I. Overview

The Recovery School District (RSD) and New Schools for New Orleans (NSNO) have been awarded $28 million from the U.S. Department of Education, plus $5.6 million in private matching funds, to turn around persistently low-performing schools through the development of new public charter schools.[1]

The RSD and NSNO will be executing application processes that award charter operators funds to develop new schools that are tied to the turning around of failing schools.

Schools and charter management organizations (CMOs) can apply for one of four types of available funding to open a school at a turnaround site in the 2015-2016 school year. 2014 Effect Size data will be used to determine eligibility. If you have questions about your eligibility status or effect size, please contact Indrina@nsno.org.

All funds must be expended by September 1, 2015. All funds must be drawn down from the federal G5 accounts by September 30, 2015. No funds will be available for reimbursement after September 30, 2015.

i3 Application Requirements:
- *Organizations currently operating schools in Orleans Parish that do not meet effect size eligibility requirements may not apply at this time*
- *Eligible schools that currently have either criteria/neighborhood/language admissions requirements or have academic/GPA exit criteria will have their applications evaluated solely on the basis of the written application, and without any points allocated for their Effect Size. In these cases, i3 Effect Size Data is only used as criteria for eligibility and will not be considered in total application scores received.*

School Type	Eligible applicants	Application requirements	Awards
Type A (New Operator)	Any new operator (not currently operating any open-enrollment charter schools in Orleans Parish)	- Must have a charter to launch an open-enrollment school in the 2015/16 school year - Award must be tied to the turnaround, closure, or phase-out of a failing school - Must commit to serving all students enrolled at turnaround school for the grades served - Must commit to operating an open-enrollment school - Must commit to not implement any academic selection or exit requirements - School leader must be identified at the time of the application and be available for interviews - School leader must have a demonstrated track record of exceptional student achievement with a high-poverty, open-enrollment population AND must have at least two years of experience as a principal or assistant principal in a high performing open-enrollment public school (*See Sample School*	$800,000 - $1 million over the incubation and launch period until the end of the grant period (January 2015-September 2015) - Funds are available for school leadership personnel as well as other

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[1] All i3 awards granted to high-performing charter operators are made up of both federal dollars and private matching funds. 83.33% of each award made to turn around an academically unacceptable school is federally funded and the remaining 16.67% is made up of private matching funds.

School Type	Eligible applicants	▪ Application requirements	▪ Estimated award
		Leader Profiles attached as APPENDIX II)	school startup costs (*see further detail in APPENDIX IV Uses of i3 Funds*)
Type B (1 school)	Single-site charter operators (currently operating 1 open-enrollment charter school in Orleans Parish)	▪ Must have a charter to open an open-enrollment school in the 2015/16 school year ▪ Award must be tied to the turnaround, closure, or phase-out of a failing school ▪ Must commit to serving all students enrolled at turnaround school for the grades served ▪ Must commit to operating an open-enrollment school ▪ Must commit to not implement any academic selection or exit requirements ▪ School leader must be identified at the time of the application and be available for a site visit and interviews	▪ $800,000 - $1 million over the incubation and launch period until the end of the grant period (January 2015-September 2015) ▪ Funds are available for school leadership and central office personnel only
Type C (2 to 4 schools)	Multiple-site charter operators (currently operating 2-4 open-enrollment charter schools in Orleans Parish)	▪ Must have a charter to open an open-enrollment school in the 2015/16 school year ▪ Award must be tied to the turnaround, closure, or phase-out of a failing school ▪ Must commit to serving all students enrolled at turnaround school for the grades served ▪ Must commit to operating an open-enrollment school ▪ Must commit to not implement any academic selection or exit requirements ▪ School leader must be identified at the time of the application and be available for a site visit and interviews	▪ $800,000 - $1 million over the incubation and launch period until the end of the grant period (January 2015-September 2015) ▪ Funds are available for school leadership and central office personnel only
Type D (5 or more schools)	Multiple-site charter operators (currently operating 5 or more open-enrollment charter schools in Orleans Parish)	▪ Must have a charter to open an open-enrollment school in the 2015/16 school year ▪ Award must be tied to the turnaround, closure, or phase-out of a failing school ▪ Must commit to serving all students enrolled at turnaround school for the grades served ▪ Must commit to operating an open-enrollment	▪ $338,000 over the incubation and launch period until the end of the grant period

		school	(January
		▪ Must commit to not implement any academic selection or exit requirements	2015-September 2015)
		▪ School leader must be available for interviews	▪ Funds are available for school leadership personnel only

II. Eligibility

Operators for this application cycle must meet <u>all</u> of the following requirements as specified, regardless of the type of funding being applied for:

- Operators must have a charter to open an open-enrollment school in the 2015/16 school year

- Operators who are awarded an i3 grant must agree to tie their new school opening to the closure of an academically unacceptable school as assigned by the RSD.

- For the grades it serves upon opening, the charter operator commits to serving all students currently enrolled in the failing school (to which award is tied) who wish to attend the new charter school. (For example, if the new charter school is opening K-5 and replacing a K-8 school, the new operator/school must agree to serve all students attending grades K-4 or retained in the 5th grade the previous year).

