

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

FY15 Replication and Expansion of High-Quality Charter Schools Package

CFDA # 84.282M

PR/Award # U282M150005

Grants.gov Tracking#: GRANT11961257

OMB No. , Expiration Date:

Closing Date: Jul 15, 2015

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="07/14/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="65-1203744"/>	* c. Organizational DUNS: <input type="text" value="1598460420000"/>
--	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:
Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061215-001

* Title:

The Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants for Replication and Expansion of High-Quality Charter Schools CFDA Number 84.282M

13. Competition Identification Number:

84-282M2015-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

SF-424_Coversheet_No14.pdf

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Achievement First: Expansion and Replication of High-Achieving Charter Schools in Connecticut, New York and Rhode Island

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="8,453,100.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="8,453,100.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Application for Federal Assistance SF-424: #14 Areas Affected by Project

Achievement First operates a growing network of public charter schools in Bridgeport, Hartford and New Haven, Connecticut, and Brooklyn, New York, and Providence, Rhode Island.

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Application for Federal Assistance SF-424: #16 Congressional Districts

Applicant

- Connecticut Office: CT-003
- New York Office: NY-007

Program

- Connecticut Schools: CT-001; CT-003; CT-004
- New York Schools: NY-007; NY-008; NY-009
- Rhode Island Schools: RI-002

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Sharon Richards</p>	<p>TITLE</p> <p>Co-CEO and President</p>
<p>APPLICANT ORGANIZATION</p> <p>Achievement First, Inc.</p>	<p>DATE SUBMITTED</p> <p>07/14/2015</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
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8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Section_427_GEPA_Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Section 427 of the Department of Education’s General Provisions Act (GEPA)

GEPA Section 427: In accordance with the provisions of GEPA section 427, Achievement First (AF) has taken many essential steps to ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries from historically disadvantaged backgrounds. The mission of AF is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. AF schools provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

Within the Connecticut, New York, and Rhode Island communities in which AF schools operate, AF engages in active student recruitment to ensure that beneficiaries of the organization’s top quality educational program are those students with the greatest need. Ninety-eight percent of AF students are African American or Hispanic and 85 percent of all AF students are low income, as defined by eligibility for free or reduced-price lunch. In New York, AF grants preferences for low-income students, English learners, and students eligible for special education services in the lottery. While an explicit lottery preference for “at risk students” is not legal in Connecticut, AF schools are purposefully located in and enroll students by lottery from a defined catchment area that targets the most high-need, under-served neighborhoods in order to serve a student population that is predominantly low-income. In Rhode Island, while we currently do not

provide any non-automatic admissions preferences to applicants, we hope to do so in the future for applicants who qualify for free or reduced lunch (“FRL”), are English Language Learners (“ELL”), or are eligible for special education services (“SPED”). AF is currently working with the U.S. Department of Education to validate that our design of the lottery to include non-automatic admissions preferences is in compliance with all federal non-regulatory guidance. AF is committed to serving all students. Students are enrolled through a 100 percent blind lottery without admission requirements or tuition fees. AF’s diverse student body includes English Language Learners (“ELL”) and AF actively recruits students through targeted, bilingual—English and Spanish—print and radio advertisements, brochures, mailings, and information sessions. To increase our efforts in special education student recruitment, AF has revamped our application to ask parents through multiple instances and in a more indirect fashion regarding whether or not their child has a special needs classification to encourage more accurate responses. Our external relations team is also working with parent advocates who currently have children with special needs enrolled in our schools to share their experiences with other prospective parents. Six percent of AF scholars are English Language Learners and 10 percent of AF students are eligible for special education services.

In addition to serving a diverse population of students, AF strives to recruit a talented and diverse team of educators. Teachers and school leaders who share racial and/or socioeconomic backgrounds with our students are poised to be especially effective role models, and bring an important perspective to school teams that enhances sensitivity and cultural competence. Given that 98 percent of AF students are African American or Hispanic, AF aggressively recruits at and hires teachers from the nation’s historically black colleges and universities, and is proactive

about creating teacher recruitment marketing materials that mirror the diversity it aims to build it in its staff.

