these align to the curricula;

OPSB Specific Questions	<ol style="list-style-type: none">1. What is the evidence of success of the academic model you are proposing?2. Is the model being used elsewhere? If so, where? What have been results?3. You may include, as Attachment 1, any documentation supporting your curriculum and academic model.
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TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

We believe that building, growing, and sustaining great schools, and ensuring college is accessible to all students, will create thriving communities, and equity for all families. Only 75% of students living in New Orleans will graduate from high school, however, 100% of IDEA graduates will go on to college, and 65% will graduate within 6 years; this college graduation rate is five times the national average for low-income students.

IDEA is focused on proving that through an evidence-based, individualized learning program and scalable school model, a high quality Charter Management Organization (CMO) can broaden its impact across rural and urban communities while continually improving student achievement. Our theory of change is a cascade that holds students, teachers, and leadership accountable from kindergarten through college graduation, with the end goal of ensuring college-graduates return to serve their community.

Students start at IDEA in K,1,2 or 6th grade, where they build a strong foundation of knowledge and culture of achievement within their grade level and school.

Students fill gaps over time growing at least 1.5 grade levels per academic year in math and reading.

Students graduate prepared for college and matriculate to college.

With support from IDEA's college success alumni support team as needed, students graduate from college.

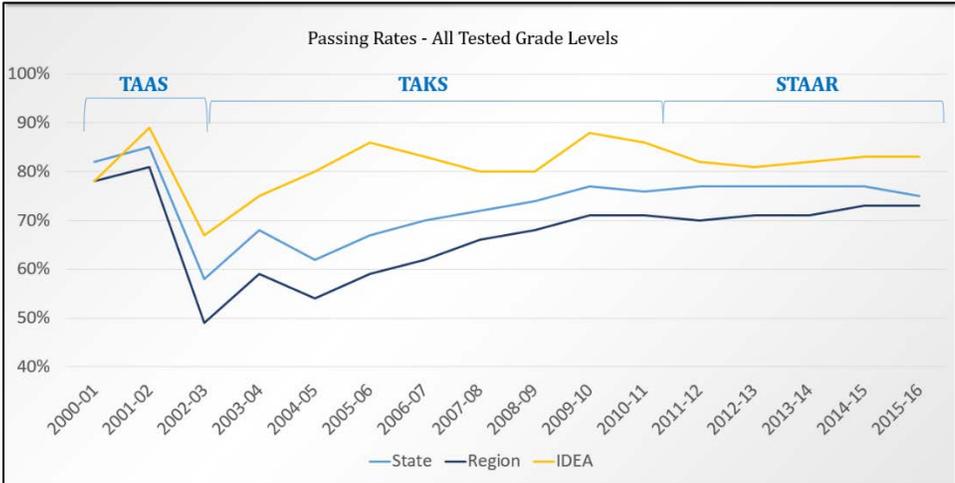
Students return from college to New Orleans to serve their community.

IDEA's three core goals guiding their work, day in and day out, include:

- 1) Prepare College-Ready Graduates;
- 2) Build a Strong and Sustainable Organization; and
- 3) Achieve the Mission at Scale.

The most important of these factors, maintaining student achievement as the network grows, we ensure they never compromise the quality of their schools

As such, IDEA's performance against Texas state standards has been consistently strong over time and proves they can replicate while maintaining a high level of academic achievement.

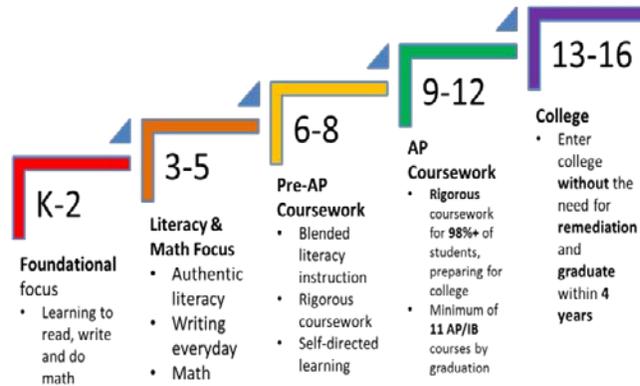


The cornerstone of this success is our academic model, where both Academy (K-5) and College Prep (6-12) students are grounded in a sound methodology, on their path to college.

IDEA's Curriculum Model Builds Toward College Graduation

IDEA teaches on a K-16 continuum, which means everything IDEA does is focused on, and aligned to, the end goal of college graduation. IDEA's elementary, secondary, and college readiness/preparation programs, therefore, are not isolated; rather, each is the building block for the next.

K-16 PROGRAM MODEL



IDEA Public Schools deploys a cutting-edge elementary-educational model that moves students from a high-intensity teacher-led instruction to a student-driven program, while enhancing the individualization of instruction with technology-assisted learning. This combination ensures that every child receives individualized instruction that prepares them academically for IDEA’s rigorous secondary-level college-preparatory environment where 100% of IDEA students were accepted to a college or university every year for ten consecutive years.

Please note that the academic program described in this application reflects the curricular elements that have allowed IDEA to achieve great success in Texas. However, we recognize that the Louisiana Student Standards prioritize content differently and reflect, in some instances, a higher level of rigor. Accordingly, the IDEA Public Schools Academic Services Team is currently working to determine what changes need to be made to the academic program for Louisiana and launching an effort to begin developing that program. Two curriculum writers are being recruited to support this effort, in advance of IDEA launching its first schools in Louisiana (Baton Rouge) in 2018.

In grades K-2, IDEA focuses on foundational learning, which heavily emphasizes basic literacy (fluency, decoding, etc.) and mathematics. In these grades, we use a combination of a Direct Instruction (DI) curriculum, led by teachers, to accelerate student growth and academic achievement in literacy personalized learning, supported by highly individualized technology-assisted instruction.

The DI model emphasizes carefully planned lessons presented in small increments and focused instruction around clearly defined teaching tasks. DI relies on using clear instruction and teaching to mastery to accelerate learning for all students—high performers as well as those with learning disabilities. DI’s impact has been reviewed by and meets the federal What Works Clearinghouse standards (evidence of promise).¹

Personalized learning at IDEA features school-wide use of adaptive technology programs such as DreamBox and Reasoning Minds, both of which tailor instruction for each student to his or her instructional level and customize remediation, accelerating learning in areas of a student’s own academic weaknesses. Literacy instruction is currently supplemented with Accelerated Reader (AR), which allows students to choose reading material appropriate to their individual reading level, as assessed by AR diagnostics and subsequent assessments. Technology goes hand in hand with traditional reading instruction. Every IDEA campus has a full library onsite, and each school maintains a 12:1 book to student ratio.

¹ What Works Clearinghouse: For over a decade, the WWC has been a central and trusted source of scientific evidence for what works in education to improve student outcomes. <http://ies.ed.gov/ncee/wwc/>

The integration of adaptive online learning varies by grade-level. In the grades K-7, students engage with online learning programs for 45 minutes, every other school day. In grades 8-12, students engage in 45 minutes of online practice and study during their intervention period when not working in small groups with a teacher. This individualized learning model differs from traditional elementary school instruction in that teachers and school leaders can rapidly assess and regroup students based on weekly data reports. Some students may require additional interventions to attain grade-level proficiency, but this system of continuous evaluation of mastery ensures that students are capable of growing more than one grade level in a content area in a given year.

In grades 3-5, Direct Instruction is used as a supplemental intervention for students who still need decoding and fluency help. Students continue to participate in personalized learning in mathematics to build their problem-solving and critical thinking skills and to incorporate more writing into this core subject. Language Arts instruction in these grades focuses on reading, writing, and crafting oral arguments. IDEA expects that all Academy (K-5) students will leave fifth grade on or above grade level standards in reading and math, which prepares them for success at IDEA's College Prep (secondary; 6-12) level. K-5, students also participate in physical education, science, and social studies at various times throughout the day, but the focus at this level remains on math and reading.

Due to IDEA's unprecedented programming to support students to and through college, its College Prep results in grades 6-12 far surpass those of surrounding traditional public school districts. Since IDEA's inception, 1051 students have graduated from high school with 99% of graduates matriculating to a college or university.²

Every College Prep campus implements a course schedule that ensures all students are prepared to do college level course-work. The AP for All and International Baccalaureate programs, detailed later in this application, offer the same rigorous college-bound opportunities that are available in the nation's most affluent, elite public and private schools.

In addition to the core math, science, English/language arts, humanities, and foreign language curriculum, an intervention period is utilized at all IDEA schools in grades 8-12. This daily 60-minute instructional block is coordinated by a campus interventionist who reviews recent formative assessment results and places students into groups with an appropriate intervention based on current data. Some student learning needs are addressed through larger groups working with individualized software, while other needs are met through small group tutoring with highly skilled content specialists. These small groups allow teachers to target specific areas for re-teaching in math and ELA as well as advanced science courses. Grade team leaders are able to determine proper placement of students every two weeks based on formative data reports.

(2)

Support from IDEA Public Schools Headquarters Team

Focusing on the Improvement of Instructional Practice

IDEA Public Schools' headquarters (HQ), increased its capacity to support the rapid growth of its highly successful charter school model while steadily increasing student achievement and college readiness. At the school level this has been done through a laser focus on instructional improvement at scale. Each IDEA teacher has clear measureable instructional goals, 100% passing rate on an AP Exam or 1.5 years of reading growth for each student. Teachers are supported in their pursuit of these goals through an observation debrief cycle with their instructional coach. Their instructional coach is usually the campus Principal or an Assistant Principal of Instruction who observes

² This statistic does not include students who have chosen to delay matriculation in order to participate in religious mission trips or military service before starting college.

their teaching practice at least once every two weeks. The coach identifies areas of improvement using student data and IDEA's Guideposts for Excellent Teaching rubric. They determine which area of teaching practice to focus on and then debriefs this area with the teacher. The coach returns to see the improved teaching practice in action and the cycle repeats again with the review of recent student achievement data. Teachers are not the only IDEA team members who are observed in this process, Principals observe Assistant Principals (API's) during their debriefs and provide feedback to APIs, Principals are then observed by Vice Presidents of schools and are given feedback on whether they are focusing on the right target areas and communicating clearly. This culture of improvement of practice and open data sharing is a key part of IDEA's academic success.

Managing the Quality and Consistency of the Academic Program

IDEA's program and data team provides system-wide tools to measure academic achievement and overall school effectiveness. IDEA works to identify schools not meeting IDEA standards so that the HQ team may help get the school back on track: in most cases this means providing technical assistance to school leaders and more training for teachers. In rare cases it will include replacing the school leader. The VPs of Schools manage and work with the Superintendent to ensure course-corrections are implemented when needed. HQ provides a common curricular framework, student assessment system, and the training needed for effective implementation of the IDEA model. The college counseling and college success team provides detailed analysis of interim assessment data and training on how to use this data to inform classroom instruction and individual student intervention/remediation when necessary; and provides training and monitors implementation of the college placement and college counseling model, and sees graduates through college in a truly K-16 program model.

School-based Leadership and Responsibilities

The structure of the school-based leadership team, specifically the practice of employing two Principals as well as an Assistant Principal specifically focused on operations, allows our schools to operate efficiently, allowing our school leaders focus their efforts on teaching and learning.

Each K-12 site has two principals: one for the elementary (Academy) school, and one for the secondary (College Prep) school. All principals are managed by Vice Presidents of Schools who oversee a portfolio of IDEA schools based on geographic region. The VPs of Schools reports directly to the Regional Executive Director. Principals' time is best used as a talent cultivator: hiring the best teachers, overseeing their development and training on how to implement the IDEA curriculum and intervention model, observing classroom instruction and providing consistent, direct feedback to improve teaching. Using IDEA's Interim Assessment (benchmark) data, principals are able to pinpoint the specific objective a class is failing to master and provide coaching for the teacher on re-teaching the objectives and identifying the students that would benefit from individual intervention and/or remediation.

In addition to the Principal and campus shared APO and facilities manager, each K-5 Academy school has an interventionist who supports individualized learning, an academic counselor, and an Assistant Principal of Instruction (API) who supports the principal in building teaching practice among the faculty. Full-scale 6th-12th grade College Preparatory campuses have a college counseling team made up of a Director and three counselors (at least two of whom also teach AVID high school courses; AVID is a set of trainings and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus), and two APIs. Both primary and secondary schools have standard staffing structures that enable them to implement the IDEA program with fidelity. Principals own their staffing and budget decisions and are empowered to alter their staffing plan to meet their needs with HQ input and approval.

Both campus principals collaborate to hire an APO to oversee non-instructional employees and non-instructional operations and processes across both schools. The APO ensures that all logistical needs are met without

distracting the Principal from her essential duties as the instructional leader and culture builder. The Chief Operating Officer oversees Regional Directors of Operations (RDOs) who work directly with their APOs from all schools in their region to problem-solve challenges and ensure seamless integration of CMO services, best practices and campus needs.

(3)

Curriculum

The IDEA curriculum will incorporate the Louisiana foundational skills into the content standards for students at all grade levels and across all disciplines. The purpose of IDEA's K-2 curriculum is to build a strong foundation in literacy and numeracy for future learning. IDEA's 3-5th grade curriculum continues to build this foundation for middle school learning and incorporates additional science, social studies and writing engagement. In middle school (6th -8th grades) IDEA students take Pre-AP coursework and build their efficacy and skill at directing their own learning. In high school, all IDEA students are required to take a minimum of 11 separate AP courses to pave the way for college credit and ultimately their college graduation.

Our goal is to provide curriculum resources and assessments which teachers and campus leaders can be confident will lead to both short-term (yearly assessments) and long-term (college readiness) success of their students. We provide a foundation of rigorous, aligned, and accessible materials and resources—a starting point for every teacher.

Teachers, who work with the curriculum each day and who have an intimate knowledge of what works in their classrooms, are an integral part of our curriculum revision process each year. We have three priority processes for gathering teacher input each year:

- Bi-weekly teacher feedback on Course Leader Webinars.
- Mid-year and End-of-Year Curriculum Survey for all teaching staff.
- Course leader focus groups and preview of curriculum products at discretion of curriculum manager.

Put another way, IDEA curriculum provides a firm foundation of what to teach, presenting both a long-term plan and daily objectives at the unit plan level. Based firmly in the backward planning process, curriculum documents are designed so that teachers can tackle the challenges of day-to-day instruction and lead students toward their achievement goals. Refer back to the K-16 Program Model chart (Section 2, Theory of Change) for a visual representation of the backward planning process.

Specific Methods by Subject

Elementary Curriculum

Students in kindergarten through 2nd grade currently utilize the Direct Instruction (DI) curriculum. Students in upper elementary use a combination of internally designed curriculums from best in class resources that promote a balanced literacy approach in grades 3 through 5, and a differentiated approach to standards based math instruction. All curricula will be aligned with Louisiana State standards.

Middle School Curriculum

ELA - IDEA currently utilizes the SpringBoard Curriculum. As a College Board created program, it is vertically aligned to help students master skills and knowledge identified in AP courses. As a nationally recognized course of

instruction, it is designed to meet each student's individual needs. The ELA curriculum will be aligned with the requirements of Bulletin 1965.

MATH – IDEA'S math curriculum will be based on Louisiana State standards as outlined in Bulletin 1955 and will align with Pearson-based Common Core math resources. Using the Pearson resources as a solid foundation, IDEA's internal Core Content team will create a comprehensive program using a combination of primary textbooks and best-in-class supplemental materials.

SCIENCE – One semester a year is dedicated to a Louisiana State standards aligned Science course, consistent with Bulletin 1962. In order to prepare students for AP level Science curricula, the IDEA Core Content team utilizes PARCC aligned textbooks and personalizes the curriculum to meet next-gen standards designed to prepare IDEA students to successfully complete future AP course work.

HUMANITIES/SOCIAL STUDIES - One semester a year is dedicated to a Louisiana State Standards aligned Humanities course, consistent with Bulletin 1964. In order to prepare the students for AP level Humanities curricula, the IDEA Core Content team utilizes PARCC aligned textbooks and personalizes the curriculum to meet next-gen standards designed to prepare IDEA students for AP course work.

High School Curriculum

ELA – IDEA's students must take an English course every year of high school. In their freshman and sophomore years, students will take Pre-AP English I and II. In their junior and senior years, they will take AP English courses.

MATH – IDEA's students must take a Math course every year of high school. The courses include Pre-AP Algebra I & II, Pre-AP Geometry, Pre-Calculus, AP Calculus, and AP Statistics.

SCIENCE – IDEA's students must take a Science course every year of high school. The courses include Pre-AP Biology, Chemistry and Physics, as well as AP Science courses.

HUMANITIES – IDEA's students must take an AP Humanities course every year of high school. The courses include AP Human Geography, AP World History, AP US History, AP Government and/ or AP Economics.

LOTE – IDEA's high school students must take three courses of a Language Other than English. IDEA currently provides options such as, but not limited to Spanish I, II and III, as well as AP Language and AP Literature options; local context will help drive alternate options.

FINE ARTS – All IDEA high school students must take Fine Arts courses as part of their graduation requirements. They can choose from Art, Music, Theatre or Dance. Some schools offer band or choir. Arts courses reflect local school culture and interest.

PE – All IDEA high school students must take Physical Education. IDEA provides three options: Foundations of Personal Fitness, Team or Individual Sports, or Aerobics.

ELECTIVES – All IDEA students have the following Elective Options: Speech, Health, AVID I, II, III, and IV, or additional core or AP courses.