- Operators who are awarded an i3 grant agree to participate in NSNO School Reviews of their new school for the life of the i3 grant (until the end of 2015). For existing operators, the flagship school will also be reviewed by NSNO.

- Operators who are awarded an i3 grant agree to cooperate with all aspects of the i3 program evaluation, conducted by The Center for Research on Education Outcomes (CREDO) at Stanford University.

- The charter operator commits to operating an open-enrollment charter school that fills all openings by enrolling any pupil who applies and is a resident of Orleans Parish. In addition, the charter operator commits to forgoing any selection criteria for admissions or as an exit requirement at the new school site.

- For Type A, B, and C applicants, the organization's school leader must be identified at the time of application and must be available for site visits and interviews – operator executive team and board chair should also be available for interviews.

- For 2015/16 openings, existing charter operators (Types B, C, and D) must meet the required i3 Effect Size to be eligible for both application and award. 2014 i3 Effect Size data will be used to assess eligibility. If you have questions about your eligibility status or your effect size, please reach out to Indrina@nsno.org.

Among **charter school operators running only one school**, only those that achieve a statistically significant effect size of 0.10 or higher in reading or math (with neither reading nor math being statistically significant and negative) are eligible to apply for an i3 award.

Charter school **organizations operating more than one school** must meet all of the following criteria:
1) Overall CMO effect size must meet minimum criteria (math or reading effect size of 0.10 or higher, non-negative effect size for both reading and math);
2) No school in the CMO's portfolio may be statistically significant and negative; AND

3) At least 25% of the schools in the portfolio must have an overall effect size of 0.15 or higher.

The Center for Research on Education Outcomes (CREDO) at Stanford University will run effect size data in February 2015. This i3 Effect Size Data will apply to this round of i3 Selection for 2015/16 school openings. Existing operators/CMOs must meet this minimum requirement for i3 to be eligible to apply in March 2015.

Charter operators who currently operate a school that has criteria, neighborhood, or language admissions requirements or has academic/GPA exit criteria will have their applications evaluated solely on the basis of their written application, and without any points allocated for their effect size. In these cases, i3 Effect Size Data is used as criteria for eligibility only and will not be considered in total application scores received.

III. Application Criteria

For new operators applying for Type A schools, the RSD and NSNO will evaluate applications solely on operators' *Readiness to Open*. Specifically, we seek to ensure that the operator has a leadership team and structures in place to sustain the success of a turnaround school. For full description of the criteria assessed under *Readiness to Open*, see APPENDIX III.)

For OPEN-ENROLLMENT/NO EXIT CRITERIA operators applying for funding Types B, C, and D**,** the RSD and NSNO will evaluate applicants on the following criteria (*see the Selection Rubric in APPENDIX III for more details*):

1. *i3 Effect Size Data Analysis [Constitutes 50% of applicant score and is a requirement for i3 application and award]*
   NSNO and RSD have contracted with The Center for Research on Education Outcomes (CREDO) at Stanford University as the external i3 evaluator to conduct a quasi-experimental data analysis of New Orleans charter operators' test scores. This quasi-experimental study involves an analysis of longitudinal student-level achievement for students in applicant charter schools and results in an i3 Effect Size score for each charter school.

   (*For a full description of the Effect Size Data Analysis application rubric, see APPENDIX III. For additional detail on the i3 Effect Size assessment and methodology, go to www.nsno.org*).

   NOTE: Because at least one full year of student testing data under the current operator is required to conduct the i3 Effect Size assessment, only schools and CMOs with at least one school that serves 4th grade or higher with one full year of academic state testing data are eligible to apply as Type B, C, or D schools. Schools without the required data will not receive an i3 Effect Size.

2. *CMO Readiness to Expand [Constitutes 50% of applicant score]*
   RSD and NSNO will also evaluate the charter operator's capacity to scale. Specifically, we seek to ensure that the operator has a leadership team in place to open an additional open-enrollment charter school of sound design – as well as the requisite central office support to manage multiple schools. (*For full description of the Expansion Readiness criteria, see APPENDIX III*).

For Operators with ADMISSIONS REQUIREMENTS and/or GPA EXIT CRITERIA that are applying for funding Types B, C, and D, the RSD and NSNO evaluate applicants solely on their *Expansion Readiness.* i3 Effect Size data will not be considered except as a requirement to be eligible to apply. Specifically, we seek to ensure that the operator has a leadership team and structures in place to operate an open-enrollment school and to sustain the success of a turnaround school. (*For full description of criteria assessed under Expansion Readiness, see APPENDIX III*).

IV. Selection Decisions

Operators will be awarded points based on their written application, school site visits (if applicable), interviews, and for Type B, C, and D operators, the effect sizes of existing open-enrollment charter schools in New Orleans (see

APPENDIX III). The selection committee will recommend operators for awards based on the data collected and scored through the selection process. Final award decisions will be made at the discretion of the Superintendent of the Recovery School District and the co-CEOs of New Schools for New Orleans.