As a network, AF also strives to create an inclusive working environment in order to attract and retain talented people from all backgrounds—regardless of race, religion, ethnicity, sexual orientation, age and sex. We believe our students are best served by a team that represents the global community for which our students are being prepared. As part of our multiyear organizational priority to build a diversity-minded organization, where all AF staff understand why diversity and inclusiveness are integral to our mission and use these values and skills to inform our everyday work, AF has identified three areas of focus: Skill and Awareness building, Recruitment, Retention & Development, and the use of Diversity & Inclusiveness as a lens to make organizational decisions.

In the fall of 2012, AF launched its first community groups in New York and Connecticut. The overall goal of the First Generation College and People of Color community groups is to support AF staff members of color and those who are the first in their families to attend college by creating a space to facilitate conversations addressing pressing issues in their work lives, and to provide valuable affirmation, empowerment and networking opportunities. In the summer of 2013, AF launched its first community groups for Lesbian, Gay, Bisexual, Transgender & Questioning staff members. Kick-off events were held in Connecticut and New York. We believe these groups will ultimately lead to a stronger AF, where everyone has a sense of belonging to our collective community.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Achievement First, Inc.	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Dacia"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Toll"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Co-CEO and President"/>	
* SIGNATURE: <input type="text" value="Sharon Richards"/>	* DATE: <input type="text" value="07/14/2015"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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* Attachment:

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Abstract Narrative

Contact Information: Achievement First (AF) is located at 403 James Street, New Haven, Connecticut 06513. The contact person for this project, Sharon Richards, Development Associate, can be reached at [REDACTED] or at [REDACTED]

Project Goals: AF is a charter management organization operating 29 schools serving over 9,500 students in Connecticut, New York and Rhode Island. The goals of this project are (1) to provide 5,000 additional students with the achievement gap-closing education they need to graduate from college, and (2) to prove that the achievement gap can be closed at district scale.

Expected Outcomes: AF's project outcomes are: (1) serve over 14,000 students in 42 schools by 2019-20; (2) close the achievement gap for educationally disadvantaged students (EDS); (3) demonstrate 100 percent 4-year college acceptance rates, 95 percent college matriculation for graduating seniors and 75 percent or higher 6-year college graduation/persistence rates; (4) maintain a student attendance rate of 96 percent, student retention rate of 90 percent, new teacher offer acceptance rate of 75 percent, teachers and principals retention rate of 80 percent, and a waitlist students of at least 100 percent of enrollment target; and (5) operate within a sustainable budget.

Project Contributions: AF's impact extends beyond its students through strategic partnerships with reform-oriented organizations and districts to inform district- and state-wide reform efforts.

Project Compliance: Over the past 16 years, AF has demonstrated success by expanding from one school to a network of 29 schools, providing over 9,500 students a high-quality education. AF has raised achievement levels of all students, including EDS and historically disadvantaged subgroups, to meet or exceed state performance standards at per pupil costs equal to or less than its host districts.

Project Narrative File(s)

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**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Project Narrative

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Achievement First (AF) is a nationally recognized Charter Management Organization currently operating 29 non-profit, high-performing, college-preparatory, K-12 public charter schools with the mission to deliver on the promise of equal educational opportunity for all children. With CSP funding, AF seeks to expand its existing, high-quality charter school operations to serve more students in high-needs areas. At the core of our goal to open more schools is the belief that educationally disadvantaged students in urban settings need more and better school choices.

I. ABSOLUTE PRIORITIES

a. Absolute Priority 1 – Experience Operating or Managing High-Quality Charter Schools

AF has been replicating and expanding high-quality charter schools as a Charter Management Organization since 2003, currently managing 29 high-quality charter schools. AF students consistently and significantly outperform peers from their host districts at all grade levels and are closing the achievement gap with state proficiency averages in both Connecticut and New York. In addition, 100% of students in Achievement First’s six high school graduating classes to date have earned college acceptance – and 82% are still persisting in college. Externally, AF has been acknowledged as a high-quality Charter Management Organization, earning recognition as one of three finalists for the prestigious 2015 Broad Prize for Public Charter Schools, an annual award to honor the urban public charter school system that has demonstrated the most outstanding overall student performance and improvement in the nation. See Section IV. Selection Criteria (A)—Quality of the Eligible Applicant, Appendix E: Schools Operated by Applicant and Appendix F: Student Academic Achievement, for evidence of experience in managing high-quality charter schools and our strong academic results.

b. Absolute Priority 2 – Low-Income Demographic

In the 2014-15 school year, AF served approximately 9,500 students across all 29 schools operated by the Charter Management Organization. Eighty-five percent of these students are from low-income families, as determined by qualification for free or reduced-price lunch. See Appendix E: Schools Operated by Applicant for a description of the 29 schools operated by AF and Appendix H: Additional Information for a detailed breakdown of the demographics of our students.