All high school curricula will be aligned with Louisiana State standards. It is also important to note, that as part of the AP for ALL Initiative, ALL IDEA scholars will complete 11 AP classes and exams before they graduate.

Extra-Curriculars: IDEA offers basketball, soccer, volleyball, cross country, and cheerleading to students in grades 6-12. Additional activities, such as marching band, music and theater, for example, may be added depending on the interest of school leaders, parents, students and the community.

The Louisiana State Standards and Advanced Placement (AP) assessments provide clear, compelling student outcomes that build college readiness at each grade level, so the primary focus of the IDEA curriculum is to prepare students for success in PARCC-tested subjects and to meet AP exam passing standards.

Our curriculum has evolved from being teacher-developed to being developed primarily by IDEA curriculum managers. Curriculum managers apply content expertise and subject specific experience to create high quality curriculum documents that form the foundation of IDEA instruction. The goal of the curriculum manager is to define rigorous student outcomes and provide a clear roadmap to help teachers get their students to mastery.

Beyond developing curriculum content, curriculum managers coach and work directly with course leaders. Course leaders are highly specialized teacher-leaders that lead course specific online professional learning communities across all IDEA campuses. Course leaders communicate critical information to teachers and support content specific professional development through course collaboration sessions and bi-weekly webinars.

IDEA Individualizes Instruction

All students needing special services are served in the regular classroom to the greatest extent possible and in accordance with their Individual Education Plans (IEPs). With the exception of profoundly handicapped students requiring Life Skills coursework or other self-contained learning environments, all special needs students receive the same rigorous, college-preparatory (including AP/IB) instruction, advanced course testing, and related high expectations from all adults on campus. Students who are significantly behind in math or reading participate in college-preparatory classes alongside students at or above grade level but leave the classroom for the last 30 minutes of a 90-minute period, as needed, to be served by Content Mastery teachers who individualize and accelerate their instruction in order to ensure mastery of the Louisiana Student Standards. Full inclusion has always been IDEA's approach and has served students well for the past 15 years.

To further assist ELL students in the same rigorous, college-preparatory classroom environment as non-ELLs, IDEA has undertaken a network wide initiative to provide Sheltered Instruction Observation Protocol (SIOP®) training for two teachers per grade level in grades 2-12 on every IDEA campus that began with the 2014-15 year. The SIOP® Model offers an empirically-validated approach to teaching that helps prepare all students—especially English learners—to become college and career ready. The SIOP® Model supports teachers in planning and delivering high-quality instruction for all students.

Support Structures for Students Outside of the Classroom

IDEA's students currently come from some of the most impoverished communities in America. In order to support students as they face the challenges of poverty, IDEA has partnered with multiple organizations that support the schools. To support students' mental health, IDEA has partnered with Communities in Schools (CIS) at each of its College Preparatory schools across the Rio Grande Valley. CIS counselors are embedded in the counseling teams and support students in proactive support groups. IDEA also partners with medical organizations in the RGV so that students can receive athletic physicals on school grounds.

IDEA has also applied for and won 21st century grant funding allowing schools to remain open for extracurricular programming after school until 6:30pm and providing "late bus" transportation to students who at times do not have constructive activities to engage in at home.

We fully anticipate making similar arrangements with like-minded organizations on our campus in New Orleans.

Critical Student Intervention

The Critical Student Intervention (CSI) process is used for IDEA students in grades 3-7 who come to IDEA more than two grade levels behind in math and/or reading, as measured by Louisiana State Assessments. Students receive all core content class instruction with their peers as well as additional reading or math instructional time during Personalized Learning or Elective periods. These research-based interventions, led by specially trained Interventionists or Special Education teachers, are typically divided into five 45-minute sessions a week. The average size of a CSI student group is 7-10 students. Student progress is monitored through Benchmark Assessments every 4-5 weeks.

Culture of Academic Rigor

IDEA has contracted with the National Math and Science Initiative (NMSI) for intensive coaching and teacher support to further increase academic rigor. NMSI provides teacher support, curricular support, money for incentives, and program management with the goal of maximizing the number of students who pass Advanced Placement (AP) exams while strengthening AP participation. Formal, externally referenced research found the program is associated with increased AP course and exam taking, increases in the number of students with high ACT/SAT scores, and increases in college matriculation.³ To date, NMSI's College Readiness Program has been implemented in nearly 800 schools across 30 states.

In NMSI program schools, the average increase in AP qualifying scores in English, math and science is 68% in the first year –11 times the national average for a single-year change in qualifying scores – and 114% after three years, almost five times the national three-year average increase of 21.1%. The numbers are even more impressive for under-represented groups: qualifying scores for African-American and Hispanic students average an increase of 156% in math over three years; female students average an increase of 112% over three years, almost six times the national average. IDEA Public Schools' partnership with NMSI brings NMSI's transformative program to approximately 21,795 high-need, at-risk, economically disadvantaged students who attend grades 9-12 and partake in closing the achievement gap for students of all backgrounds through a rigorous college preparatory AP classroom environment. The implementation of the NMSI College Readiness Program will further boost academic rigor, with concomitant increases in college persistence and completion rates. IDEA will implement this initiative at all full-scale College Prep sites.

Strong Connection to College Experience

Three specific elements of IDEA's program are focused on preparing students to matriculate to college:

- College counselor support⁴: Beginning in 6th grade, college counselors provide a college preparation course sequence to students on the value of going to college, how they need to plan ahead to be accepted to college,

³ Evidence of Promise: National Bureau of Economic Research, Working Paper No. 15722, Kirabo Jackson, 2010: <http://www.nber.org/papers/w15722> (Quasi-experimental study)

⁴ Evidence of Promise: College Counselors | Counseling and college matriculation: Does the availability of counseling affect college-going decisions among highly qualified first-generation college-bound high school graduates? - Fount first generation students with access to low student-counselor ratios have higher rates of attending four year universities. (Randomized controlled trial)

identifying top choice colleges, applying to college, and paying for college. The AVID⁵ curriculum is implemented in high school. In addition to supporting strong writing and study skills, the AVID program has a four-year sequence of coursework that supports students through the college selection and application process.

- College experiences/field lessons: At the end of each school year, students in 6th through 11th grades visit colleges and universities across the United States. The purpose of the field lessons is to make the idea of college tangible for every student. Each student visits at least 20 colleges prior to graduation. Students will be exposed to college life first-hand, helping them make the best decision on the specific school they would like to attend.
- Requirement for College Acceptance before Receiving a Diploma: All IDEA students will have 11 AP classes, and be accepted into a college prior to receiving their high school diploma. This milestone is celebrated at College Signing Day for all seniors. During this event, seniors announce the college they have selected.

Interim Assessments

Exceptional instruction combines a clear understanding of content and pedagogy. Put another way, excellent teachers have a clear understanding *WHAT* students should learn and *HOW* to best guide students toward those learning outcomes. Our approach to curriculum support, particularly around our development of interim assessments, sets a clear vision for the *WHAT* of instruction. As a network, we provide curriculum to ensure that the content aligns to and even goes beyond the learning standards set by the state. Our leaders and teachers use the interim assessments as a means of backward planning to define rigorous student outcomes and provide the roadmap for how to get students to mastery.

IDEA's Academic Services team will provide each core subject (English Language Arts, Social Studies, Math, Science and eventually, Spanish) with a series of open Interim Assessments and schematic answer keys to clearly define student outcomes and provide guidance from which teachers can begin to backward plan. Additionally, AST will provide aligned common assessments (administered every two weeks) and unit plans with daily objectives and instructional notes to further guide the first steps of the lesson planning process.

Because we believe that the LEAP, iLEAP and Advanced Placement (AP) assessments provide clear, compelling student outcomes that build college readiness at each grade level, the primary focus of the IDEA curriculum and assessment structure is to prepare students for success at Basic Proficiency and Mastery or higher on the LEAP exams and to meet requirements for college credit on the AP exam.

The Interim Assessment is the backbone of backwards design at IDEA. Carved out of the long-term plan as quarterly assessments, we will provide three to four interim assessments per grade level and content. IDEA's curriculum and assessments will be aligned with the Louisiana state standards and the LEAP/iLEAP Blueprint for each grade level and content. Where applicable, they will be designed to mirror the LEAP/iLEAP format and structure, with a length appropriate to the level and amount of content taught per instructional quarter. For AP courses, IDEA's interim assessments will be aligned to the AP course description and learning standards.

Our curriculum has evolved from being teacher-developed over the last ten years to being developed primarily by IDEA curriculum managers. Curriculum managers apply content expertise and subject specific experience to create high quality curriculum documents that form the foundation of IDEA instruction. The goal of the curriculum

⁵ Evidence of Promise: Schoolwide Impact and AVID| (Watt, Powell, Mendiola & Cossio)- Quasi experimental study found that AVID schools saw an improvement in advanced course enrollment, students graduating on advanced graduation plans, AP/IB testing, and high school graduation or completion rates. (Quasi-experimental study)

manager is to define rigorous student outcomes and provide a clear roadmap to help teachers get their students to mastery. As we develop curriculum for New Orleans schools, we will lean heavily on proven Common Core and Louisiana developed resources, including sharing proven resources from partner Charter schools and successful traditional school districts.

For tested subjects, typically the third interim assessment is designed to mirror a released state exam or full AP benchmark exam provided through the College Board. Where applicable, we will use released state exams for this IA. Teachers will be provided with a list of assessments that will be used for these exams at the beginning of the year to avoid duplication of assessment questions throughout the year.

Each IA is accompanied by a schematic answer key which provides information aligning each question to the unit/lesson in which the content is covered to facilitate teacher planning. Additionally, select questions will include an exemplar student response for teachers to better align instruction and student practice. In case of free or open ended response, there will be a detailed rubric, often with an exemplar student response to facilitate teacher planning and grading of the response. Snapshots of the schematic key are provided below.

OPSB Specific Questions

(1), (2)

IDEA Public Schools is a growing network of tuition-free, K-12 public charter schools serving more than 30,000 students in 51 schools throughout the state of Texas. All IDEA schools are operated using the academic model described above to impressive results. For a school by school breakdown, please see Attachment EO-1. In addition, IDEA has received impressive national recognition.

Ten Consecutive Years of 100% College Acceptance

IDEA's Class of 2016 achieved unprecedented college success this year. Everyone was accepted to at least one college—making this the tenth consecutive year in which IDEA has achieved 100% college acceptances.

What's more, IDEA Public Schools achieved a record number of admissions into Ivy League, Tier 1, and Tier 2 colleges and universities this spring—more than in any previous year dating back to our first graduating class in 2007. These included acceptances to The University of Virginia, Denison University, Cornell, Princeton, The George Washington University, The Art Institute of Chicago, Northwestern, NYU, John Hopkins, and Brown.

National Rankings

In "U.S. News & World Report's Best High Schools Rankings – 2016", five IDEA College Prep high schools eligible for this year's rankings are among the top 500 high schools nationwide (and in the top 60 in Texas): IDEA Frontier – 79th (15th in Texas), IDEA Quest – 84th (16th in Texas), IDEA San Juan – 112th (20th in Texas), IDEA Mission – 187th (31st in Texas), and IDEA San Benito – 405th (56th in Texas).

The same five IDEA high schools received gold medals, given to the top 500 schools (top 3%) in the nation based on college readiness.

In latest rankings of "America's Most Challenging High Schools", all seven of IDEA's eligible College Prep high schools were ranked in the top 1% nationally (top 200 high schools nationwide) and in the top 50 in Texas: IDEA Mission – 11th (4th in Texas), IDEA Frontier – 15th (5th in Texas), IDEA San Benito – 16th (6th in Texas), IDEA Quest – 17th (7th in Texas), IDEA San Juan – 28th (12th in Texas), IDEA Alamo – 43rd (16th in Texas), and IDEA

Donna – 106th (33rd in Texas).

In addition, all seven of IDEA’s high schools were ranked in the top 1% nationally, according to index, which reflects a simple ratio: the number of Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education tests given at a school in 2015, divided by the number of graduates that year.

(3)

Please see Attachment 1 for a copy of a curriculum binder manual currently in use in our Texas schools. Similar documents will be created with Louisiana specific materials.

Operations and Schedule

- (1) Describe a day and a year in the life of a student at your school. Provide a weekly student schedule and a calendar of special events that will happen throughout the school’s inaugural year.
- (2) Aside from the academic structures you have already addressed, describe the structures, policies, and practices you will implement that are essential to operationalizing the mission and vision that you identified.

OPSB Specific Questions 1. Provide, as **Attachment 2**, School Calendar and Schedule.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

John, IDEA New Orleans Academy Student

John, a 1st grade student at IDEA Academy, begins school at 7:20am He enters the school, shakes the Principal’s hand, and heads to his classroom. John has breakfast with his classmates while reading quietly at his desk-all IDEA students receive free breakfast each morning.

At 7:45am, Math class starts. Today, John’s class is working on addition and subtraction. For part of the class he works independently on a list of math problems, many of which utilize pictographs to help him grasp the concepts. Later, Ms. Eblen, will engage the entire class in reviewing new material. At the end of the lesson Ms. Eblen has all students grade their work and track their lesson progress on the class’ big goal tracker on the wall.

At 9:30am, John and his classmates transition quietly to the iLearning Hotspot. In the iLearning Hotspot, IDEA Academy students have access to state-of-the-art computer programs that allow them to practice math skills. John likes how each lesson moves at just the right pace for him based on the problems that he answers correctly. When he gets a problem correct a harder one appears, when he gets one wrong he listens in his headphones for suggestions on how to solve the problem. John especially likes that the computer programs can also be used at home. His parents always look forward to the email updates about his progress!

The next class transition is to the Advanced Reading (AR) Zone at 10:15am. John loves reading because of the AR Zone. He chooses a book at his appropriate level, finds a comfortable spot in the room, and settles in to read. Upon completion of each book, John takes a reading quiz to increase comprehension, check his understanding, and with time, level up! He’s already read more than 650,000 words and is really excited about the chance to be a “Millionaire Reader.” Millionaires get to take a limo to a celebration with their teachers, and he is almost there!

After sitting quietly for so long, John is happy for lunch at 11:00am! Every year, IDEA Public Schools increases nutrition standards in their cafeterias. The organization’s goal is to be the healthiest network of schools in every state they serve; today, John has lasagna with meat sauce, a roll, raw broccoli with ranch dressing, and a whole apple with his pint of milk.

John and his classmates know that, in or out of class, they must follow expectations and be respectful of others. That is why moving from place to place at school is organized. John uses the “Bubbles and Wings” or “Five and One” strategies to display self-control during transitions.

At 11:30am, John and his classmates have recess. During recess John spends time on the playground with his friends from his homeroom. He loves the new playground, but is a little scared of the big slide. After successfully going down it he races back up to the top to go again.

By 12:00pm, John is ready to get back to work and heads into Science class, where his class is reviewing photosynthesis in their plant lab. John keeps track of his work in an IDEA binder, so he can be organized and prepared for each lesson and class. His teacher has the class sing a song on the life cycle of a butterfly, he didn’t know that she was such a good guitar player.

When John starts his Reading and Language class at 12:45pm, he is happy to see both Mrs. Tally and Mr. Trevino! There are two teachers working in Kinder through second grade classes. Teachers work in small groups and often rotate in the same class period. Part of the class is spent in Direct Instruction and part is spent working on independent work tailored to each student. John and his classmates will spend up to three hours a day cementing their reading and writing skills. Today John sits with Mrs. Tally for 45 minutes with 9 other students following along with the DI language lesson. Then his group rotates across the room to the reading lesson with Mr. Trevino. Finally, John works independently on matching sounds at a table in the center of the room. On his way out of class he remembers that he is going to have a celebration at lunch next week with his teachers because he and his reading group are moving into the orange book, a new reading program!

At 3:30, John returns to his homeroom to wrap up his school day. He makes sure to carefully collect his things, especially the reading and math homework that is assigned every school night. He receives the weekly school newsletter from his teacher and is careful to put it in his planner to bring home.

When John is dismissed at 3:45pm, he jumps in his Dad’s car, eager to share all he learned at school that day!

Daily Schedule
Homeroom
Morning Meeting
Math
iLearning Hotspot
AR Zone
Lunch and Recess
Science
Reading and Language
Homeroom

Charles, 6th Grader at IDEA New Orleans College Prep

Charles arrives at school with his friends on the bus, by 7:30am. As Charles walks into school, he shakes hands with his Principal and heads to his homeroom. His homeroom teacher, Mr. Morris, shakes his hand as he enters class and picks up his breakfast. Charles uses any extra time before homeroom to read from his Accelerated Reader aligned book, The Amazing Life of Benjamin Franklin.

At 7:45am Mr. Morris takes attendance and begins the morning meeting. He asks student to open their planners to review “The IDEA 55”⁶ Charles and his peers review IDEA #43 “Say excuse me when you bump into somebody even if it is not your fault”, after a spirited discussion on this topic students practice this skill and then put their planners in their backpacks. Mr. Morris reminds them to wear their college shirts tomorrow for college uniform day instead of their standard polo.

At 8:00am, Charles moves into Math, his first core class period of the day. The teacher, Mr. Foley, reviews the last lesson to establish mastery, before building upon the previous work with new material. Charles spends time solving a handful of pre-algebraic questions on his whiteboard. He then holds it up for his peers to review. One of his group mates Lisa shows him a mistake he made, he changes his work, holds it up and Mr. Foley gives him a thumbs-up. Charles then works in a group with his peers to collectively solve word problems. Mr. Foley checks their work and makes sure they have written their homework for the night in their planners

At 9:30am, Charles transitions into the Science classroom. Ms. Hanson is reviewing ecosystems and discussing the impact humans can have on an environment and its natural inhabitants. Charles enjoys Science because it involves a variety of activities, including lab experiments, reading, writing, and problem solving, across a number of science disciplines. He cracks up when Ms. Hanson acts out some of the animals in the region choking on smog. She is pretty funny but makes the class work hard, too.