V. Application Process

Application Process	Date
i3 Grant Application Launch. 2015 School Openings Application posted to NSNO website	2/27/15
Application Deadline. All 2015 i3 applications are due by e-mail to i3app@nsno.org by 5PM CST	3/23/15
School visit notification (if applicable). Site visit notification to existing operator schools	4/1/15
School visits (if applicable). School site visits conducted During the school site visit, the selection team (consisting of 2-3 individuals), must be able to do the following: ▪ Observe the proposed leader for the new school teach a class ▪ Observe the proposed leader for the new school lead any meetings, if applicable ▪ Observe the proposed leader for the new school observing and giving feedback to a teacher ▪ Hold afternoon debrief with CMO leader at the end of the day	4/7/15
Interviews. Interviews conducted with all 2015-2016 Winter Round finalists *Please note:* If an operator's application moves to the interview stage in the application process, the operator's executive team, designated school leader (for types A, B, and C applicants), and board chair are all expected to attend the interview day.	4/13/15
Award Notification.	5/1/15

For a more detailed timeline, see APPENDIX I.

All applications must be submitted by email to i3app@nsno.org, and must be received no later than 5:00PM CST on Monday, March 23rd, 2015.

When preparing submissions, applicants should use Arial 10 font. Submissions should be single spaced with one inch margins. See below for further detail on the submission requirements for each section of the application. Incomplete applications or applications that do not meet the requirements listed below will not be reviewed.

Completed applications require the following five components:

1. Parts I and II submitted in one PDF document (Applicant Information and Project Narrative) – not to exceed 30 pages. Applicants must answer each section of the application in the order listed below and should include the bolded headings listed in the application.
2. Part III submitted in Excel format.
3. Appendix PDF – all appendices submitted in one PDF document.
4. Appendix Table of Contents ("AppendixTableofContents.Checklist" document tab 1) – should be created once the Appendix PDF has been bundled. The Appendix Table of Contents lists the required documentation specified in the application and has room for supplementary materials within each section. Applicants must list the page number in the Appendix PDF of any document referenced in Parts I, II, and III. If you do not put the page number in the Appendix Table of Contents, the material will not be reviewed. Any appendix document referenced in the narrative must include the correct appendix page number, otherwise the material will not be reviewed.
5. Applicant Checklist ("AppendixTableofContents.Checklist" document tab 2) – applicants must sign off that they have bundled and submitted all materials per the instructions and that they agree to terms of the i3 award.

As the deadline approaches, we will offer times to answer questions about submission requirements and provide technical support if needed. All applications must be submitted by email to i3app@nsno.org and must be received no later than 5:00 PM CST on Monday, March 23rd, 2015.

PART I: APPLICANT INFORMATION

1. Name of charter operator/school

2. For each school currently operated: name, year of opening, state site code

3. Start date of most senior official of operator (CEO, Executive Director, Principal, etc.)

4. If a new operator, provide the name and years of any school that the leadership team of the new operator previously led or served on the leadership team.

5. Identify an Application Contact, the primary person to receive updates and notifications, and include name, title, phone number, mailing address and email address.

6. Specify whether applying for full turnaround (taking all current grades served by the failing school) or fresh start turnaround (growing one year at a time until phase-out of failing school). If fresh start, indicate which grade(s) will be served by the new school and projected number of students served at full enrollment.

PART II: PROJECT NARRATIVE

1. Structure and Leadership for Expansion

a. *Organizational Model*: Describe the charter operator/management organization model (if operating a single school site, describe structure of school leadership team and if a new operator, describe the proposed model), include the following information:
   1. Organizational chart

   2. Job descriptions for each leadership role (attach in Appendix PDF and reference page number in narrative).

   3. Resumes of all current leadership and bios and resumes for the leadership team that will operate the new School. Please include previous student achievement data for the designated principal (attach in Appendix PDF and reference page number in narrative). *NOTE: School leaders/principals must be identified for all applicants. For Type A applicants, information on the organization's director of finance and operations and board of governors should be provided if available.*

   NOTE: For Type A applicants, school leader <u>must</u> have a demonstrated track record of exceptional student achievement with a high poverty open-enrollment population. School leader must have at least two years of experience as a principal or assistant principal in a high performing, open-enrollment public school. (*See 2015 Sample School Leader Profiles attached as APPENDIX II).*

b. *Division of Responsibilities:* Provide a narrative that explains the delineation of roles and responsibilities between the network and the schools and the decision rights of principals/school leaders. Please include any network non-negotiables in terms of school design.

c. *Financial Capacity:* Describe how the network ensures financial accountability and compliance. Who are the key staff members? What financial management tools and technology support internal control systems and financial accounting? What internal financial metrics are employed to measure financial accountability and sustainability? For CMOs, please include an explanation of how the roles and responsibilities differ between the network and the individual schools. Please include board-approved financial control policies if available (attach in Appendix PDF and reference page number in narrative). *NOTE: For Type A applicants, information on the organization's director of finance should be provided if available.*

d. *Governance:* Please provide board member information in the provided Board Member template (attach in Appendix PDF and reference page number in narrative). Please provide a brief narrative explaining how the board monitors or evaluates itself, the school, and the CMO (if applicable).