Charles moves into his third core class, English Language Arts, at 11:00am. Because IDEA’s ELA classrooms currently utilize the College Board developed SpringBoard curriculum, Charles is being prepared to successfully tackle the rigorous reading, writing and critical thinking skills that AP level coursework will require. Luckily, Charles’ teacher, Mrs. Galvan, is skilled at bringing life to any assignment, and he is excited to continue the class discussion of Anne Frank’s The Diary of a Young Girl.

From 12:30-1:15pm, Charles breaks for lunch and recess and returns for his enrichment period at 1:18pm. Today is a “B Day” on his enrichment rotation schedule, and he heads for the iLearning Hotspot for 45 minutes. Charles enjoys this class as much as his traditional math class, but in a different way. The one-to-one lessons in the iLearning Hotspot allow Charles to move at his own pace to master any given concept or lesson. Having a portion of his math work personalized helps Charles to succeed in ways not possible in the classroom. After math, he transitions with his classmates to the AR reading zone for the second half of the 90-minute enrichment period.

At 3:00pm, Charles transitions to the Catalyst course where 6th graders meet with teachers who provide them help in an area where they need it most. Charles works as a student tutor with a group of 14 students and his math teacher Mr. Foley. On B days, he goes to the ELA room to get extra help on his fluency.

At 3:45pm, Charles gathers his backpack and personal items, careful to take home anything he might need to finish his homework. He looks forward to sharing what he learned today with his parents and younger siblings.

Daily Schedule

Breakfast

⁶ The IDEA 55 are a set of life skills and mantras that guide IDEA students (and staff) on day-to-day interactions both in and out of school; they’ve been adapted from Ron Clark’s Essential 55.

Homeroom
Math
Science/ Social Studies
ELA
LUNCH
Recess
AR Reading/ I learning math/ PE
Catalyst (Intervention)

Nadia, 11th Grade IDEA New Orleans College Prep Student

Nadia, an 11th Grader preparing for college, begins her day at 7:10am at her bus stop. She greets the bus driver by name and helps her younger brothers to find a seat. Once they are settled in, she takes out her AP biology textbook and reviews cellular systems before her quiz.

Nadia arrives at school at 7:35, shakes hands with her Principal and heads upstairs to her “House” for breakfast. Nadia was placed into the Knights House as a freshman and has been with this group of students and teacher each morning since then. She enjoys seeing her peers and House Leader for the first 20 minutes of each day. After attendance, announcements and a uniform check, her House Leader leads Nadia and her classmates on a virtual college tour of her alma mater. This is just a preview of the college site visit planned for next month. The Knights leave for the day excited to defend their title in the House Academic Competition the next day.

Nadia and her friends have a 4-minute passing period to catch up and grab their books from their lockers. Nadia arrives at her AP Biology class at 8:10am. After a brief review with her lab partner, she settles into a 30 min timed exam that mimics the conditions of the actual AP test she will take in May. After the exam she opens her notebook to take AVID based notes on the teacher’s lecture.

At 9:10 biology ends and Nadia walks over to AP US History, one of five AP courses that she is taking her junior year. She sees Jessica, one of her volleyball teammates, in the hallway and gives her a high five on the way into class before shaking hands with her teacher. Once in class she sees the “Do Now” assignment and silently follows the instructions to answer the Document Based Question corresponding to the “Don’t Tread on Me” image on the screen.

Next up for Nadia is her AP Spanish Language class. Nadia takes a bit too long talking to some fellow Knights about their pending competition and catches the eye of the Assistant Principal who is walking the hall, he tells her that she needs to get to class and also that his house, the Legends, will be taking the competition. Nadia walks into Spanish and begins her Do Now after copying her homework into her planner. Spanish is one of her hardest courses, but her teacher has paired her up with Marcus, one of the native speakers in the class. She is hoping she can learn with him in order to get full college credit for the course. Nadia knows that some of her top college choices give 12 credits for a 5 on the AP Spanish language exam so she focuses on her teacher’s instructions carefully.

At 11:20 Nadia leaves her Spanish course and heads to Catalyst, an hour of time where IDEA high school students receive academic interventions or additional course options. Today is a B Day so that means Pre-Calculus, if this were an A Day she’d be headed to ACT Prep. Nadia works in a group of 6 students with her pre-calculus teacher where she reviews that night’s homework. Nadia knows that she will have a chance to review again in class after lunch, but is glad she got the extra help before class- she now knows what is coming and feels prepared. Nadia leaves Catalyst to a packed hallway of students heading down the stairs to the cafeteria. She sees Marcus coming

out of one of the computer labs on his way to lunch. He tells her that he is halfway through his online AP Italian course that he takes during Catalyst!

Lunch starts at 12:25 and ends 30 minutes later. Nadia decides to sit with her volleyball teammates since they have a game that evening, she figures she can eat with the Knights tomorrow. Lunch is chicken, rice, beans and okra.

After lunch Nadia has Pre-Calculus and AP English Language. Each course is one hour, and both classes are packed with teachers asking her questions. Nadia appreciates these “Check for Understanding” questions as they keep her on her toes during class. She leaves AP English with her largest assignment of the day - a three-page written response to the first portion of *Democracy in America* by Alexis de Toqueville.

Nadia arrives at AP Studio Art, her last class of the day, just before 3pm. She has completed 20 of the 35 pieces her teacher is expecting from her this year, but she is worried that her painting needs improvement. She makes a note in her planner to talk to her College Counselor about how much time she should spend on her art portfolio compared to her other classes.

The bell rings at 3:45 to end the day, but Nadia is not heading home. She heads straight to her College Counselor’s office for her 3:55 appointment. She is one of 25 juniors assigned to this counselor and is anxious to meet with her to discuss ACT preparation (and review her AP Art issue). After thirty minutes reviewing the best ways to use her ACT prep book both at home and in Catalyst, she heads to the locker room to get ready for her volleyball game. Her counselor reminds her of a few deadlines, thanks her for her leadership by example for her siblings and tells her she WILL be the first person in her family to go to college. If all goes well, her mom will pick her up by 6pm after a home varsity volleyball victory for IDEA.

Daily Schedule
Homeroom/ House
AP Biology
AP US History
AP Spanish Language
Catalyst (Intervention & Enrichment)
Lunch
Pre Calculus
AP English Language
AP Studio Art
<i>School Day Ends</i>
Guidance counselor meeting
Volleyball game

In addition to the day-to-day events that these students navigate, they will enjoy a diverse array of experiences that expose them to all the world has to offer. John and the rest of the Academy students will take part in the first of roughly 20 college campus experiences they will have as IDEA Public Schools students. They will also take part in numerous trips to the arts and cultural assets of their community. Charles is already looking forward to his trips to the zoo, art museum, and the local aquarium.

Nadia and her 11th grade classmates have experienced more than a dozen additional college experiences by the time they start their junior year. When Nadia leaves for winter break, she will have completed at least 10 college applications, and Nadia and her parents will already have begun working on her Free Application for Federal Student

Aid (FAFSA) at one of IDEA's many family information events. Although Nadia has been discussing her college applications with her College Counselor since 6th Grade, it is more important than ever that she understand what colleges expect from their applicants. Nadia is thrilled because 11th grade is the year she will finally get to visit Northwestern University – the college she has dreamed of attending for years. While she has made many day trips to nearby colleges previously, IDEA Public Schools works with their 11th graders to get them on campuses for extended periods of time so they can understand and appreciate the college opportunity. She's even had the opportunity to apply for the College Summer Away Program, which allows her to spend an entire week on a college campus, just as she will two years from now after she graduates from IDEA. Nadia knows she'll get there because she's spent every week of her junior year preparing to take the ACT in the spring. Finally, she'll celebrate College Signing Day. She'll watch as her Senior classmates take the stage to announce to their family, friends, and teachers which college they'll be attending after graduation. Nadia will close her eyes and imagine what that day will be like for her next year.

Before the first day of school, IDEA will share the 2019-2020 school calendar with all administrative staff, faculty, and enrolled students. Aside from the typical holidays that all Louisiana Public schools observe, IDEA will hold a ribbon cutting ceremony, regular parent meetings, parent workshops and report card pick up nights. The school calendar also includes dates for athletic competitions in the fall and spring, a college field lesson in the spring, and a fall and spring festival on the school grounds. Additionally, IDEA will hold a spring fundraising event to share their success with the community, announce plans for the future, and offer local partners and leaders the opportunity to support the school and its students.

Please see Attachment 2 for a copy of sample weekly student schedules as well as a list of events for the inaugural year of a new campus.

(2)

Operational Support

Unlike standalone charters, IDEA schools benefit from the support of being in a system. The HQ Operations Team provides services for cafeteria, transportation, textbooks, materials and equipment purchasing, information technology infrastructure, and information management systems. This minimizes administrative bureaucracy for principals and teachers. The Operations Team also oversees an in-house software development team and a wellness team focused on making IDEA one of the healthiest and most sustainable school networks in the country.

Human Assets Team

The Human Assets office leads IDEA's efforts to attract, develop, and retain highly talented and committed educators. Prioritizing and elevating the strategic human capital efforts, this team reflects an understanding that human capital is IDEA's most important and most precious asset.

Developing end-to-end human capital practices is a shared responsibility among all network leaders. Principals, assistant principals, and other managers in the field are best positioned to impact the actual performance and experiences of staff members, especially as IDEA grows. Therefore, every manager in the organization receives training to continually improve their hiring, coaching, and retention practices and is supported in doing so by the Human Assets team. The Human Assets team manages recruitment, selection, onboarding, staff development, evaluation, and staff retention.

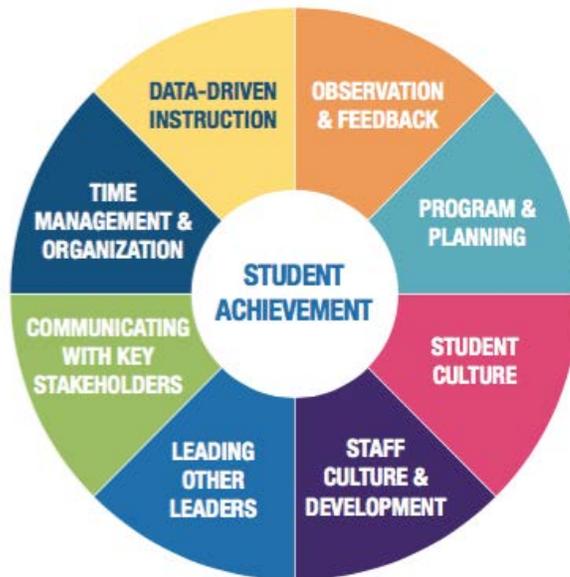
For new schools, the Human Assets office plays a critical role in teacher hiring. The Human Assets Office screens as many high quality candidates as possible for principals to ensure a wide pool of highly qualified applicants for new

schools. Currently IDEA receives five applicants for every teacher opening, receiving about 1,500 applicants and hiring only 300 of them.

Principal in Residence (PIR) Program:

IDEA’s Principal in Residence Program provides ongoing coaching, support, and intensive professional development for PIRs and first-year principals. This comprehensive program helps them practice and master essential school leadership skills and enables them to support college- and career-aligned instruction in their schools. By emphasizing 1) Mastery of key principal leadership levers over seat time; 2) A rigorous candidate screening and selection process; 3) Extended time to practice authentic school leadership activities and actions daily; and 4) Preparation for success in a high-needs/high expectations, “College for All” environment with cultural continuity from preparation to actual practice, IDEA’s PIR program ensures that no one becomes a school leader without the most appropriate and complete training possible, including coaching from multiple staff members as well as their peers.

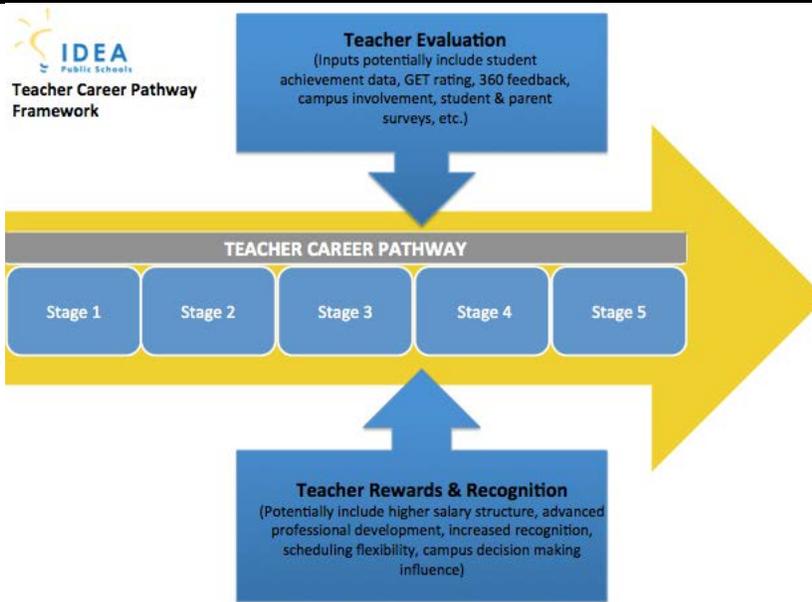
The program focuses on an Individualized Learning Plan that guides each candidate’s development on eight specific levers critical for whole school and student success.



The PIRs are placed in IDEA schools in every region, but do not always assume a principal position in the same school or region as their PIR school site. As core members of a school “Lead Team,” PIRs work alongside Principals, Assistant Principals for Instruction and Operations, and Counselors. They learn through observation and experience with teachers, leaders, students, and families.

Teacher Career Pathway Framework:

IDEA has built a teacher career pathway and training program in order to recruit, train, and retain great teachers. The following figure outlines the progression of the pathway as well as the various outcomes.



OPSB Specific Questions

Please see Attachment 2. Please note that the proposed calendar is a very early draft and is subject to change. In addition, the template attachment has only been completed for the proposed 2019 school, and not the proposed 2021 school, as there was no 2021 template provided. We anticipate that the 2021 calendar will be very similar to the 2019 calendar that has been provided.

Measurement and Remediation

(1) Describe the systems you will use to reflect on your school’s progress towards achieving its goals and to make course corrections as necessary.

- | | |
|--------------------------------|---|
| OPSB Specific Questions | <ol style="list-style-type: none"> 1. What are your assumptions about student baseline performance? 2. How will you verify these assumptions? 3. (If applicable), describe your high school graduation requirements. 4. What pupil performance standards will you use? 5. How will you continue to measure student performance against standards? 6. How are teachers trained to perform interventions? 7. What is the plan for pupil progression/retention? |
|--------------------------------|---|

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1)
IDEA Public Schools’ ultimate goal is college graduation for 100% of its students. It drives all of the work, each and every day. In addition, Internal academic, financial, and operational metrics ensure existing IDEA schools are healthy and the network can support the strong growth of additional schools,

College Graduation

IDEA’s goal is for 100% of students to attend and graduate from four-year universities. IDEA is acutely aware of the indicators that signal a student will be more successful in college. IDEA sets goals around the number of students

accepted to Tier I and Tier II colleges, as research has shown that the caliber of a college greatly impacts a student's capacity to graduate.⁷ This year, 79% of IDEA seniors applied to Tier I or II colleges or universities. Understanding that the first year of college matriculation is one of the most critical, IDEA is beginning to track freshmen persistence to the spring semester. As the focus on college graduation continues to be the mission-driven final outcome of IDEA's work, IDEA has invested in adding a support team for graduates. Their work is focused on 1) college counselor effort educating students on the benefits (greater resources, higher graduation rates, greater personal attention) of attending highly selective colleges; 2) bold coaching and support in securing financial aid and working in close partnership with families; and 3) alumni affairs' efforts prioritizing the transition points from matriculation freshman year, to spring and sophomore to junior year. The impact of their work in only a few years can be seen in the increase in students persisting through their freshman year of college.

Metrics

To achieve IDEA's theory of change, replication and expansion efforts must be executed with incredible fidelity to the proven IDEA model and with an intentional focus on key organizational priorities. The senior leadership team will track the following measures year over year and longitudinally; all tie to the goals of every professional in the organization. As we begin to open schools in Louisiana, our metrics for measuring organization wide goals and targets will be updated to reflect Louisiana measures.

IDEA Org-wide Goals and Targets

Measure	2015-16 Result	2016-17 Goal
% Level II (passing) % Level III (commended) on STAAR (state exam) and EOC (end of course)	83 22	90 30
Average ACT score	20.5	21
% of graduates who are accepted to a 4-year college or university	100%	100%
% of graduates who matriculate to a college or university	99.6%	100%
% of students who matriculate to a Tier I/Tier II college or university	11%	25%
% of graduates named AP/IB Scholars	20%	35%
% of Grade 1-2 students who end year on/above grade level in reading language math	59% 47% 61%	70% 70% 70%
% of students graduating college in 4 6 years	17.3% 31.3%	25% 55%
Employee Retention	82.7%	85%

⁷ Caroline Hoxby & Sarah Turner, "Expanding College Opportunities for High-Achieving, Low Income Students," Stanford Institute for Economic Policy Research, March 2013, <http://siepr.stanford.edu/?q=/system/files/shared/pubs/papers/12-014paper.pdf>.

Average Daily Attendance %	97.6%	97.5%
Student Persistence	88.97%	90%
% of students with low socio-economic status	89%	80%

IDEA’s Plan for Turning Around Schools

For schools not meeting high standards of quality, IDEA Public Schools first utilizes the “Turnaround method.” This method begins with an acute focus on student achievement results. The Principal presents data on academic performance in all subject areas to the VPs of Schools and his or her suspected root causes of that performance. These causes may be issues in teacher performance, teacher training or his or her own leadership. After debriefing with the Principal, IDEA VPs of Schools will also speak with teachers and students to better understand all the issues. Once this data and information has been gathered, VPs and senior leadership will make a decision on the staffing structure for the school leadership. An example of this type of decision took place at the end of the 2008-09 academic year, after student achievement, financial, and human resources data indicated that IDEA Frontier was significantly lagging behind the IDEA’s high academic and operational standards. The Superintendent replaced the school leader and removed ineffective teachers and staff. At the mid-point of 2009-10, students, teachers, and school operations were still not improving quickly enough. The Superintendent again replaced the school leader and removed the lowest-performing teachers. That last leadership change, together with the rigorous IDEA academic and operational models previously described, provided the structure the campus needed to reach its intended goals. IDEA Frontier is now among the highest performing College Prep schools in the IDEA network and ranked 16th best high school in the nation by the US News and World Report.

OPSB Specific Questions

(1), (2)

Based on student performance data from Spring 2016 testing, we anticipate that a significant percentage of students will arrive at our school below grade level in reading and math. A quick survey of testing data revealed that 49% of 3rd graders were below basic in ELA, while 38% were below basic in math. For 5th graders, 36% of students were below grade level in ELA, while 45% were below grade level in math. While our proposed launch grades will be K-2 and 6, we are using these numbers as the best gauge for the likely performance level of our initial enrollment. All students will be assessed in ELA and math after enrollment to establish more reliable baseline data.

(3)

IDEA students will meet the minimum requirements for high school graduation as put forth by the Louisiana Department of Education. At this time, we are planning to offer the TOPS University Pathway diploma, as our goal is to ensure that all IDEA students take 11 AP classes and be accepted into a college prior to receiving their high school diploma.

(4)

We will rely on Louisiana student standards for all core content subject areas. Instruction and instructional practices will align to student knowledge and skills outcomes outlined in the state standards. Students will be assessed on their mastery of the Louisiana standards. For AP subjects, we will rely primarily on nationally normed Advanced Placement standards.

(5)

We will assess students using daily, formative and summative assessments across all core content areas. Teachers are expected to check for mastery daily, either through informal checks for understanding and classroom monitoring or through slightly more formal methods like classroom assignments or short daily assessments. Additionally, we provide bi-weekly assessments for teachers to use in core content areas. These assessments allow teachers to backward design their classroom in smaller increments, but also to consistently assess for student progress and intervene when necessary. Finally, we measure student performance against summative assessments provided by the state in the form of LEAD/iLEAD or in Advanced Placement subjects, against the culminating AP subject.

(6)

In order to execute on our Direct Instruction Intervention programs, we partnered with the National Institute for Direct Instruction (NIFDI) to help implement, coach and support our teachers and leaders, and ultimately our students in reading, writing and math. The success of the program lies in the placement of students at their instructional skill level. Skills are introduced gradually, giving students a chance to learn a set of skills and apply them before being required to learn a new set of skills. Ultimately, students are retaught or accelerated at the rate at which they learn. NIFDI supports IDEA in a number of ways:

- **Teacher Training.** A two week intensive training program is led by NIFDI trainers for our new teachers the summer before their first day of school with IDEA.
- **Leader Training.** NIFDI has created a series of onboarding trainings for Principals, Assistant Principals of Instruction, and VP's of Schools, teaching those school leaders to provide ongoing support for teachers.
- **Coaching & Support.** NIFDI assigns an Implementation Manager to a cluster of campuses whose main responsibilities are on-the-spot coaching, ongoing teacher training, and student progress monitoring through data on a monthly basis.
- **Data Tracking.** Teachers are trained and coached to log lesson progress, assessments, and independent work on daily trackers that are submitted to Implementation Managers for discussion during regularly scheduled conference calls.
- **Conference Calls.** The Implementation Manager will host weekly or bi-weekly conference calls reviewing individual student data, including both mini-assessments (Mastery Tests) and student independent work. Implementation Managers work directly with teachers to make instructional decisions that are most beneficial for each individual student.

(7)

We will comply with the Orleans Parish "Public School Pupil Progression Plan".

School Culture

(1) List and describe the values that will define your student culture. Provide your plan for establishing and maintaining student behavior expectations that correspond with these values.

(2) Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.

(3) Describe the steps that you will take to invest staff in these values and norms and the steps you will take to sustain their investment.

(4) Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

The IDEA mission is supported by Core Values that serve as the foundation for every aspect of our program and how employees operate. The Core Values are based on the belief that closing the achievement gap and ensuring college success is the best way to help students succeed in life, contribute to their communities, and overcome obstacles they face. Achieving this requires the following beliefs and behaviors:

- **NO EXCUSES:** We control our destiny. What we do during the day matters greatly and can overcome poverty, parent education level, or other external factors.
- **WHATEVER IT TAKES:** Through continuous improvement we achieve ambitious results. The most successful at IDEA seek feedback, pour over data, identify root causes, and implement solutions.
- **100% EVERY DAY:** Our mission and goals apply to 100% of our students 100% of the time. Creating opportunities that didn't exist isn't easy and it requires that people give their best every day.
- **SWEATING THE SMALL STUFF:** The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.
- **TEAM AND FAMILY:** As the source of strength for our organization, we are committed to attracting and developing high caliber people.

The first three days of school for new students in our Academy Program (K-5) is called Culture Camp. For all incoming 6th grade students, IDEA will operate a one-week Culture Camp during the summer prior to the start of school. During Culture Camp we proactively teach students about goals, our core values and how we operate at IDEA to ensure our actions are in line with those core values.

To maintain student behavior expectations, we use systems such as Class Dojo and Kickboard to track our students' positive and negative behaviors as aligned to the core values, and collaborate with parents across these platforms so they know how their child is doing academically and behaviorally.

(2)

As mentioned above, students who are new to an IDEA school will attend Culture Camp. During Culture Camp, students are taught to behave in a way that is reflective of the core values of the school, which guide our student behavior expectations and norms. Students are also taught the importance of having school culture, and how it manifests itself throughout their classroom learning experience. Culture Camp includes games and team building activities, setting the tone for what students can expect during the upcoming year. The use of Class Dojo and Kickboard also guarantees the ongoing evaluation and reinforcement of student behavior expectations and norms.

In addition, all IDEA schools will adopt a Student Code of Conduct, which provides clear expectations with regard to

student behavior. Each year, the school leader will ensure that every student receives a copy of the Student Code of Conduct. Students who transfer to an IDEA school will receive a copy of the Student Code of Conduct upon entry.

Academic Counselors at IDEA Schools are responsible for leading the work to establish culture in collaboration with principals and teachers.

(3)

The core values are taught to our staff during professional development week and are woven into ongoing professional development throughout the school year. One of the most important roles of the staff is to ensure that they are not only modeling behavior that is consistent with the core values, but also setting high expectations for students, families, and their co-workers to do the same. The expectation is that the entire school community will exhibit behavior that is reflective of the core values. School leaders create school culture rubrics that define how these core values are going to manifest themselves in every area of the school, and school leaders use the culture rubric to regularly measure and audit school culture to identify areas of strength and growth. Based on the results of the culture rubric, school leaders plan professional development workshops designed to improve school culture.

(4)

The core values listed above shape the interactions between administrators and teachers and among teachers. We believe that every one of the core values is a crucial aspect of achieving our goal of ensuring college success for each one of our students. As described above, these core values shape the way we think about educating our students. The first four core values place an emphasis on our expectations for staff and their expectations for each other. If each and every member of our administration and teaching staff buys in to the idea that there are **No Excuses**, we do **Whatever it Takes**, we give **100% Every Day**, and we **Sweat the Small Stuff**, we have established a standard of excellence at the staff level that is reflected in our expectations for our students. The final core value, **Team and Family**, reinforces our belief that the foundation for a strong school community lies in the people that fill the building. By setting high expectations and placing a premium on attracting the best people possible, we believe that every child can and will graduate from college. The Core Values are interwoven into every aspect of our professional development cycle.

The Principal and Assistant Principals manage teachers. Managers are responsible for weekly or biweekly check-ins with teachers to coach them on instructional practices. Each time a manager holds a coaching conversation, the notes and action steps for the teacher are tracked in an online platform called Teachboost. Managers engage in our “Staff Development Cycle” which ensures that every teacher has clearly articulated goals, a strong culture of coaching and feedback with his/her manager, and an end of year review.

Special Education

(1) Provide a detailed special education plan describing how you will ensure that all special education students succeed at your school. Describe plans for identifying, evaluating, and serving special education students. Include your staffing plan for special education.

OPSB Specific Questions

1. What programs/services will be required to address each special education population:

- Special Education Tier 1-2
- Special Education Tiers 3, 4, 5
- Gifted and Talented Students

1. What assumptions do you have regarding cost/revenue to implement these programs?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

Identification

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, we will provide a Free and Appropriate Public Education (FAPE) and comply with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We educate students with disabilities in the least restrictive environment (LRE) and with their non-disabled peers to the extent appropriate and allowed by each student's IEP. We do not discriminate against students having or suspected to have disabilities in admission and enrollment practices. We will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes academic potential and provides them with the foundational skills, knowledge, and character for future success.

Upon enrollment we ask each family to identify whether their child has a previous IEP or has received Special Education Services in the past. We work with parents and prior school districts to secure the documentation from the previous school and provide services as indicated. We work diligently to identify any struggling students within the first quarter of the school year. Teachers monitor student performance and progress on a daily, weekly, monthly, cyclical, and yearly basis. Throughout the year, we provide time during grade level meetings to discuss any students that teachers may have observed struggling. For students identified as not meeting minimum levels of progress, and to avoid misidentification, we use a pre-referral, response to intervention process (RTI). Teachers, a campus Response to Intervention Point Person, and administrators work together to design a proactive intervention plan to bolster the student's academic and behavioral progress, and closely monitor the impact of the plan for six weeks. When the RTI plan is deemed unsuccessful, either academically or behaviorally, we will hold a meeting with the student's parent(s)/guardian(s) and recommend the student be evaluated for a possible disability. With parental support and written consent, the student will be tested by our IDEA assessment team. Once results are received, an eligibility meeting will be reconvened with the parent(s)/guardian(s), the assessment team member who conducted the evaluation, the student's teachers, and other appropriate staff. A decision will be made as to the student's eligibility for special education services. If the student is eligible, an IEP will be written and signed by the IEP committee.

Specific Instructional Program, Practices, and Strategies

Our district instructional support plan for students in special education looks different for different grade levels. In the K-2 grades, the Direct Instruction program allows for each child's program to be individualized based on their level so there is no need for any type of additional content mastery or pull out support.

In grades 3-7, students in special education are receiving their reading and math support through our critical student intervention (CSI) program. Through this program, special education students get their core content instruction in the general education classroom with their IEP accommodations being implemented by the general education teacher. In addition, the student will receive an additional 45 minute to 90 minute block of targeted intervention by the special education teacher based on their gap area in a focused effort to close their reading and/or math gap. For example, if a student who has a reading gap due to fluency the student would attend decoding intervention. If it were a reading gap due to comprehension the student would attend comprehension intervention. Critical student intervention (CSI) is heavily supported by training, coaching, weekly data calls, and quarterly progress monitoring to ensure students are making progress toward closing their achievement gaps.

In grades 8-12, students in special education are served through content mastery courses and also through their daily intervention period. Special education teachers are able to provide instructional support (heavily focused on ELA and Math) through a local credit course that the student attends daily in order to preview ELA and/or Math lessons to be able to successfully access the general education curriculum independently. There is also an additional opportunity through the scheduled academic intervention period for the student in special education to receive targeted IEP support in their area of need.

Staffing plan

At IDEA, we maintain a standard of one certified special education teacher to every 12-15 special education students. This allows for a special education teacher to have a reasonable caseload in order for their main responsibility to be instructional support for students rather than paperwork required for IEP meetings. For our students with more significant disabilities requiring a self-contained life skills setting, the ratio we maintain is 1:3. We have one certified special education teacher in the classroom, and hire special education co-teachers to ensure that we always keep our ratio at this level.

Besides our special education teachers, IDEA also has certified teachers who are hired as Interventionists who are serving all students who are identified as “critical”, meaning the student has a reading and/or math gap of at least 2 years that requires intensive daily targeted intervention in order for that student to be prepared for our rigorous college preparatory curriculum. Each campus has at least one interventionist who is serving small groups of students throughout the day, implementing the targeted gap-closing interventions that those students need.

We train Special Education teachers and Interventionists during various summer professional development workshops, monthly webinars, and quarterly course collaborations on how to support struggling and special education students.

At the network level, we have speech language pathologists, licensed specialists in school psychology, diagnosticians, occupational therapists, physical therapists, adaptive PE teachers, visual impairment specialists, auditory impairment specialists, and orientation and mobility specialists to serve any special education student whose IEP requires these related services.

OPSB Specific Questions

(1)

Tier	Description	Related Costs
Tier 1	At Tier 1, students receive speech language therapy by a licensed Speech Language Pathologist as decided upon by IEP Committee on an annual basis.	<ul style="list-style-type: none"> • Speech Language Pathologists: 1 SLP to 60 students • Assessments kits for appropriate evaluation
Tier 2	At Tier 2, students would receive their special education support through research-based instructional programs during elective or intervention periods during the school day. The instructional minutes and setting is decided upon by the IEP Committee, using evaluation information from a Licensed School Psychologist, information from the general education teachers, special education teachers, campus leadership, parents, students and related service personnel as needed.	<ul style="list-style-type: none"> • LSSP: 1 LSSP to 85 case load • Special Ed Teachers: 1 teacher to 12-15 students • Assessments Kits for appropriate evaluation • Contracted Services for Physical Therapy, Occupational Therapy, Adaptive PE • Transportation special ed costs (bus, bus driver, bus aide)

Tier 3	At Tier 3, students, depending on the decisions from the IEP Committee, spend part of their day in a self-contained classroom, in small groups focusing on instructional at their just right level with a certified special education teacher. Students with emotional disturbances, receive counseling through a Licensed School Psychologist if so agreed upon by an IEP Committee. And students who Intellectual Disabilities not only spend time on instruction in this setting, but also begin to work on functional independent living skills.	<ul style="list-style-type: none"> • LSSP: 1 LSSP to 85 case load • Special Ed Teachers: 1 teacher to 12-15 students • Assessments Kits for appropriate evaluation • Contracted Services for Physical Therapy, Occupational Therapy, Adaptive PE • Transportation special ed costs (bus, bus driver, bus aide)
Tier 4	<p>At Tier 4, the same service delivery model from Tier 3 applies to Tier 4, with increased time.</p> <p>Students with auditory or visual impairments are serviced directly by an auditory and visual specialists contracted or employed by IDEA Public Schools. Each students has specific IEP goals and objectives they need to achieve annually through their therapy services.</p>	<ul style="list-style-type: none"> • LSSP: 1 LSSP to 85 case load • Special Ed Teachers: 1 teacher to 12-15 students • Assessments Kits for appropriate evaluation • Contracted Services for Physical Therapy, Occupational Therapy, Adaptive PE • Auditory and Visual Impairment specialists • Transportation special ed costs (bus, bus driver, bus aide)
Tier 5	At Tier 5, the same service delivery model from Tier 3 applies to Tier 5, with increased time.	<ul style="list-style-type: none"> • LSSP: 1 LSSP to 85 case load • Special Ed Teachers: 1 teacher to 12-15 students • Assessments Kits for appropriate evaluation • Contracted Services for Physical Therapy, Occupational Therapy, Adaptive PE • Transportation special ed costs (bus, bus driver, bus aide)

(2)

Please see “Related Costs” above for the expected costs associated with each tier. Although we cannot accurately predict the number of special education students we will serve due to the enrollment process, we expect approximately 13 percent of our students to require some form of special education services, which is currently the average across New Orleans.

English Language Learners

(1) Provide a detailed English Language Learner plan describing how you will ensure that all English Language Learners succeed. Describe plans for identifying, evaluating, and serving English Language Learners. Include your staffing plan for special education

- OPSB Specific Questions**
1. What programs/services will be required to address English Language Learners?
 2. What assumptions do you have regarding cost/revenue to implement these programs?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

The vision of the Bilingual and English as a Second Language program at IDEA is to help English Language Learners (ELLs) access the same rigorous curriculum as our English speakers. With a focus on developing the academic vocabulary to ensure that IDEA's ELL students will graduate ready for college. Since our vision is to provide the same rigorous curriculum for the ELLs as the English speakers, goals are set high for both Bilingual/ESL teachers and ELL students.

Better IDEA is IDEA's elementary instructional strategy designed to accelerate learning. There are two components to Better IDEA, (1) a new curriculum powered by Direct Instruction, and (2) individualized instruction. The goal of Better IDEA is to ensure that all students are on or above grade level in reading, language, spelling, and math, and ultimately graduate elementary school ready for 7th grade level work.