e. *Leadership Development*: Describe how the charter management organization (or school leadership team if single site operator) will recruit, develop, train, and retain leaders to support existing school leader retirement or future operator growth. Explain who is responsible for school leader coaching, training and evaluation and what those processes look like in action. Please include any existing school leader competencies used for school leader selection and evaluation, if available (attach in Appendix PDF and reference page number in narrative).

f. *Selection.* Please describe how the school leader or principal of the school was selected. Describe the recruitment and selection processes, and the criteria used to assess leader qualifications (note: may not be applicable for all Type A operators).

g. *Incubation Training / Development.* Please describe the plans for leadership training and development of selected leader during the incubation year prior to school opening. If partnering with an organization, please briefly describe the main components of the training program.

2. School Environment

a. *Operations*: Describe how the charter management organization (or school leadership team if single site operator) will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school such as technology, transportation, human resources etc. (attach in Appendix PDF and reference page number in narrative). For CMOs, describe which services the CMO plans to provide to individual schools, explain the delineation of responsibilities between the network and the schools, and explain how those services are evaluated by the CMO (attach in Appendix PDF and reference page number in narrative).

b. *Mission, Strategy, and Values*: What is the school's mission? What is the successful school model that the applicant hopes to replicate? Please also describe the network's strategic non-negotiables – those common programmatic elements we would see across the networks' schools – and which programmatic elements will be unique to the new school. What are the organization's core values? How will these values be operationalized across the organization?

c. *School Culture*: Describe how the school plans to align staff and students around high expectations for student learning and behavior. Please describe specific strategies for investment as well as systems the school plans to establish and use to maintain its desired culture for students.

3. Instructional Effectiveness and Student Performance
Note: All answers below should be based on the proposed new school. Operators who currently run schools in New Orleans may reference strategies in place at those schools as part of their responses to the questions below.

a. *Drive for Results:* The purpose of the i3 Project is to transform the bottom 5% of New Orleans' schools within five years. Please describe how the operator plans to accelerate learning for a diverse student population. Include an overview of the school's curricular program, intervention model, and plans for instructional differentiation. Please provide any supplemental materials such as RTI plans, scope and sequence, etc. (attach in Appendix PDF and reference page number in narrative).

b. *Special Education:* Answer should address the following four topics:
   1. **Track Record** (for experienced operators): Please describe your track record of academic success for students with disabilities. On average, what percent of your student population is identified as special education (entire network, if multiple schools)? What is the percent range of your student population identified as special education across your school network? How does this percent compare with the local district's average?
   2. **Identification**: How will the operator identify any student who is enrolled in its schools who is presenting academic or behavioral problems to determine whether that child should be referred for a special education evaluation?
   3. **Staffing & Administration**: How will special education and related service personnel collaborate with general education teachers (e.g. team teach, team planning, etc.)?
   4. **Curriculum & Instruction:** What is the operator's plan to modify delivery of curriculum (e.g. integration of assistive technology) to ensure that all students can access the general education curriculum? How does the school plan to train teachers to modify the curriculum and instruction to address the unique needs of students with disabilities? How will curriculum and instruction decisions be tracked and monitored by IEP teams and school personnel?

c. *Instructional Delivery*: Please describe how the operator plans to ensure instructional excellence from lesson-planning to execution by teaching staff. Please provide any supplemental materials used to evaluate instructional delivery and attach in Appendix PDF and reference page number in narrative.

d. *Data-Driven Instruction*: What is the school's process for setting ambitious student achievement goals? How will student academic progress be monitored?

e. *Recruitment and Selection of Staff:* Describe how the charter management organization will support the hiring, evaluation, and development of all staff. Please include an overview of the hiring process and an explanation of how and at what step the school leader will be involved in site-based hiring decisions. Please provide internal selection criteria and any existing performance evaluation rubrics for any CMO-level staff if available (attach in Appendix PDF and reference page number in narrative).

f. *Non-Classroom Staff*: Please explain how the school will staff to ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Louisiana and Recovery School District policies and procedures.

g. *Performance Management*: Please describe the school's performance management system and process. Provide performance rubrics or appropriate supporting documentation if available. Provide internal dashboards or like monitoring tools if available (attach in Appendix PDF and reference page number in narrative).

h. *Professional Development*: Describe the school's plans for ongoing professional development of staff.

i. *Family Outreach and Engagement*: Please describe the school's strategy for recruiting and enrolling students. How does the school plan to invest and retain students and families prior to the school's opening and on an ongoing basis throughout the school year? Please list any relevant partnerships with community or faith-based organizations that would support a process to recruit students. For operators that currently operate schools within the U.S., please include student attrition data for each school, assumptions underlying the data, and the length of the waitlist at any or all campuses.

j. *Monitoring School Quality*: Explain how the operator intends to monitor performance of each school. What are the student achievement and organizational goals? How is data captured, discussed, and used for action planning? Who leads that effort at the network and school level? (attach any rubrics or dashboards used in Appendix PDF and reference page number in narrative).