Our core curriculum at the elementary level is an explicit, intensive instructional method that allows students of all abilities to become confident, capable learners. This model, which is backed by more than 40 years of research, is based on the theory that by teaching to mastery, teachers can accelerate learning for students. Reading Mastery, Language, Spelling Mastery and Connecting Math Concepts are the core programs implemented within our K-2 classrooms. Students are placed in flexible, homogeneous groups in reading, language, spelling and math, and are expected to score 85-90% or higher on daily independent work and weekly assessments. Skills are taught and scaffolded along the way so that 85% of each lesson reviews previously taught skills and 15% of instruction introduces new skills.

Students advance through the program only if they have demonstrated mastery of the concepts taught and assessed. Students who show exceptional progress can fast-cycle through lessons, and sometimes entire programs if they show consistent mastery on independent work as well as assessments, which are administered every 5 to 10 lessons.

In combination with the core curriculum, IDEA Public Schools will implement an early exit bilingual program. Instruction will be in both languages and shall be structured to ensure that ELL students master the required essential knowledge and skills and higher order thinking skills in all subjects.

Beginner and Intermediate Proficiency Support

In Kindergarten and 1st grade, for those students whose English proficiency is at beginner or intermediate level, teachers will provide support in their native language (if Spanish) using research-based Sheltered Instruction ("SIOP") strategies during the 45 minutes at the end of the day. Beginning Kinder students may also be using Espanol to English as part of their Direct Instruction program. In 2nd - 5th grade, for those students whose English proficiency is at beginner or intermediate level, teachers will be training and providing support using SIOP strategies during subject area instruction. In addition, these students will be provided with additional instruction using direct instruction programs; DISE, RMSE, Decoding, REWARDS, etc. during electives for 45-90 minutes at least 4 days per week.

Advanced & Advanced High Proficiency Support

For those students with a proficiency level of High or Advanced High the teachers will provide their ELL's support in English through research-based strategies such as SIOP. These may include but not be limited to visuals, gestures, adapted text, pre-teaching vocabulary, modeling, graphic organizers, native language for key concepts, chunking information, word bank, etc. These strategies will be used at the teacher's discretion during content area lessons.

First Year Immigrant Support

For first year immigrants with no English, teachers will follow the same process outlined previously for beginners. During the lesson teachers will have to implement appropriate SIOP strategies. During elective courses intervention teachers will meet with the ELL's in small group and provide a quick review of vocabulary support and software through the use of Imagine Learning and Rosetta Stone web-based programs. Imagine Learning and Rosetta Stone are literacy programs students can use to increase English Language Skills. This instruction will take place in our blended learning spaces.

ESL Program

IDEA will implement a researched-based ESL program for our secondary students. In this program the English Language Learners develop their English proficiency through the core content courses. Each teacher receives professional development in English Language Proficiency Standards and sheltered instruction yearly and is required to include the English Language Proficiency Standards (ELPS) in their lesson plans. The ELL Point Person at each campus receives a series of trainings on these and other strategies bi-monthly from the network ELL Coordinator. They, in turn, provide these trainings to their staff. Principals also send teachers to network led trainings at their discretion, based on recommendations by the network ELL Coordinator. The network also provides Saturday Professional Development on a monthly basis. This professional development covers all areas, including Bilingual/ESL, provided by the network ELL Coordinator.

The ELL Point People, network ELL Coordinator and Assistant Principals, do walkthroughs bi-weekly using a walkthrough form for ELL Classrooms to ensure implementation fidelity. Feedback is sent to the teacher that same day via person to person debrief, voice memo or email. Data conversations also occur monthly at grade level, team meetings and 90/30 meetings. The ELL Point Person also has data conversations with individual teachers.

One program we use with our secondary ELL students to help them progress in English is Rosetta Stone. During Intervention time the ELL students spend 45 minutes daily on Rosetta Stone. Progress is monitored monthly through Rosetta Stone developed reports.

Response to Intervention for ELLs

The response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. The 90/30 meeting, which involves the principal, interventionist, grade level team, ELL Point Person, Special Education teacher, and elective teacher, is the place in which students are discussed individually. Teachers bring formative assessments, grades, attendance, and any other relevant information regarding their prioritized students to this weekly meeting for discussion. Specialists offer support and strategies.

For example, if the student being discussed is an ELL, the ELL Point Person will look up his language progress and TELPAS report. Through this discussion, the team may discover that the problem this student is having is connected to language acquisition. The ELL Point Person would then make recommendations on lesson planning with ELPS and activities that can develop a certain language domain. The ELL Point Person would then provide strategies to use within the lesson.

All students begin at Level 1. We see the levels as an upside down cone and, even though we place students in Level 2 for 6-8 weeks, we're always trying to funnel them back into Level 1. During their time in Level 2 weekly data are used to target 1-2 areas of focus with intensity. The students are placed in a small group of about 5 and

taught with materials and activities that differ from those used in the regular classroom. After 8 weeks in Level 2 if the student is still not progressing and the 90/30 team feels he needs more time and more intense lessons, he is moved to Level 3. Ideally, Level 3 has a ratio of 1:1 and involves intensive, individual intervention. The student is given additional time each day during, before, and/or after school. Progress is monitored weekly with instruction adjusted based on findings. Students are re-evaluated often and may be considered for special education.

OPSB Specific Questions

(1)

We will offer differentiated support for our ELL students. For Academy Beginner level and early Intermediate ELL students, we will implement the Espanol to English program to bridge the transition for students to be ready to learn to read in English. Beginning in 3rd grade, they may also receive Direct Instruction of Spoken English as a daily targeted intervention. For College Prep Beginner level and early Intermediate ELLs, students will receive Direct Instruction of Spoken English during their intervention period and are assigned a Rosetta Stone license in order to acquire social and academic language in English. Other programs/supports that are offered to ELL students based on need include Imagine Learning, Sheltered Instruction strategies implemented by certified SIOP teachers, and all of the targeted critical student intervention programming that is offered to students showing gaps in Reading and/or Math.

(2)

We are projecting that 3% of student will require ELL services, and our budget includes revenue to serve those students based on the city-wide funding formula. Associated costs are assumed in budgeted expenditures.

Parents and Community

(1) Provide, as **Attachment 3**, any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school (e.g. surveys, intent to apply lists, letters of commitment).

- | | |
|--------------------------------|--|
| OPSB Specific Questions | <ol style="list-style-type: none">1. How will you share information with Parents and Community Members?2. How will you receive feedback?3. What is the process for grievances? |
|--------------------------------|--|

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

We have not participated in any activities where we have asked parents to commit to enrolling students in our school, as the final community where our school will be located has not been identified. Additionally, as our school will not be slated to open until 2019, it is our belief that such efforts would be premature at this point. However, once the community for our site is identified, efforts to engage parents will begin in earnest.

OPSB Specific Questions

(1)

As we enter new communities, we launch three types of campaigns:

- (1) **Brand Awareness:** During this phase of, we educate the community about who IDEA is, what we believe, and the success that we have had in serving low-income students.
- (2) **Student Enrollment:** During this phase, our marketing and messaging is geared toward educating families

about what the daily life of an IDEA student looks like.

- (3) **Teacher and Leader Recruitment:** This phase further informs parents and community members about IDEA while searching for high quality school leaders and teachers.

Through each phase, we invest in a multitude of channels to ensure families and community members are informed. We have traditionally invested in: TV, radio, digital, direct mail, and print advertising. Additionally, we host a series of open houses that allow families and community members to interact with IDEA staff to ask questions and learn more. All of our investments are made based on market and community research.

Once students are enrolled at an IDEA school, distribution of information is no less important. We feel that it is crucial for our students to have families that are well-informed and engaged. We accomplish this through a number of avenues, ensuring that we are able to distribute information in a way that it is reaching the greatest number of families possible.

First, we release a Parent Weekly newsletter that is available both in print and online. In addition, we try to take advantage of various social media outlets. We currently make use of Facebook, Twitter, and Instagram. We have individual school accounts as well as regional accounts that distribute information about news affecting our schools and upcoming events. Finally, our website, www.ideapublicschools.org, is a great resource for parents and community members and has information including but not limited to academic calendars, student handbooks, cafeteria menus and a selection of school policies.

(2)

During the recruitment phase, we receive feedback in a couple of different ways. First, we analyze our effectiveness by tracking responses to our messaging. Each week we receive performance reports and pay close attention to the numbers, including influxes and dips, and make changes as necessary. Additionally, as we are entering the community, we will run our creative messaging through focus groups before launching a particular recruitment campaign. We recently conducted such a focus group in Baton Rouge and were able to take the feedback and adjust our messaging accordingly.

With regard to receiving feedback from the families of current students, we conduct bi-annual parent surveys that allow us to gather a great deal of information about parent satisfaction that might otherwise go unnoticed. In addition, we hold regular parent meetings and workshops, presenting a regular venue for parent feedback. Finally, our doors are always open, and parents and community members are encouraged to provide feedback that they feel will help us operate a more efficient, successful school.

(3)

The following grievance process is outlined in the "IDEA Parent Grievance Policy" which is distributed to all parents and is available in languages other than English where appropriate.

Informal Process

Parents are encouraged to discuss their concerns and complaints through informal conferences with the campus principal, or other appropriate administrator. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

A parent may initiate a formal process by timely filing a written complaint form provided by the school. Even after initiating a formal complaint, parents are encouraged to seek informal resolution of their concerns. A parent whose concerns are resolved may withdraw a formal complaint at any time.

Level One

Complaint forms must be filed: (1) within 15 days of the date the parent first knew, or with reasonable diligence should have known, of the decisions or action-giving rise to the complaint or grievance, and (2) with the lowest level administrator who has the authority to remedy the alleged problem. If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received, and immediately forward the complaint form to the appropriate administrator. The appropriate administrator shall hold a conference with the parent within ten days after receipt of the written complaint. The administrator shall have ten days following the conference to provide the parent a written response.

Level Two

If the parent did not receive the relief requested in Level One or if the time for a response has expired, the parent may request a conference with the VP of Schools to appeal the Level One decision. The appeal notice must be filed in writing, on a form provided by the school, within ten days after receipt of a response, or, if no response was received, within ten days of the response deadline at Level One. The VP of Schools shall hold a conference within ten days after the appeal notice is filed. At the conference, the VP of Schools shall consider only the issues and documents presented at Level One and identified in the Level Two appeal notice. The VP of Schools designee shall have ten days following the conference to provide the parent a written response.

Level Three

If the parent did not receive the relief requested at Level Two or if the time for a response has expired, the parent may appeal the decision to the Chief of Schools. The appeal notice must be filed in writing, on a form provided by the school, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level Two. The VP of Schools must inform the parent of the date, time and place of the meeting with the Chief of Schools at which the complaint will be heard. The VP of Schools shall provide the Chief of Schools with copies of the complaint form, all responses; all appeal notices, and all written documentation previously submitted by the parent or administration. The Chief of Schools shall consider only those issues and documents presented at the preceding levels and identified in the appeal notice. The Chief of Schools (or his/her designee) shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels. In addition to any other record of the meeting required by law, the Chief of Schools shall prepare separate record of the Level Three presentation. The Level Three presentation, including the presentation by the parent or the parent's representative, any presentation from the administration, and questions from the Chief of Schools with responses, shall be recorded by audio recording, video/audio recording, or court reporter. The Chief of Schools shall then consider the complaint. S/He must give notice of their decision in writing at any time up to thirty days.

Level Four

If the parent did not receive the relief requested at Level Three or if the time for a response has expired, the parent may appeal the decision to the Chief Executive Officer. The appeal notice must be filed in writing, on a form provided by the school, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level Three. The Chief Executive Officer will review copies of the complaint form, all responses; all appeal notices, and all written documentation previously submitted by the parent or

administration. The Chief Executive Officer shall consider only those issues and documents presented at the preceding levels and identified in the appeal notice. In addition to any other record of the meeting required by law, the Chief Executive Officer shall then consider the complaint. S/He must give notice of their decision in writing at any time up to thirty days.

Level Five

If the parent did not receive the relief requested at Level Four or if the time for a response has expired, the parent may appeal the decision to the IDEA Public Schools NOLA Board of Directors. The appeal notice must be filed in writing, on a form provided by the school, within ten days after receipt of a response or, if no response was received, within ten days of the response deadline at Level Four.

The IDEA Public Schools NOLA Board of Directors will review copies of the complaint form, all responses; all appeal notices, and all written documentation previously submitted by the parent or administration. The Board of Directors shall consider only those issues and documents presented at the preceding levels and identified in the appeal notice. The Board of Directors shall consider the complaint. They may give notice of their majority decision orally or in writing at any time up to thirty days. The Board of Director’s decision shall be the final rendered decision regarding the complaint/grievance and therefore may not be appealed.

SECTION II: PEOPLE

Founders’ Submission

For the prompts in the Founder’s Submission section, both the board chair and the school leaders should answer each question separately. The purpose of this section is to assess whether the proposed school leader and the board chair have demonstrated success in leading others towards meeting goals.

- (1) What vision and goals did you have for the organization in which you most recently held a formal leadership role?
- (2) What were the most important strategies that you implemented in order to ensure that your organization met its goals?
- (3) How did you set up your team to help them in understanding their role in helping the organization meet its goals?
- (4) How did your organization both monitor progress towards its goals and remain on track to meet its goals?
- (5) What relationships did you cultivate both in and outside of the organization for which you worked? How did they help you achieve your goals?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

- (1)
In my capacity as the Executive Director of Stand for Children, Louisiana, my vision was that every child in Louisiana would have unfettered access to the life path they wanted to pursue after high school. My goals were to 1) help 500 parents find and use their voices to effectually advocate local and state governments for policies that would positively impact their children's education, and 2) change 5-7 state and local education policies annually.
- (2)
The most important strategies that I implemented were:
 - (1) Hiring and supporting a strong and diverse group of leaders to authentically and successfully engage with families and operate the organization;
 - (2) Creating and maintaining a reputation as a respected, honest, partial and unbiased voice for Louisiana

children, (3) Teaching and supporting parents build authentic relationships with the media, legislators, school board members, and other policy officials; and finally
(3) Maintaining, through fundraising, a fund balance 12 months in advance.

(3)
For everyone on a team to deeply understand their role in an organization, they must buy into the organization's goals. At Stand for Children, each year goals and strategies were reviewed and revised by everyone in the organization. During this process, each department presented their proposed goals and strategies for the year. Those strategies were vetted and endorsed by the other departments, and as a result, all team members became invested in the success of the entire organization. Afterward, each department created and presented an action plan to the entire staff articulating how they would meet their goals and how they would enact their strategy. As the Executive Director, this allowed me to assess the depth of understanding that all team members had regarding their goals. Presenting goals and strategies allowed everyone in the organization to integrate their work across the organization thus reinforcing an understanding of how everyone's goals were related and instrumental in reaching the organizational vision. Reviews of progress against these goals and the successes and challenges to implementing the aligned strategies occurred with the full team very quarter.

(4)
During my weekly check-ins with staff, I focused 90% of our conversation on goals and strategies. Routine questions included:

- 1) What successes did you experience and how does it help you advance your goal?
- 2) What barrier is currently preventing you from reaching your goal?
- 3) What supports to you wish you had to help you reach your goals?
- 4) How are your team members prioritizing their time toward the goals?

Quarterly all-staff meetings were held to review progress toward the goals collectively. The staff were required to bring qualitative and quantitative data to defend progress against their goals, and problem-solving through cross consultancies were facilitated by the staff to determine ways to get back on, or stay on, track.

At Stand for Children, external measures were also used to hold me and my team accountable to our goals. We posted our goals on our website, and we produced public, easily digestible reports communicating our progress against these measures.

(5)
Ninety percent of Stand for Children's success was reliant on cultivating and maintaining healthy and meaningful relationships. We had trusting, authentic and value added relationships with parents, educators, legislators, state and local school board members and funders, allowing us to reach our goal of placing parents in a position to have their voices leveraged and empowered. For instance, parents needed to believe that we had an authentic interest in their child's success in order to feel comfortable sharing their respective stories. Legislators had to believe that we would maintain confidentiality in order to agree to sit privately with our parents as they expressed their policy preferences. Finally, funders had to trust that we would deliver according to our funding agreements.

Internally, I focused on ensuring that my relationships with my direct reports communicated my belief in their ability and my commitment to their success. This resulted in open style of communication where staff would tell me when they were worried about accomplishing goals so that I could swiftly and more efficiently remove any

barriers to their success.

Governing Board

- (1) Describe the role that each board member will play on the board.
- (2) Include, as **Attachment 4**, a Board Member Information form for each board member.
- (3) Describe the process by which your board identifies potential conflicts of interest before making decisions.
- (4) Provide evidence of the board's readiness to leverage and sustain relationships with key stakeholders.
- (5) Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision.

- OPSB Specific Questions**
1. How will board operate?
 2. Describe how the board will operate in order to comply with key policy requirements?
 3. What checks and balances will be performed to ensure compliance?
 4. Describe the roles and responsibilities involved in board operations, coordination, and compliance?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)
The IDEA Public Schools New Orleans governing board will include representatives of the greater New Orleans community and will have a wide range of expertise in academics, education policy, finance, law, management and operations, fundraising, and community engagement. Our founding board members are strongly aligned with the mission, vision and educational philosophy of IDEA Public Schools, as will be required of any future board members.

The board will have committed members who:

- Believe that all children can and will succeed in school, college and beyond regardless of race, socio-economic status, or zip code.
- Dedicate their efforts to advance the vision and mission of IDEA Public Schools New Orleans.
- Contribute their experience and knowledge to the governance of IDEA New Orleans.
- Serve on one or more board committees and contribute the appropriate time and energy necessary to accomplish all stated organizational goals.