PART III: FINANCIAL PLAN[2]

The Financial Plan should provide an understanding of how the charter operator intends to manage the school's finances and how the operator intends to use i3 funds. It should present a clear picture of financial viability of both the proposed school and the operator/CMO, including: the soundness of revenue and expenditure projections; operating reserves; expected fundraising needs (expressed as cost/student); and how well the school's budget aligns with and supports effective implementation of the educational program. For additional guidance on the allowable costs under the grant, see APPENDIX IV "Uses of i3 Funds." N.B. Costs should comply with all Federal regulations and circulars including EDGAR Title 34 CFR part 74, OMB Circulars A-122, A-110, and A-87 as applicable.

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[2] Borrowed from Louisiana Department of Education's Evaluation Rubric for new charter applicants.

1. **Financial Model:** Provide in Excel format. Please note all assumptions that drive your budget model (i.e. per pupil MFP, student enrollment, staffing FTEs, daily bus cost, etc.) should be clearly shown and labeled in your budget model so that a reviewer unfamiliar with your organization/school's finances can easily see what drives your model. If you have specific questions related to your budget model during application process, please email i3app@nsno.org.

   a. *CMO budget* (Required for Type B, C, and D applicants)
      i. Multi-year (3+) budget for every school currently in operation (include income statement and balance sheet projections)
      ii. Multi-year (3+) budget for charter management organization (include income statement and balance sheet projections)
      iii. Monthly cash flow projections for start-up and first 24 months of school and CMO operations
      iv. Most current internal financial statements (statement of financial position, statement of activities, and statement of cash flow)

   b. *School budget with use of i3 funds (See APPENDIX IV "Uses of i3 Funds" for further detail on allowable costs)* (Required for all applicants)
      i. Budget covering the term of the charter (include income statement and balance sheet projections)
      ii. Start-up year plan with assessment of and plan for costs
      iii. Monthly cash flow projections for start-up and the first 24 months of school operations
      iv. Most current internal financial statements (statement of financial position, statement of activities, and statement of cash flow) for existing schools

   c. *Budget narrative* detailing use of i3 funds, including
      i. Allocation of funds by role to be funded by i3 award
      ii. Allocation of i3 funds by year: Type A award is 16 months; Type B and C awards are 27 months; Type D awards are 12 months
      iii. Allocation of funds for additional non-personnel start-up costs (Type A only)

   d. *Model without i3 funds.* Please provide an explanation of how your financial plan changes should you not receive an i3 award, i.e. what positions are only filled with inflow of i3 funding.

Please be advised that at this time, Louisiana's Public Charter School Program (PCSP) funds have been exhausted. Applicants should not anticipate charter school start-up funds when submitting their financial plan. Including uncommitted funding sources or grant awards in your budget may impact the evaluation of your application.

i3 fund uses are restricted based on the type of school / CMO and type of funding available. For additional guidance on the allowable costs under the grant, see below for abridged version (*for further guidance, see APPENDIX IV "Uses of i3 Funds"*).

Number of schools currently operated	Allowable Uses	Example Allowable Uses[3] *(including but not limited to)*	Estimated Award Size
0 (New Operator)	▪ Personnel and fringe benefits for school leadership team and school / CMO office support ▪ Equipment and supplies for	▪ Salaries and benefits for CMO CEO, school principal, and school academic dean, lead academic teachers, dean of students ▪ Salaries and benefits for business/	▪ $800,000 - $1 million over the incubation and launch period until the end of

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[3] For specific questions on allowable use of funds during application process, please email i3app@nsno.org. All questions and answers will be posted on the NSNO website on the "Apply" page.

	school startup ▪ Travel	operations/data staff and administrative support personnel ▪ Computers, books, copier, and software ▪ Travel for school leadership to visit high performing charter schools across the U.S.	the grant period (January 2015- September 2015).
1, 2,3, or 4	▪ Personnel and fringe benefits for school leadership team *in incubation year only* ▪ Personnel and fringe benefits for CMO support staff *during incubation and 15 months of operation*	▪ Salaries and benefits for school principal and 2 assistant principals / deans during incubation ▪ Salaries and benefits for three years for a CMO-based turnaround specialist ▪ Salaries and benefits for parent outreach specialist ▪ Salaries and benefits for 1.5 FTEs of additional office management support	▪ $800,000 - $1 million over the incubation and launch period until the end of the grant period (January 2015- September 2015)
5 or more	▪ School leadership team only	▪ Salaries and benefits for school principal and 2 assistant principals / deans	▪ $338,000 over the incubation and launch period until the end of the grant period (January 2015- September 2015)

2. A copy of your 501(c)(3) status letter, or a copy of your fiscal agent's 501(c)(3) status letter. If tax-exempt status not yet available, please provide date of submission to IRS for tax-exempt status (attach in Appendix PDF and reference Appendix page number in narrative).