Board members have already been selected and additional members will be added over the course of the next six months. The board will be comprised of a minimum of seven members. The founding Board has both the diverse skillsets and areas of expertise, and impressive professional accomplishments necessary to secure a charter and develop a high-performing community school. These individuals possess an intimate knowledge of the New Orleans community and bring the expertise and relationships that will be crucial for the launch and operation of a successful network of schools.

The table that follows includes information about the professional affiliations of each board member. It also outlines some preliminary responsibilities for each board member.

Full Name	Current Position & Employer	Area of Expertise & Likely Board Responsibility
Rayne Martin	Founder and Lead Impact Coach <i>It's the Impact</i>	Academics, Nonprofit Governance, Charter Management and Operations, Education Reform

		Board Role: Founding Board Chair, Authorizer Relations, School Start-up
Mary D. Moran	Executive Director and Co-Founder <i>Our Voice Nuestra Voz</i>	Strategic Planning, Fundraising, Community Engagement, Parent Organizing Board Role: Founding Board Member, Community Outreach
Maureen Joseph	President <i>Transpire, LLC</i>	Strategy Development, Business Relations, Coaching, Charter School Board Leadership, Training, Program Design, Community Engagement Board Role: Founding Board Member, School Operations Oversight

Officers will be elected by the board and will initially include a Chair, Vice-chair, Secretary, and Treasurer. New officer positions may be created and filled at any meeting of the board. The Vice-Chair, Secretary, and Treasurer have not yet been selected, but clearly the individuals comprising the Board of Directors have the skills and experience necessary to successfully fill each of these roles. Future recruitment of board members will look to complement the already impressive skillsets represented.

2)

Please see Attachment 4.

3)

The board will adopt and operate with a conflict of interest policy. A draft of the full policy is available upon request, but the process for identifying and addressing conflicts is described below.

1. **Duty to Disclose:** In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. **Determining Whether a Conflict of Interest Exists:** After disclosure of the financial interest and all material facts and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. **Procedures for Addressing the Conflict of Interest:**

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of and the vote on the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

4)

Each of the board members has achieved notable professional success in New Orleans that could only be attained while building strong relationships with prominent individuals and organizations. We are confident in the board's ability to leverage these relationships as necessary to increase the level of support for the schools.

The three initial board members have extensive ties to the local business community, the higher education community, the philanthropic community, community based organizations, civic leaders, and parents and students. Some specific examples include the following:

- Rayne Martin has extensive ties to the education and non-profit sector, as well as relationships with community and civic leaders. In addition, she has relationships with the Department of Education.
- Mary Moran has ties to a large network of community leaders specifically in the Latino community. In addition, she has relationships with the education media sector.
- As President of Transpire, Maureen Joseph brings relationships with a wide range of local business leaders. In addition, she serves as an adjunct professor at Tulane University and has relationships with the higher education community.

The founding board members also have sought the counsel of a number of prominent New Orleans civic and community organizations and individuals who have provided advice and guidance in the planning process, including:

Recovery School District Leaders

OPSB Leaders

NSNO

The Greater New Orleans Urban League

Louisiana Association of Public Charter Schools

Educate Now

Ann Duplessis, former state senator and Senior Vice President, Liberty Bank

Jonathan Wilson, President 100 Black Men of Metro New Orleans

Stacy Martin, former Louisiana State Director, Black Alliance for Educational Options (BAEO)

5)

The Board of Directors firmly believes and subscribes to a philosophy of autonomy coupled with accountability. The board understands that schools are best able to meet their mission when the roles of governance and management are complementary, but separate and distinct. In that regard, the board is partnering with IDEA Public Schools and entrusting the organization with responsibility for the day-to-day management of the school organization and the supervision and management of all school leaders. These leaders will then be directly accountable for the academic outcomes, school operations, and the engagement of the entire IDEA Team and Family, including staff and parents. The board's primary functional role will be to set overall strategic direction, evaluate the performance of the ESP and its Executive Director, and approve the organization's finances and budget. The board will ultimately be responsible for the operation and activities of the school and will be governed in its operations and actions by a set of corporate bylaws. The board will exercise all the rights and privileges legally exercisable by the school, except as otherwise provided by law, the charter, or bylaws.

The relationship proposed in this application would require the board to ensure that IDEA Public Schools, Inc., as the contracted education service provider, keeps schools on track to achieve the mission and vision that have been articulated. Specifically, the board will collect information about student performance, operational performance, and financial performance and review IDEA's performance annually. The tables that follow outline draft performance metrics that will be evaluated under two broad goals: 1) **Every graduate of IDEA New Orleans will be prepared for and attend college**, and 2) **Our schools will be strong and financially sustainable**. The goals will be tailored to the grade levels served at the school in any given year.

Draft Performance Framework

Students Graduate College Ready	
Measure	Evidence/Frequency
% of graduates who matriculate to a college or university	Annual Report
% of graduates who are accepted to a 4 year college or university	Annual Report
% of graduates named AP/IB scholars	Annual Report
% of students scoring proficient on EOC exams	Annual Report
% of graduates scoring 3+ on AP exams	Annual Report
% of students graduating college in 4/6 years	Annual Report
Average ACT score (junior class)	Annual Report
% of 1 st -2 nd grade students end the year on/above grade level in reading/language arts/math	Annual Report
% of students scoring mastery/basic on all state-tested subjects	Annual Report

Build a Strong & Sustainable Organization	
Measure	Evidence/Frequency
Enrollment targets met	Annual Report
% of enrolled students with low social-economic status	Annual Report
Average daily attendance%	Annual Report
Student persistence %	Annual Report
Suspension/expulsion %	Annual Report
Parental satisfaction %	Annual Report

Employee retention %	Annual Report
School Fund Balance	Annual Report
Yearly balanced budgets	Annual Budget Process
External, annual audit reports demonstrate that schools meet or exceed professional accounting standards	Annual Audit
Board of Directors annual formal review of IDEA performance	Annual Board Action
Board of Directors annual review of IDEA Executive Director's performance	Annual Board Action
Board of Directors annual self-evaluation	Annual Board Action

In addition, the board will work with IDEA's Executive Director to establish a monthly reporting process to evaluate progress towards annual goals and the monthly targets or metrics that schools will achieve in order to demonstrate progress towards achieving the stated goals. By looking at data regularly throughout the year, the board will be well informed and ready to take preliminary action if necessary.

In order to efficiently evaluate the performance of the educational service provider, the Board of Directors of will work through a committee structure. The committee structure will ensure that board members are deeply engaged in analyzing the metrics that match their skillsets. These committees will evaluate all the necessary and relevant data and report their findings and conclusions back to the full Board of Directors.

OPSB Specific Questions

(1)

IDEA Public Schools NOLA will be an independent and autonomous local board of directors with at least 7 members, one of whom will be a parent of a student enrolled at our school. The board's primary functional role will be to establish overall strategic direction for the organization. This will include setting organizational and school policy, providing financial oversight, and ensuring that schools operate in compliance with all legal and regulatory requirements.

The board understands that although IDEA will manage day-to-day operations, the board has ultimate accountability to the public and to OPSB for the academic, operational, and financial performance of our schools and for ensuring that we are on track to achieve the mission and vision that have been articulated.

In order to ensure transparency, all board meetings will be open to the public and held at a time when parents are able to attend.

Additionally, while only three board members are identified in the application, additional members are being cultivated and will be added to the board in the coming weeks and months.

(2)

The board will ensure that it complies with key policy requirements by 1) ensuring that its members know the key policy requirements for boards and charter operations, and staying abreast of any changes; 2) by formally engaging an attorney who is experienced in working with successful charter boards in Louisiana to provide advice and guidance, and 3) by creating structures and processes to ensure that policies are properly implemented. These structures and process will include items such as training for new board members, ongoing training for the board throughout the year, annual board compliance checklists, annual board evaluations, and annual individual board

member self-evaluations.

(3)

The board will employ a number of checks and balances to ensure compliance, starting with a commitment to building a board whose members bring expertise in critical functional areas to the table. Accordingly, the board's members will include individuals with a background in finance, law, education, community engagement, etc. These individuals will lend their expertise to critical compliance matters on an ongoing basis.

Secondly, the board will work with its attorney to develop and maintain a compliance checklist that will be updated regularly.

(4)

There will be a handful of key roles and responsibilities involved in board operations, coordination, and compliance, including board officers (Chair, Vice-Chair, Secretary, and Treasurer), who will carry out their responsibilities as per the bylaws. Additionally, the board's contracted attorney will prepare and maintain a compliance checklist for the board, while IDEA Public Schools, the board's contracted ESP, will assist with the day-to-day work involved with board operations and coordination as directed.

School Leadership

(1) Include, as **Attachment 5**, and **Attachment 6**, staffing plans and information regarding your leadership team's qualifications. Provide an organizational chart. Include job descriptions that summarize the scope of work for all staff on the school leadership team.

(2) Describe the standards by which you will evaluate teachers, how you will clearly communicate these standards and ensure that teachers stay on track towards meeting these standards.

(3) Describe the steps the board will take to evaluate the school leader. Specifically, describe:

- The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
- The information the board will collect;
- The systems by which the board will collect information; and,
- The process(es) by which the board will evaluate information and make decisions.

OPSB Specific Questions

1. What role will each leadership team member play?
 1. If identified, how will their background suit the role?
 2. If not yet identify, how will leaders be identified?
2. What are evaluation, development, compensation designed to provide for quality leadership?
3. Describe your plans for leadership recruitment.
4. What qualifications will be required for each leadership position?
5. How will the school's leader be evaluated? Please explain who will evaluate, frequency of evaluations, consequences, and rubric materials that will be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

Please see Attachments 5 and 6.

(2)

Teachers are evaluated annually by either a Principal or Assistant Principal and placed on our Teacher Career Pathway. Placement on the pathway is determined by a composite score on our “balanced scorecard.” The scorecard is organized as follows:

- 50% of the evaluation is determined by student end of year performance on a state assessment or internal assessment;
- 35% is determined by performance on our teaching rubric;
- 5% is based on parent feedback on surveys;
- 5% is based on student feedback on surveys; and
- 5% is based on the manager’s evaluation of how well they feel the teacher reflects the organization’s core values.

In addition, on a quarterly basis, managers engage in our Staff Development Cycle which involves Goal-Setting and 2x2, a process by which the manager and the teacher each fill out two things he/she is doing well and two things he/she could do better, as well as two things the other person is doing well and two things the other person could do better. The Staff Development Cycle ensures that teachers receive clearly stated expectations early in the school year and are also given regular feedback. In addition, teachers are given the opportunity to engage with and give critical feedback to their managers.

(3)

Please see the information provided above (Governance, Question 5) in response to the question, “Describe the steps the board will take to ensure that the school leader keeps the school on track to achieve its vision.” This response describes how the board will evaluate the school leader, the information that will be collected, and the systems and processes by which the board will collect information.

OPSB Specific Questions

(1)

The school leadership team consists of the Principal, VP of Schools, Assistant Principal of Instruction, Assistant Principal of Operations, Academic Counselor, Director of College Counseling, and College Counselor. Candidates for these roles have not yet been identified.

Principal: The principal is the leader of the school, with their primary focus being instructional.

Principals are selected through a rigorous process, 1-2 years prior to the launch of a school. The profile for a successful IDEA principal is a minimum of 3 years of strong results in a teaching role, and at least one year of management and coaching experience. Principal candidates must also demonstrate strong instructional expertise, organizational skills, and the ability to influence and motivate a variety of constituents. Upon selection, principals spend 1-2 years in our Principal-in-Residence program, training under an existing IDEA principal. Principals must demonstrate proficiency in all of our principal competencies (School Leadership Levers) in order to lead an IDEA school.

VP of Schools: The VP of Schools is the instructional leader for the region, and responsible for managing and coaching principals. The VP of Schools must have a minimum of 2 years of successfully leading an IDEA school or 5+ years of experience as a principal outside of IDEA. They must demonstrate a strong vision of excellence for instruction, the ability to coach and develop teachers and instructional leaders, and an exceptional record of

results as a manager.

AP Instruction (“API”): APIs are instructional leaders who coach and develop the teachers at their school to achieve ambitious goals with students. They monitor the progress of special population students to ensure *all* students are on-track for college. They are also responsible for both reactive and proactive discipline and strategy to help students persist at IDEA year after year. APIs will have at least three years of teaching experience as well as teacher leadership or administrative experience.

AP Operations: are responsible for managing all non-instructional functions of the campus including but not limited to attendance, persistence, data management, enrollment and registration, facilities maintenance, textbooks, IT support, health services, and parent engagement. APOs coach and develop the operations staff at their campuses to achieve ambitious goals in support of students. Provide leadership to ensure the highest standards of operations. APOs will have experience in operations management in the field of education.

Academic Counselor: Academic counselors support the ambitious goals that the organization sets for student achievement and invest students and families in accomplishing these goals. Academic counselors are an integral part of the IDEA school lead team and partner with faculty and staff, as well as students and families, to ensure students are supported and able to be successful. Academic Counselors model how to build strong, mutually respectful relationships with students and families and support teachers to do the same. Academic Counselors also work with school leadership to coordinate and implement a school-wide behavior management system with meaningful incentives and consequences. Finally, the AC works closely and effectively with children who have behavior challenges and their families, partner with teachers to execute individualized behavior interventions when needed, and coordinate contracted services for struggling students. Academic counselors will ideally have a valid teaching credential, teaching experience, and a master’s degree in counseling.

Director of College Counseling (“DCC”): DCCs oversee the college admissions and financial aid application process for 12th grade students at an IDEA College Preparatory school in order to ensure 100% of graduates enroll at and set foot on a four-year college or university. They manage the Counseling team in order to meet goals, educate students and parents about the benefits of post-secondary education, and guide students in their college search and selection and ensure all students are on track for graduation. DCCs may also teach AVID college readiness lessons. DCCs will have management experience as well as high school teaching and counseling experience.

College Counselor: College Counselors educate students and parents about the benefits of post-secondary education. They are responsible for administering all aspects of the college search and admissions process and ensuring all students are on track for graduation. College Counselors also teach AVID college readiness classes. The College Counselor work with school faculty and staff, students, parents, and community to plan, implement, and evaluate a comprehensive developmental guidance and counseling program at school assigned Counsel students to fully develop each student’s academic, career, personal, and social abilities and address the needs of students from special populations.

(2)

IDEA’s exemplary Principal In Residence (PIR) Program experience is a key preparatory step for any educator looking to become an IDEA Principal. The residency is a full-time, competitive salaried, intensive learning opportunity that allows participants to develop the most critical principal knowledge, skills, and mindsets from our organization’s most successful school leaders. As a PIR, future school leaders will be a fundamental part of the school’s leadership team and assume significant, on-campus management responsibilities. IDEA’s PIR Program is unique in that it offers unparalleled coaching, mentorship, and professional development. Fellows receive world class leadership coaching from their mentor Principal, IDEA’s Director of Leader Development, and their fellow PIR

cohort. As discussed below, our system of Principal evaluation promotes excellence in school leadership by providing quality feedback, promoting and rewarding those leaders who are most deserving, and replacing principals who have repeatedly failed to meet our high standards.

(3)

The regional recruitment team for IDEA in Louisiana will eventually be comprised of several IDEA employees; however, the national team is already actively recruiting candidates for the Director of Staffing and Recruitment for the region. This Director will support the ED and the principals who lead the initial launch of IDEA campuses to ensure that 100% of campus-based staff, including lead team members and classroom teachers, are hired and on-boarded prior to the summer of 2018.

IDEA's overall strategy for the recruitment of exceptional educational talent is comprised of several core approaches: 1) a significant presence at local university/educational job fairs; 2) a heavy presence on popular online employment websites and job boards geared towards the educator community, such as Indeed and LinkedIn; 3) through partnership with the Marketing and Community Engagement team at IDEA, consistent targeting towards and conversion of potential employees who engage with our brand online and through social media; 4) a robust internal referral program; 5) research and outreach to high-performing educational across the state and country; and 6) partnerships and alliances with like-minded organizations such as Relay Graduate School of Education or the Summer Principals Academy at Columbia University.

Applications rates for teacher and leader roles at IDEA have increased significantly in recent years, in part due to the positive press the network has received due to the success its campuses and students are experiencing. The Staffing and Recruitment Team leads a screening process comprised of several initial steps including an online application that probes Mission Fit and Record of Results, video interviewing tools that permit an efficient but meaningful vetting process of the most promising candidates, and role-specific assessments such as content exams for teachers or instructional observation exercises for instructional leaders. All of these screening approaches help to ensure that only the strongest and most-qualified candidates proceed to final interviews with hiring managers or committees with decision making rights.

At the national level, recruitment efforts for IDEA school leaders in Louisiana are in progress. The region is on track to have hired at least 4 Principals-in-Residence for Baton Rouge by the end of the current school year, allowing for these hires to incubate on an already existing, high-performing IDEA campus for 1 year prior to launching in Louisiana. This timeline allows IDEA to capitalize on the priority of recruiting local leaders, especially those who reflect the communities they will eventually open IDEA schools in and are willing to relocate to learn more about how IDEA principals lead. Given that we expect to open a school in New Orleans in 2019, the national team is now targeting to hire at least 2 additional Principals-in-Residence specifically for the New Orleans region.

(4)

Please see Attachment 6, Job Descriptions, for a list of the required qualifications for each leadership position.