3. A copy of your organization's most recent audited financial statements from the previous three years. Please include a copy of a single audit opinion (if applicable) and the most recent SEFA (schedule of expenditures of federal awards). Please also include the independent auditors' management letter for all years if applicable. If no audited financial statement is yet available, please provide most recent packet provided to your Board finance committee and the organization's internal financial statements as of June 30, 2014 (statement of financial position, statement of activities, and statement of cash flow). (Attach in Appendix PDF and reference Appendix page number in narrative).

4. Your organization's most recent tax return if available. If the organization has not yet submitted a tax return, please offer a brief explanation (attach in Appendix PDF and reference Appendix page number in narrative).

The contents of this Application were developed under a grant from the U.S. Department of Education, Investing in Innovation (i3) Program. However, these contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal government.

APPENDIX I
2015-2016 i3 Operator Winter Round Selection Process

I. Selection Process Rules and Structure

Selection Rules
1. All decisions will be based solely on analysis of selection rubric scoring.
2. All selection decisions made by the RSD's Superintendent and NSNO's co-CEOs.
Selection Structure
1. All applications initially scored
2. Teams convene to finalize scoring for each application
3. Highest scored applications invited to interview
4. School site visits conducted
5. Interviews conducted of operator executive team, school leader, and board chair
6. Interview and site visit data added into scoring and final scoring completed
7. Selection recommendations made to RSD's Superintendent and NSNO's co-CEOs
8. Final selection decisions made by RSD's Superintendent and NSNO's co-CEOs

II. Selection Timeline – 2015 Openings: Winter Selection Round

Date	Selection Milestone	Activities
2/23/15	Application Open	▪ Email out to all eligible and potential 2015/16 charter operators ▪ Application posted on www.nsno.org
3/2/15	Non-binding Letter of Intent to Apply Due	▪ Letters due by 5:00 PM CST ▪ Email to i3app@nsno.org
3/23/135	Application Deadline	▪ Applications must be submitted by 5pm CST via email to i3app@nsno.org in the accepted formats
4/1/15	Site Visit Notification	▪ Charter operators notified of their school site visit (if applicable)
4/7/15	School Visits	▪ During the school site visit, the selection team (consisting of between 2-3 individuals), must be able to do the following: ▪ Observing the proposed leader for the new school team a class ▪ Observe the proposed leader for the new school lead any meetings, if applicable ▪ Observe the proposed leader for the new school observing and giving feedback to a teacher ▪ Hold afternoon debrief with CMO leader at the end of the day
4/13/15	Interviews	▪ Identified school leaders (for Types A, B, C), operator board chair, and operator executive leadership must attend these interviews.
5/1/30	Selection Finalized	▪ Applicants will be contacted directly by NSNO and RSD

Sample School Leader Profiles for Type A Applicants

NOTE: New operators (organizations operating outside of Louisiana, or those not currently operating schools in Louisiana) are not required to meet effect size criteria, but must have a leader with a demonstrated track record of exceptional student achievement with a high poverty open-enrollment population, and must have at least two years as a principal or assistant principal in a high performing open-enrollment public school.

The following profiles reflect previous Type A school leaders who met the school leader requirement for Type A awardees.

1. Leader A was a founding member and assistant principal of a high-performing open-enrollment college prep charter school serving a high-poverty population. As an AP, she directly supervised teachers, developed curriculum, and organized all tutoring and Saturday school programs. Under her supervision, the teaching staff made significant gains with students (83% of 5th graders, 91% of 6th graders, 94% of 7th graders, and 77% of 8th graders were proficient in math – well above the state average for that year). In her fourth year at the school, she served as a 7th grade math teacher and math department chair, during which time 98% of her students received 3s and 4s on the state math test (4 being the highest possible score).

2. Leader B served as a founding English teacher at a high school representing the lowest income congressional district in the country. She became a grade team leader at the school and mentored 15 teachers by providing support and critical feedback aimed at improving teacher practice and student achievement. The school consistently outperformed district standards and was named in the top 10% of high schools in the city. After five years, she was selected as a KIPP Miles Family Fellow where she was placed in a KIPP high school and served as the 9th grade team leader – during her time in the fellowship she participated in ongoing instructional leadership development and individual leadership development from the KIPP national foundation.

3. Leader C had experience in school turnaround as a high school assistant principal and the principal of elementary schools in high poverty areas. As the principal of an elementary school, Leader D was a finalist for the National School Change Award because of the dramatic gains in student achievement reached under his leadership. He was also Superintendent of a school district where he closed the NCLB achievement gap in all AYP subgroups and increased the number of fully accredited schools from 23 to 29.

APPENDIX III
Selection Rubrics for Type A, B, C, and D Applications

NOTE: Operators will be awarded points based on their written application, school site visits, interviews, and for Type B, C, and D operators, the effect sizes of existing open-enrollment charter schools in New Orleans. The selection committee will recommend operators for award based on the data collected and scored through the selection process. Final award decisions will be made at the discretion of the Superintendent of the Recovery School District and the co-CEOs of New Schools for New Orleans.