(5)

Each principal is evaluated annually on two key measures: (1) the achievement of their five **Driving Goals**, and (2) their proficiency in the **School Leadership Levers**, IDEA's principal development and evaluation rubric.

- (1) **Driving Goals:** Principals (along with other administrators on their leadership team) are provided with a menu of goals that align to overall organizational goals. Each principal and his/her manager selects the goals that are highest priority for the school's improvement; these become the principal's driving goals.

The achievement of a principal’s driving goals comprises half of their evaluation at the end of the year.

- (2) **School Leadership Levers:** Inspired by the thought leadership of Paul Bambrick Santoyo in his book *Leverage Leadership*, we created the School Leadership Lever rubrics to establish a clear vision of excellence for the highest impact actions a principal can take. The School Leadership Levers form the foundation of our Principals in Residence principal preparation program, because they are the skills and competencies that principals are evaluated on.

Principals receive a final evaluation at the end of each school year in their Annual Performance review. However, they report on their progress toward their driving goals in their weekly check ins with their manager and receive feedback aligned to the School Leadership Levers on a weekly basis.

Principal evaluations result in a variety of consequences. A strong evaluation results in higher performance pay and promotion opportunities. Our highest performing principals are selected to become mentor principals, and host one or more PIRs at their campus. Mentor Principals are eligible for additional professional development opportunities (such as Relay’s Graduate School of Education principal academy) and stipends for their outstanding work as mentors. A weak evaluation results in additional coaching and support. In rare occasions, if a principal’s evaluation is persistently low, then they are replaced.

As mentioned above, school leaders are evaluated using the School Leadership Levers rubric. Topics covered in the rubric include:

1. Data Driven Instruction
2. Observation and Feedback
3. Program and Planning
4. Student Culture
5. Staff Culture and Development
6. Leading other Leaders
7. Time Management and Organization

A copy of the rubric materials is available as Attachment 7.

Staff

(1) Describe your administrator, partner, and teacher recruitment strategy.

(2) Describe the expectations for teachers and for all mission-critical partner organizations, how you will clearly communicate these expectations and ensure that teachers and mission critical partners stay on track towards meeting expectations.

(3) For all core content and mission-related subject areas:

- Describe your professional development plans for teachers and how they connect to the curricula and assessments.

OPSB Specific Questions

1. What are the minimum qualifications required for teachers and other staff members? What is the average qualification that you anticipate for your staff?
2. What staff compensation model will be offered to instructional staff? How does this compare to benchmarks?
3. How will you evaluate instructional staff? Please explain who will evaluate, frequency of evaluations, how feedback will be delivered, consequences of negative feedback, and rubric materials that will be used.
4. You may include, as **Attachment 7**, any documentation supporting your personnel policies, recruitment plans, and/or evaluation plan.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

IDEA teachers are the primary drivers of achieving the ambitious results that we demand of all IDEA students. Teachers at IDEA can expect consistent feedback, coaching, and support to ensure that they continue to develop as leaders in the classroom. Recognizing the impact that teacher effectiveness has on student achievement, IDEA will recruit, develop, and retain a team of exceptional teachers for our schools in New Orleans.

IDEA has developed a comprehensive and thorough approach to staffing our schools with strong teachers. We will recruit candidates from a wide variety of national and local sources, with an eye toward increasing over time the percentage of teachers who are “home grown” from southern Louisiana. In selecting teachers, we will not only assess candidates for their demonstrated teaching skill, but also for their openness to receiving continuous feedback to improve performance and their alignment with our core philosophy of college for all.

Once hired, IDEA has an ongoing professional development program for teachers, including a mandatory New Teacher Institute for first-time IDEA teachers and a series of required and optional courses that are offered during the summer and throughout the school year.

IDEA has had tremendous success in recruiting a teaching workforce that reflects the communities in which our schools are located, as well as the students who attend them. At our currently operating school in Texas, in which the majority of our student population is Latino/Hispanic, fully 70% of teachers and 77% of principals are Latino/Hispanic, the majority of whom are graduates from Texas universities. UT Rio Grande Valley (where most of our schools are located) has been the primary source for recruiting teaching talent, although we also have had tremendous success in recruiting from teacher and leader preparation programs at other Texas universities and from programs like Teach for America. We are currently in the process of looking to establish partnerships with universities in southern Louisiana, creating a similar pipeline of teachers for New Orleans and Baton Rouge.

In New Orleans, we will also seek to recruit a diverse workforce that is reflective of the student population, and we anticipate recruiting teachers from the following sources:

- Experienced teachers from traditional public schools and/or other charter schools (including perhaps some teachers at our schools in TX who may have ties to Louisiana)
- Novice teachers from local colleges and universities
- Novice teachers from alternate teacher preparation programs

We are also developing (and hope to have in place for our first Baton Rouge schools) a teacher residency program whereby we would recruit candidates to come on board and work as teachers/co-teachers/teacher fellows in one of our current schools in Texas during the 2017-18 school year. These individuals would then relocate to Baton Rouge to serve as “anchor” teachers when schools are launched in 2018. Once we have launched in Baton Rouge, we plan to create similar opportunities, hiring teachers a year in advance of our New Orleans campus openings, and giving them a year of experience in an IDEA school in Baton Rouge.

Over the past four years, we’ve opened seven new campuses in the Austin and San Antonio regions, with 100% of the teaching positions filled prior to the first day of school. We are confident in our ability to achieve similar success in New Orleans.

With regard to administrators and partners, please see our response above to “Describe your plans for leadership recruitment”, as many of our approaches apply to all educational talent that IDEA seeks to attract.

(2)

Teachers are expected to lead students in their classrooms to success academically. They are responsible for lesson planning, delivering strong lessons to students, partnering with parents to support students, and creating a safe and productive learning environment in the classroom. They also play a role in planning and executing school-wide initiatives. Teachers are also expected to operate in a manner that is consistent with our Core Values. Expectations for teachers are clearly articulated from the moment they are hired. Teachers are put through a rigorous and ongoing professional development program which constantly reiterates expectations for both performance and behavior.

Please see below for a discussion of how we work with mission critical partners.

(3)

Teachers are the most critical link to student learning in the IDEA system. No other individual is positioned to impact student learning in such a sustained and consistent manner. Because teachers are so important, there are numerous streams of support directed to supporting the classroom teacher, including but not limited to the following:

1. A teacher's first and most immediate source of support will be the Campus Lead Team. A Principal or API will observe classroom instruction and engage teachers in frequent dialogue and coaching around instruction and assessment. They will facilitate collaboration among grade level and campus colleagues, protect time for lesson planning and identify professional learning opportunities.

2. If a teacher is new to the profession or to IDEA, they may be assigned to a cohort with an Instructional Coach. The Instructional Coach will work with the teacher and his/her manager to observe classroom instruction and engage the teacher in frequent dialogue and coaching around instruction and assessment.

3. Every other week, a Webinar for content and grade level will be facilitated by a teacher leader known as the Course Leader. Course leaders are experienced IDEA teachers who have demonstrated exceptional results in the classroom. Their role is to lead content webinars and course collaborations and provide additional support to teachers in their subject area throughout the year. Course Leaders will be a primary source of communication and will facilitate resource and best practice sharing across the school. During the 45-minute Webinar, the Course Leader will demonstrate how he/she has prepared lessons and resources for the forthcoming unit. They will also field questions from teachers and cascade messages about student achievement data. Teachers will be invited to share lesson ideas and interact with colleagues to improve their practice.

Bi-weekly Webinars are typically held every other Wednesday throughout the year.

4. Course collaboration is an opportunity for teachers to gather together to plan for upcoming units, share resources and best practices and receive content specific professional development led by Course Leaders and Curriculum Managers. These trainings offer a unique opportunity for IDEA teachers to get together as a content and grade level team and learn from one another. Course collaborations occur at the beginning of every quarter to help teachers reflect on IA achievement data and prepare for upcoming instruction.

5. For many subjects throughout the year, Curriculum Managers will provide an overview of the

content of a new unit based on the Unit Plan. The recorded Unit Overview Webinar will be posted on the teacher's web portal. This provides teachers with opportunities to learn from a content expert.

6. Professional Development will be offered throughout the year. Campus-led PD is designed and scheduled at the discretion of the Principal. A listing of network-led content PD is also available. The IDEA online professional development system will provide a comprehensive list of opportunities as well as a means to register and track attendance.

7. AP teachers receive additional support and training services through a partnership with the National Math and Science Institute.

OPSB Specific Questions

(1)

For teachers, the minimum requirement is a baccalaureate degree and the ability to pass a background check that is applicable to all public school employees. Our goal, however, is to have certified teachers in each of our classrooms. Our competitive salary structure encourages teacher certification by paying additional stipends for achievement of certification requirements. As a result, teachers who enter the profession without a certificate are more likely to become certified teachers while teaching at an IDEA school.

For paraprofessionals, the minimum requirements are either: (1) 48 College Hours Earned, (2) an Associates Degree or Above, or (3) completion of PRAXIS ParaPro.

(2)

Our philosophy and goal is for IDEA schools to offer the highest paid teacher salary structure in the area. Our teaching staff is paid by way of a step schedule. In addition, we pay teachers extra duty pay for any instruction done outside of regular classroom time and offer a competitive stipend compensation structure.

(3)

Teachers are evaluated annually by either a Principal or Assistant Principal and placed on our Teacher Career Pathway. Placement on the pathway is determined by a composite score on our "balanced scorecard." The scorecard is scored as follows:

- 50% of the evaluation is determined by student end of year performance on a state assessment or internal assessment;
- 35% is determined by performance on our teaching rubric;
- 5% is based on parent feedback on surveys;
- 5% is based on student feedback on surveys; and
- 5% is based on the manager's evaluation of how well they feel the teacher reflects the organization's core values.

In addition, on a quarterly basis, managers engage in our Staff Development Cycle which involves Goal-Setting and 2x2, a process by which the manager and the teacher each fill out two things he/she is doing well and two things he/she could do better, as well as two things the other person is doing well and two things the other person could do better. The Staff Development Cycle ensures that teachers have clearly stated expectations and are also given regular feedback, while also being given the opportunity to give critical feedback to their managers.

(4)

Please see Attachment 7 for materials related to school leadership evaluation. You will find a copy of the School Leader Levers, which includes the rubric by which all school leaders will be evaluated. Please note, these are materials that are currently in use in schools in Texas and are intended only to serve as examples. Any materials created for IDEA New Orleans will be unique to Louisiana requirements.

Partners

- (1) Identify the stakeholders whose partnership you have determined is necessary to your school's success. Describe what your board has done already to establish these relationships and explain what your board will do to deepen and sustain these relationships.
- (2) For each mission-critical partner with which you already have a preliminary written agreement, provide a list of the services that are specified in the agreement. Describe why the partners you have selected are the best-fit organizations to provide the services you have listed.
- (3) Describe the expectations for all mission-critical partner organizations, how you will clearly communicate these expectations and ensure that mission-critical partners stay on track towards meeting expectations.
- (4) Include, as **Attachment 8**, any contracts or descriptions of relationship with Education Service Provider.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

At this time, there is one key relationship that will be necessary for the school's success, and that is the partnership between the board and IDEA Public Schools, which will serve as the school's Education Service Provider. In this capacity, IDEA will be responsible for providing comprehensive management services to the board.

The board has met regularly with IDEA's Louisiana executive director, reviewed historical performance data of IDEA schools, and determined that there is a strong mission alignment between the board and IDEA.

In the coming months, IDEA Public Schools NOLA will participate in a number of activities including site visits to IDEA schools in central TX and the Rio Grande Valley, one-to-one sessions with key members of IDEA's senior leadership team, and meetings with IDEA team leaders when they visit Louisiana. In addition, they will participate in a number of Louisiana and Texas based activities such as college signing day in April, an annual board retreat in the fall, and joint training/team building with the board of directors partnering with IDEA in Baton Rouge.

(2)

IDEA Public Schools will serve as the contracted ESP for IDEA Public Schools NOLA for comprehensive management for any schools operating under an approved charter agreement. The complete list of services that IDEA will provide to the board are outlined in the draft services agreement in attachment 8, and can be summarized into three broad categories:

1. **Management Services:** General management services, site management services and supervision of personnel and operations.
2. **Operational Services:** All instructional and academic services and site administrative services (including

enrollment, attendance, etc.).

3. **Financial Services:** Management and supervision of all accounts payable and the new school's bank accounts, including the direct payment of the school's bills and expenses by IDEA on behalf of the school from the school's bank accounts, and management and supervision of the school's bond reserve accounts.

The founders believe that IDEA is an ideal partner because of a strong philosophical alignment around preparing every student – regardless of income – to go to AND through college, and IDEA's strong track record of success over the past 15 years. IDEA is one of the nation's leading charter management organizations, and for the past 11 years, 100% of its high school graduates have been accepted into college.

Additionally, IDEA Public Schools brings critical resources to support school start-up and launch in New Orleans. In 2016, IDEA was ranked number one in the USDOE High-Performing CMO Replication Grant Program competition, and was awarded \$12 million dollars to support expansion of its network. IDEA has committed \$4.5 million of those funds to support the launch of new schools in southern Louisiana, including \$1 million for our initial campus in New Orleans. These funds, and others that IDEA is expected to receive will fund the robust set of activities that will take place during the two-year planning and start-up period prior to school opening in 2019. Among other things, these funds will support residency programs for new teachers and leaders, board training and development, community engagement, parent focus groups, and student recruitment.

(3)

The board's expectations for IDEA are straightforward: provide a superior education for students and build a strong and stable organization. After charter approval and prior to school launch in 2019, the board of directors and IDEA will agree on a framework for assessing IDEA's performance as an Education Service Provider and our progress toward realizing our mission and vision. The framework will encompass they key goals, metrics, and drivers that let us know if are we on-track to graduate students who are college-ready and the extent to which we are building a strong and stable organization. Additionally, we expect IDEA to be solid partners to the board of directors and by extension to the Orleans Parish School Board and Superintendent.

(4)

A copy of the draft contract between IDEA Public Schools and IDEA Public Schools NOLA, Inc. is included as Attachment 8. The agreement will be reviewed and negotiated by the full board of directors.

SECTION III: OPERATIONS

Recruitment

- (1) Describe the characteristics of the student population that your school will serve. The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview.
- (2) Describe your student recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school.

OPSB Specific Questions	1. What is your budgeted enrollment?
	2. What is your target enrollment?

3. What is your minimum operating enrollment?
4. Include, as **Attachment 9**, completed enrollment projection template reflecting Orleans Parish differentiated funding weights.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1)

IDEA is committed to “College for All Children.” The mission of IDEA is “to prepare students from underserved communities for success in college and citizenship.” 86% of all current IDEA students are eligible for participation in the Federal Free/Reduced Price Meals program. By comparison, in Texas, the state average is 60.4%, and the average for all state charter schools is 70%. In Orleans Parish schools, 70.5% of the total student population is eligible for Free/Reduced Price Meals.

According to a report by the Louisiana Department of Education chronicling the ten year anniversary of Hurricane Katrina, the percentage of New Orleans students who are economically disadvantaged is greater today than before Hurricane Katrina. In 2004–05, 77 percent of New Orleans students were economically disadvantaged, compared to 61 percent statewide. In the fall of 2014, 84 percent of students were economically disadvantaged, compared to 68 percent statewide. In addition, New Orleans schools have become more diverse. Enrollment of Hispanic students has risen from one percent of total enrollment in 2004–05 to just over six percent as of October 2015⁸, with those numbers expected to continue to rise.

With nearly one-quarter of its residents living in poverty, New Orleans’ poverty rate is higher than the rest of Louisiana. The city also has a high number of children living in poverty. In 2015, nearly 37 percent of children under 18 were living in poverty. For children under the age of 5, the number was even more startling, with 44.2 percent living in poverty. Poverty levels in New Orleans disproportionately affect African-American families. In 2015, they earned a median income of just \$26,819, compared to a median income of \$62,074 for white families, creating a stark divide in earnings among the two largest racial groups in the city.⁹

These are the very students we seek to serve. Accordingly, IDEA Public Schools Louisiana is specifically looking to acquire land in communities that are most in need to open two high quality, K-12 options for New Orleans families.

(2)

Our recruitment strategy is based on a three phased approach. The “Inform” phase is the “Get To Know You” phase. We want families to know *who* IDEA is, *what* we’re about, and *why* they should enroll their child. This phase lasts through the fall. The Invest phase is the “Stay Interested” phase. The focus of this time is to ensure families that have already applied (or are on the fence about applying) get to know us better. We want families to be eager to come to our schools because they understand our mission and agree with our approach. This phase culminates with “Welcome to IDEA” where families commit to come to our schools. The “Confirm” phase is the “Join Us” phase. This is about ensuring that the families that commit to joining our Team & Family actually show up on the first day of school.

OPSB Specific Questions

(1)

Our budgeted enrollment is 448 at launch and 1,397 at full-scale.

⁸ <http://opsb.us/wp-content/uploads/2016/03/OPSB-2016-Annual-Report-06.01.16.pdf>

⁹ http://www.nola.com/politics/index.ssf/2016/09/census_poverty_new_orleans.html

(2)

Our targeted enrollment is 468 at launch and 1,459 at full-scale.

(3)

Our minimum operating enrollment is 427 at launch and 1,200 at full-scale.

Start-up Plan

- OPSB Specific Questions**
1. What is your plan for start-up? Include detailed plan, as **Attachment 10**.
 2. Timeline/approach for recruiting key staff
 3. Timeline/approach for recruiting students
 4. Timeline/approach for finding facility

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Please see Attachment 10 for our detailed start-up plan, including the timeline/approach for recruiting key staff and students, and finding a facility.

Facility

- OPSB Specific Questions**
1. Include, as **Attachment 11**, a facility plan aligned to your school schedule.
 2. Describe your plan for securing a facility?
 3. What facility characteristics are required to serve your academic program?
 4. What are expectations for facility maintenance and safety inspections?
 5. Please address how your school will plan to adhere to occupancy and fire/life safety codes.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

Please see Attachment 11.

(2)

The board and IDEA share the goal of opening a school in the community that district leaders think we are best suited to serve and where we can be most helpful. We understand that this decision may not come at the same time as charter approval, and so we are prepared to be flexible on the final location of our school. In the interim, the board has identified two areas of the city where it has asked IDEA to concentrate its initial facility search efforts, Algiers and New Orleans East. IDEA will take the lead on site identification and acquisition, design, financing, and construction.

IDEA has extensive experience in facility acquisition, design, and construction, having constructed \$450 million in facilities in Texas over the past 10 years. Accordingly, the preferred facility option in New Orleans would be to build a new site on vacant land, as IDEA has done at the vast majority of our sites in Texas and as we are doing for our campuses in Baton Rouge. We recognize, however, that this might not be possible do to the paucity of large, vacant parcels of land in the city.

The board and IDEA understand that the facility that is ultimately chosen for the school may necessitate programmatic changes.

(3)

IDEA Public Schools' new schools are generally green-field builds that are completed in two-phases. The first phase focuses on what will eventually become IDEA's Academy building serving grades Kinder to 5th. At launch, during the first phase, the IDEA Academy building houses grades Kinder, 1st, and 6th grade in line with our student enrollment patterns. Construction of ancillary structures, like a cafeteria and gym, minimum sports accommodations, like soccer fields and running trails, and play areas, also occur during this phase. Two years after the opening of the IDEA Academy building, IDEA's College Preparatory building officially opens. At this time all Academy grades, Kinder to 5th grade, are housed in the Academy building while all College Preparatory grades, 6th to 12th, are housed in the College Preparatory building.

Below are the general specifications for land sites, and instructional and ancillary buildings:

PHASE 1

ACADEMY BUILDING

- Approximate 65,000SF
- 34 standard classrooms (approx.. 650SF), 2 with folding partitions splitting the room and 3 with restrooms
- 2 SPED classrooms
- One AR Zone/iLearning Hot Spot (4 std. classrooms, w/one classroom divided with partition for flex use)

GYM

- Approximately 11,000SF
- 1 UIL High School Gymnasium with cross court hoops, wood flooring and striping
- Boys and girls locker rooms
- 2 scoreboards, 300 seat bleachers
- Retractable projection screen opposite bleachers for events
- Sound system

CAFETERIA

- Full service kitchen (approximately 2,100SF)
- Eating space (approximately 5,000SF)
- Dumpster and service entry

ADMINISTRATION

- Lobby and reception area
- 13 offices and work spaces
- General storage
- 2 Conference rooms
- Records storage
- Copy center
- Clinic

- 3 offices in classroom wing
- Faculty work/break room with teacher work stations in classroom wing

BEYOND INSTRUCTIONAL BUILDINGS

- 1 UIL Soccer field (a practice field is also provided if site size allows)
- Running trail (level running area, no special improvements)
- 200 car parking (can be phased)
- 1 drinking fountain near field and 1 fountain near play structure
- Play area at 50' x 50'
- Expansion capacity for 2 portables
- Adequate queuing for student pick-up/drop-off

PHASE 2 (OPENS 2 YEARS AFTER PHASE 1 OPENS)

COLLEGE PREP BUILDING

- Approximately 40,000SF
- 18 standard classrooms, 1 with folding partitions splitting the room
- 2 SPED classrooms
- 2 Art Rooms
- 3 Dry Science Labs
- 3 Wet Science Labs
- 2 Computer Lab
- 1 Library
- 1 Road to and through College classroom

ADMINISTRATION

- 3 offices in classroom wing
- Faculty work/break room with teacher work stations in classroom wing

(4)

Our Facilities Maintenance department is expected to operate a sustainable, high quality facility that enhances the learning environment and aligns with IDEA’s commitment to excellence. In addition to making sure that the building is clean on a daily basis, our maintenance staff will conduct extensive preventative maintenance to preclude the possibility of larger issues developing over time. We will select, develop and retain the most highly qualified personnel that the city of New Orleans has to offer.

At IDEA Public Schools, the safety of our students, staff, and parents is of the upmost importance. As such, we will comply with the mandates set forth by state regulations and local city code. We will conduct regular and ongoing safety inspections to ensure that the facility provides a safe learning environment for our students. In addition, we will conduct regularly scheduled fire drills, and will adopt and implement a multi-hazard emergency operations plan.

(5)

We will ensure that the facility adheres to occupancy and safety codes by performing internal safety audits throughout the year. Conducting regular safety audits will ensure that all mandates are met, as well as provide ongoing feedback to school based staff to ensure that they are aware of the relevant requirements, particularly

with regard to occupancy limitations. Safety audits will include exhaustive process checks during business hours.

Policy

OPSB Specific Questions

1. Describe the systems and practices you will install in order to maintain awareness of federal, state, and local policies, including policy changes?
2. Describe the systems and practices you will install in order to ensure your school adheres to these policies, including school-level checks and balances?
3. Please address how your school will plan to adhere to the following policies specifically:
 1. State and Local Reporting
 2. Citywide Common Enrollment
 3. Discipline and Citywide Common Expulsion
 4. Pupil Progression Plan
 5. Information to Parents
 6. Transportation
 7. Timeline Notifications to Authorizer
4. You may include, as **Attachment 12**, any documentation supporting your planned policy adherence.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

IDEA Public Schools, and the IDEA Public Schools NOLA Board, will each engage some of the most experienced charter school attorneys in the Louisiana area to represent them. IDEA Public Schools has already retained Lee Reid of Adams and Reese. He and his firm will be responsible for researching and providing continuing updates regarding federal, state and local laws and regulations. In addition, we will annually work with our local authorizer to ensure we are aware of any forthcoming changes to policies that will affect the operation of our schools. Finally, we will take advantage of regional conferences and working groups to make sure that we are informed of local issues.

The IDEA Public Schools NOLA Board will retain counsel independently of the ESP, who will be able to ensure that the board itself remains compliant with all requirements and is aware of any changes to those requirements.

(2)

We will utilize the information gathered from these various sources to create and maintain policies and processes to ensure compliance. We will communicate these policies and processes to our staff via our employee handbook and professional development trainings.

We will have compliance and internal audit departments that annually audit our processes and systems and validate that the appropriate policies and practices are being followed. Additionally, we will utilize external auditors to conduct a similar process, ensuring that our staff are compliant. Outcomes will be provided to senior leaders and the board of directors.

(3)

No later than spring 2019, the board for IDEA Public Schools Nola, Inc., will formally adopt a policy ensuring that schools authorized under this charter will adhere to the policies described. IDEA Public Schools, Inc., as the schools' designated Education Service Provider, will be responsible for ensuring that regional and campus

operations are conducted in adherence to these policies.

SECTION IV: FINANCE

Financial Readiness

- (1) Do you plan to use a financial manager or a back-office service provider?
- (2) If the entity that will provide your financial services has been chosen, please provide its name. If that entity is an individual financial manager, please provide his / her one-page resume as, **Attachment 13**.
- (3) To whom will your financial manager or back-office service provider report: the school leader or the board?
- (4) Describe your approach to budgeting, including an explanation of your approach to cutting costs if faced (as schools so often are) with a budget shortfall.
- (5) Describe the accounting and control systems you will install, including essential checks and balances. Please indicate how a culture of proper financial controls and reporting will become an essential component of your organizational culture.

- OPSB Specific Questions**
- 1. How will school operate in order to maintain financial stewardship?
 - 2. What will the school leadership review to ensure financial measures are met?
 - 3. Describe how the school will operate in order to comply with key financial stewardship requirements?
 - 4. Who will be responsible? What are the qualifications of the business manager?
 - 5. What additional external support will the school need?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

1)
 Yes. As part of the management agreement, IDEA Public Schools will provide all back office and financial services necessary to run and manage the schools. The management agreement will include specific metrics for gauging the financial health of the schools

2)
 IDEA Public Schools will serve as the financial services provider and, therefore, we have not included Attachment 13.

3)
 The financial services provider will report to the school’s board of directors.

4)
Approach to Budgeting
 Budgeting is the process of allocating resources to the prioritized needs of a school or network of schools. Formal budgets play an important role in the planning, control and evaluation of school operations. With the assistance of the accounting system, administrators are able to execute and control the activities that have been authorized by the budget and evaluate performance based upon comparisons between budgeted and actual operation.

1. Financial reporting should provide information to determine whether current-year revenues were sufficient to pay for current-year services.

2. Financial reporting should demonstrate whether resources were obtained and used in accordance with the entity's legally adopted budget. It should also demonstrate compliance with other finance-related legal or contractual requirements.
3. Financial reporting should provide information to assist users in assessing the service efforts, costs, and accomplishments of the public charter school.

Meeting these objectives requires budget preparation to include several concepts recognizing accountability. They include requirements that budgets should:

1. Be balanced so that current revenues are sufficient to pay for current services.
2. Be prepared in accordance with all applicable federal, state, and local legal mandates and requirements.
3. Provide a basis for the evaluation of a public charter school's service efforts, costs, and accomplishments.

Budget Process Overview

In late January, school discretionary budget templates are sent to the campus Principals for preparation of their proposed discretionary budgets. Staffing rosters are created from the current staff data at each campus, with the growth positions put in as vacancies, and distributed to the Principals at the same time. Each campus receives a basic allotment per student to be used for supplies, materials, staff development and other instructional costs. Campus budgets should be prepared during the month of February and March with guidance from the Senior Vice Presidents of schools and/or Budget Director as necessary. All school discretionary budget templates and rosters are approved by Senior Vice Presidents of schools in late March.

In April, the Budget Director compiles the campus budget requests along with the network-wide budgets and salary proposals into a preliminary draft budget. Once the preliminary draft budget is reviewed by the CFO, it is presented to participating Board of Directors members for an early look board review. The Board of Directors reviews the preliminary draft budget and provides feedback for changes as needed. The Board of Directors approves the final budget in early June.

Records and Reports

The Executive Director shall ensure that records of all board approved budgets and budget amendments are maintained in accordance with state regulations.

Budgetary Basis of Accounting

The budgetary basis of accounting shall be consistently applied in budgeting. IDEA Public Schools' budgetary guidelines are derived from generally accepted accounting principles (GAAP) for not-for-profit entities and follow the full accrual basis of accounting.

Encumbrance accounting is used in all funds. This is how purchase orders, contracts and other commitments are recorded in order to reserve that portion of the applicable appropriation. Encumbrances outstanding at year-end are commitments that do not constitute expenditures or liabilities. They are reported as reservations of fund balances. Currently, the policy of the business office to close out as many purchase orders as possible before fiscal year end. Any purchase orders that are not closed out before year end are carried forward into the subsequent fiscal year.

Approach to Cost Cutting

If faced with a budget shortfall, IDEA Public Schools would identify any discretionary costs that could be eliminated, put a hold on any request for additional discretionary/program spending and if necessary, consider a reduction in force (RIF) or reduction in personnel.

5)

The purpose of financial accounting and reporting by a public charter school is to accumulate and provide information to facilitate decision making by various user groups. Certain requirements have been established requiring public charter schools to maintain proper financial accounting and reporting systems. In addition, principles and policies to ensure uniformity in accounting have been developed.

IDEA Public Schools' guidelines for financial accounting and reporting are derived from generally accepted accounting principles (GAAP) for not-for-profit entities and follows the full accrual basis of accounting. The elements of financial statements are those items that are derived from the general ledger accounts maintained by IDEA Public Schools in its financial accounting system.

In accordance with local policy IDEA Public Schools develops and presents unaudited financial statements on a monthly basis. Policy stipulates a series of steps that must be taken by various individuals within the Business Office and other departments in order to complete this task.

Annually, an audit is conducted by an independent external auditor that provides an opinion on the financial statements in accordance with GAAP and internal controls. Results of the audit are presented to IDEA management, Finance Committee and Board of Directors.

OPSB Specific Questions

(1)

IDEA Public Schools has been operating public charter schools for over 15 years. The organization brings years of experience, and the wisdom required to ensure a school remains financially viable. In addition, as a non-profit organization dedicated to ensuring that all of their students become college graduates, it is in the school and the management organization's best interests to make prudent and ethical financial decisions. Please see question 3 below for a further discuss of how the school will operate in order to maintain financial stewardship.

(2)

School leaders are involved in the development and execution of the school's budget on an annual basis. Using a template provided by the finance team, Principals develop budgets in the early part of the calendar year in preparation for the upcoming school year. Throughout the year, school leaders have access to the approved budget for their campus, allowing them to execute and control the activities that have been authorized by the budget and evaluate performance based upon comparisons between budgeted and actual operation. The process of developing the budget and evaluating the performance of the budget throughout the school year will inform the development of the budget for the following school year, allowing for corrections where necessary.

(3)

One of the most important aspects of ensuring compliance with key financial stewardship requirements will be making sure that the board of directors has the requisite knowledge and proper level of financial literacy to make crucial decisions and oversee the financial operations of the school. We feel that our current founding board

brings that level of expertise, and as we round out the board we will continue to recruit board members with deep knowledge of budgeting and accounting. In addition, it will be important to budget conservatively and regularly monitor the key financial ratios for school revenues, liquidity, and debt. In situations where the school may fall short, the school would approach cost-cutting as described above. Finally, in order to combat the possibility of financial fraud, the organization has adopted strong financial controls, procedures, and policies that foster accountability. The management organization's years of experience have resulted in built in controls and procedures that reduce mistakes and create a series of checks and balances. In addition, the board's conflict of interest policy requires transparency in financial dealings.

The governing board, school leader, and management organization all have a shared interest in maintaining strong oversight over financial practices to safeguard against budgeting shortfalls and the possibility of financial fraud.

(4)

Under the direction of the Board of Directors, the Finance team at IDEA Public Schools will be responsible for compliance with key financial stewardship requirements. The Finance team is led by Chief Financial Officer Wyatt Truscheit. Mr. Truscheit earned a B.A. in Government from Valparaiso University, a B.S. in Business Administration with a concentration in accounting (cum laude) from the University of Missouri, and an M.B.A. from Baylor University.

Mr. Truscheit began his financial career with the national public accounting firm Deloitte & Touché in St. Louis, MO., and has served in various senior level financial positions over the past 30 years, specializing in entrepreneurial, multi-location, accelerated growth organizations, notably as Vice President, Finance with Enterprise Rent-A-Car in Dallas, TX, and as Chief Financial Officer in the private equity sector for the 8 years prior to joining IDEA.

As Chief Financial Officer for IDEA Public Schools, Mr. Truscheit is responsible for all aspects of IDEA's financial operations, including capital markets, banking and treasury, financial and management accounting, financial reporting, budgeting, payroll, benefits administration, procurement, risk management, human resources administration, and financial regulatory compliance.

Additionally, IDEA will employ an individual who meets the Louisiana standard for a "Qualified and Competent Business Professional" to serve as Regional Business Manager to support schools in IDEA's Southern Louisiana network.

(5)

With the exception of the fully staffed financial team at IDEA Public Schools, the school will not require any additional outside support.

Budget

OPSB Specific Questions

1. Include, as **Attachment 14**, your Financial Plan and Budget.
2. Describe the key elements of your program. What are the expected costs of key program elements (including staffing model)?
3. How will you finance these costs to keep the school sustainable?

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

(1)

Please see Attachment 14.

(2)

IDEA's school and senior leaders work through the budgeting process to ensure resources are strategically allocated to best serve our students and achieve our goals. The primary cost drivers in the program are staff compensation, school and student support, auxiliary services, and facilities. As outlined in the budget, campus staff compensation is the largest school expenditure. The school will launch with 41 full-time equivalents (FTEs) including campus administration, front office support personnel, core teachers and co-teachers. Average teacher compensation is estimated to be \$52,000.

School and student support include supplies and materials, locally driven professional development for instructional staff, student recruitment, student celebration, and incentive and community engagement activities. It also includes textbooks and workbooks which are also outlined in the budget overview. Allocated school supports include auxiliary services such as the child nutrition program, maintenance, health services and wellness. It also includes targeted marketing efforts to support brand awareness, community engagement, and student recruitment. The facilities expenses would support debt service on the lease for the facility occupied by both schools. IDEA's facility model places K-12 on a single campus in order to achieve efficiencies of scale with facilities costs in addition to auxiliary services and the staffing model.

(3)

The financial modeling assumes state and local revenue based on Orleans Parish per pupil funding 2015-16. It assumes federal funding based on the projected student population and average federal funding for our existing school-wide campuses. The campus is projected to be sustainable in the first year of operation, as reflected in Attachment 14. In addition to these recurring revenue sources, IDEA was awarded the 2016 Charter School Program Replication and Expansion Grant and has dedicated \$1.9MM in funding to both of the requested New Orleans schools, this revenue is reflected in Attachment 14. Philanthropic grants will also be pursued, but are pending and have not been included in the revenue estimated in the budget overview. Our financial projection model estimates a \$3.8MM surplus and EBIDA of \$5.7MM in 2024-25, one year before the campus is fully scaled. All Orleans campuses will continue to become more sustainable in years after launch given the efficient facility and staff model, and our approach to scaling schools over time after initial launch.