New Charter School / CMO (Type A) Selection Rubric		
Readiness to Open (100%)	*Structure and Leadership for Expansion*	School Administration and Operations – Description of how the new school will ensure adequate levels of teacher and student support: ▪ Staffing ▪ Financial Capacity ▪ Governance ▪ Leadership Development ▪ School Leader Selection ▪ School Leader Incubation Training/Development
	School Environment	Extent to which applicant proposes a bold yet achievable turnaround school environment ▪ Operations ▪ Mission, Strategy, and Values ▪ School Culture
	Instructional Effectiveness and Student Performance	Extent to which applicant proposes a bold yet achievable plan for ensuring student achievement ▪ Drive for Results ▪ Special Education ▪ Instructional Delivery ▪ Data-driven Instruction ▪ Recruitment and Selection of Staff ▪ Non-classroom Staff ▪ Performance Management ▪ Professional Development ▪ Family Outreach and Engagement ▪ Monitoring School Quality
Absolute Requirement	*Financial Viability*	Applicant presents a financially viable business model for school operations
Absolute Requirement	*School Leadership*	Applicant schools must have identified a school leader and he/she must be available for interview, and the school leader must: ▪ Have 2+ years of experience as a leader with management responsibility (assistant principal or above strongly preferred) at a high-performing open-enrollment school ▪ Have been responsible for significant student achievement gains teaching a high-poverty population
Absolute Requirement	*Demographic Served*	Applicant schools must agree to serve a student population that is no less than 65% free and reduced lunch

Individual Charter School Expansion (Type B) Selection Rubric			
This rubric will be used solely for charter management organizations currently operating only one school in Louisiana and seeking to expand.			
50%	*i3 Effect Size Score (this portion of the rubric is the same for Type B, C, and D schools)* *NOTE: The i3 Effect Size minimum requirement must be met to be eligible for i3 application.*	*Points for the number of qualifying schools (applicants receive one score from below)*	
		5 pts.	Applicant has 1 qualifying school
		10 pts.	Applicant has 2 qualifying schools
		15 pts.	Applicant has 3 qualifying schools
		20 pts.	Applicant has 4 or more qualifying schools
		Points for effect size scores of qualifying schools (applicants receive one score from below)	
		10 pts.	Average effect size across all schools is ≥ 0.05
		14 pts.	Average effect size across all schools is ≥ 0.10
		18 pts.	Average effect size across all schools is ≥ 0.15
		22 pts.	Average effect size across all schools is ≥ 0.20
		26 pts.	Average effect size across all schools is ≥ 0.25
		30 pts.	Average effect size across all schools is ≥ 0.30
50%	*Expansion Readiness*	School Administration and Operations – Description of how the new school will ensure adequate levels of teacher and student support: ▪ Staffing ▪ Financial Capacity ▪ Governance ▪ Leadership Development ▪ School Leader Selection ▪ School Leader Incubation Training/Development *Experience and Leadership Capability of Applicant Team* – extent to which school leadership team has successfully led schools in the past and/or managed complex projects that will serve multiple schools, and demonstrates leadership capabilities to be successful	
		Extent to which applicant proposes a bold yet achievable turnaround school environment ▪ Operations ▪ Mission, Strategy, and Values ▪ School Culture	
		Extent to which applicant proposes a bold yet achievable plan for ensuring student achievement ▪ Drive for Results ▪ Special Education ▪ Instructional Delivery ▪ Data-driven Instruction ▪ Recruitment and Selection of Staff ▪ Non-classroom Staff ▪ Performance Management ▪ Professional Development ▪ Family Outreach and Engagement ▪ Monitoring School Quality	

Absolute Requirement	*Financial Viability*	Applicant presents a financially viable business model for current operations and school expansion
Absolute Requirement	*Demographic Served*	Applicant schools must agree to serve a student population that is no less than 65% free and reduced lunch
Absolute Requirement	*School Leader Identified*	Type B applicants must have an identified school leader available for interviews.
Absolute Requirement	*Learning Effect*	The charter school/operator or CMO must meet the i3 Effect Size requirement: ▪ Only charter school operators that achieve a statistically significant effect size of 0.10 or higher in reading or math (with neither reading nor math being statistically significant and negative) are eligible to apply.

* Note: Applicants currently operating selective admissions schools will solely be evaluated on Expansion Readiness. i3 Effect Size data will not be considered except as a requirement to be eligible to apply.

Network Expansion (Type C and D) Selection Rubric		
This rubric will be used for any CMO that already operates two or more schools and will be opening additional schools.		

50%	*i3 Effect Size Score (this portion of the rubric is the same for Type B, C, and D) NOTE: The i3 Effect Size minimum requirement must be met to be eligible for i3 application.*	*Points for the number of qualifying schools (applicants receive one score from below)*	
		5 pts.	Applicant has 1 qualifying school
		10 pts.	Applicant has 2 qualifying schools
		15 pts.	Applicant has 3 qualifying schools
		20 pts.	Applicant has 4 or more qualifying schools
		Points for effect size scores of qualifying schools (applicants receive one score from below)	
		10 pts.	Average effect size across all schools is ≥ 0.05
		14 pts.	Average effect size across all schools is ≥ 0.10
		18 pts.	Average effect size across all schools is ≥ 0.15
		22 pts.	Average effect size across all schools is ≥ 0.20
		26 pts.	Average effect size across all schools is ≥ 0.25
		30 pts.	Average effect size across all schools is ≥ 0.30

50%	*Expansion Readiness*	School Administration and Operations – Description of how the new school will ensure adequate levels of teacher and student support: ▪ Staffing ▪ Financial Capacity ▪ Governance ▪ Leadership Development ▪ School Leader Selection ▪ School Leader Incubation Training/Development *Experience and Leadership Capability of Applicant Team* – extent to which school leadership team has successfully led schools in the past and/or managed complex projects that serve multiple schools, and demonstrates leadership capabilities to be successful
		Extent to which applicant proposes a bold yet achievable turnaround school environment ▪ Operations ▪ Mission, Strategy, and Values ▪ School Culture
		Extent to which applicant proposes a bold yet achievable plan for ensuring student achievement

		- Drive for Results - Special Education - Instructional Delivery - Data-driven Instruction - Recruitment and Selection of Staff - Non-classroom Staff - Performance Management - Professional Development - Family Outreach and Engagement - Monitoring School Quality
Absolute Requirement	*Financial Viability*	Applicant presents a financially viable business model for current operations and school expansion
Absolute Requirement	*Demographic Served*	Applicant schools will be at least 65% free and reduced lunch
Absolute Requirement (Type C)	*School Leader Identified*	Only Type C applicants must have an identified school leader available for interviews.
Absolute Requirement	*Learning Effect*	For charter school organizations operating more than one school, each of the following criteria must be met: • Overall CMO effect size must meet minimum criteria (math or reading effect size of 0.10 or higher, non-negative effect size for both reading and math). • No school in the CMO's portfolio may be statistically significant and negative • At least 25% of the schools in the portfolio must have an overall effect size of 0.15 or higher

Overview
The guidelines below are meant to help you draft your i3 budget. While NSNO and the RSD will provide some flexibility in how funds are allocated, we are required to adhere to uses of funds that have been approved as part of our i3 grant. As such, all i3 award winners must adhere to the overall requirements and restrictions articulated below. Please e-mail i3app@nsno.org any specific questions about which costs will be allowable.

Overall requirements and restrictions
1. The Investing in Innovation (i3) program is part of the 2009 United States American Recovery and Reinvestment Act, and as such, is focused primarily on increasing employment in New Orleans and Tennessee; therefore, most funding for Type A awardees, and all funding for Type B, C, and D awardees, must be allocated to pay salaries and benefits.

2. **All funds must be expended by September 1, 2015. All funds must be drawn down from the federal G5 accounts by September 30, 2015. No funds will be available for reimbursement after September 30, 2015.**

3. An important component of the New Orleans i3 program is to create sustainable organizations, as well as the permanent infrastructure to transform the bottom 5% of schools on an annual basis; therefore:
   a. For Type B and C grants (3 year grants), funding must decrease over time;
   b. For Type B and C grants, funds should be allocated for school leadership during year one of the grant (e.g., principal, director of finance, assistant principal, staff developer, etc.), and to build central office capacity during years 1 through 3 (CMO business manager, Chief Academic Officer, Chief Operations Officer, data expert, etc.); funds may not be allocated towards teaching staff
   c. For Type D grants, funding may only be used to incubate a school leadership team prior to launching a new school or absorbing an existing school
   d. Type B, C, and D grants, funding may only be used for labor and benefit costs

4. For Type A schools:
   a. At least 75% of any award must be allocated to personnel, including (but not limited to) CEO, Principal, Dean, Director of Curriculum and Instruction, Chief Operating Officer/Director of Finance and Operations, Development Director, Operations manager, Office manager, lead teachers
   b. No more than 25% of an award can be allocated to non-personnel costs, limited to: computers/laptops for school leadership team, startup-classroom materials (books and software only), student data management software (e.g., EduSoft), travel to visit high performing school in other parts of the country; note: any technology equipment purchased with federal i3 funds will be the property of the U.S. Department of Education

5. For Type A, B, and C schools, in some instances, award funds may be used for consultants to address specific areas of growth designated by NSNO and the RSD to assist the awardee in meeting grant contract milestones; please note: any sub-contract entered into by an i3 award recipient is subject to NSNO's procurement policies

6. i3 funds may NOT be used for:
   a. School-based teaching staff (during the academic year), for lead teachers at Type A schools as articulated in 3.a. above
   b. Any non-personnel expenses, except those specifically articulated in item 3.b. above, including (but not limited to) capital improvements or expenditures, food, classroom technology, or transportation