II. COMPETITIVE PRIORITIES

a. Competitive Preference Priority 1 – Serving High-Need Students

AF will serve high-need students through element (c) of Competitive Preference Priority 1 – Promise Zones. AF currently operates four charter schools located in and serving students from the Upper Albany neighborhood of north Hartford in Connecticut, a federally designated Promise Zone. During the proposed grant period, we plan to open one new school within this Promise Zone to complete our goal of establishing a five-school cluster of two elementary schools and two middle schools, feeding into one high school in Hartford.

b. Competitive Preference Priority 2 – Promoting Diversity

Our strategic plan calls for AF to be an excellence and equity exemplar: to continuously improve performance with an unwavering commitment to both excellence and to serving high-needs students well. By doing so, AF will be an example that achievement gap-closing excellence is possible for schools that serve a wide range of students, especially those most historically underserved. Currently, the AF student population (average across all schools) is 85% low-income (FRL), 98% minority (black and Hispanic), 10% special education (SPED), and 6% English Language Learner (ELL). Please refer to Appendix H – Additional Information

to view student demographics across our schools and comparison information for our states and host districts.

Racial and Ethnic Diversity: While the majority of AF's students are black or Hispanic (26% Hispanic and 72% black across the network in 2014-15) – a reflection of the demographics of the local public school districts from which we enroll our students – AF does not employ enrollment lottery policies that preference any specific race. AF employs a race-neutral approach when recruiting students in our schools. In New Haven and Hartford, Connecticut, AF participates in a city-run lottery, which allows parents to rank a certain number of schools and then randomly assigns students based on parent choice. In all other geographies, when permitted by state law, AF may provide a preference in the lottery for low income students, students who live in the neighborhood where the school resides, English Language Learners, and special education students, while encouraging students of all races and ethnicities to apply to our school.

AF's student demographics in terms of race very closely mirror that of our host districts. In our New York Host Districts, where the majority of our schools are located, the percentage of black and Hispanic students are as follows: NY CSD 23 – 97%, NY CSD 19 – 91%, NY CSD 32 – 96%, NY CSD 17 – 95%, and NY CSD 16 – 96%. Similarly in Connecticut, our host districts serve a student population that is 84% black or Hispanic. In Rhode Island, the majority of our students reside in Providence, whose population of black and Hispanic students is 82%. In all AF schools, diversity and inclusiveness is highly valued and racial isolation is avoided.

In order to fulfill our organizational priority of serving high-need students well, AF is continually improving efforts to attract and retain students with special needs and English Language Learners. This organizational priority was specifically prioritized during the 2014-15

school year, and will be a focal point and lens through which AF views all organizational planning.

Students with Disabilities: Across all AF schools in 2014-15, the average rate of special education students was approximately 10%. In New York, some AF schools range as high as 17.4% special education. In our New York host districts, the average special education percentage is approximately 18.8%. In Connecticut, across our host districts, the average special education percentage is 12%, which is comparable to the rate at which AF serves students requiring special education. In Rhode Island, across our host districts, the average special education percentage is 11.6%, which is also comparable to the rate at which AF serves students requiring special education. To increase our efforts in special education student recruitment, and to gather more accurate information, we have revamped our application to ask parents targeted and indirect questions concerning whether or not their child has a special needs classification. Our external relations team is also working with parent advocates, who currently have children with special needs enrolled in our schools, to share their experiences with other prospective parents. In geographies where the state law permits preferences in enrollment lotteries, AF has given a preference to SPED students to further promote their chances of enrollment in an AF school.

English Language Learners: Across all AF schools in 2014-15, the average rate of ELL was approximately 6%. However, the percent of ELL ranges widely by school based on the local demographics of the sending host district. For example, in Rhode Island, 24% of students at AF Providence Mayoral Academy are ELL, whereas our Rhode Island host district serves a student population that is, on average, 17% ELL. In this case, the rate at which AF serves ELL surpasses the rate at which these students are served in public schools in the surrounding area. In contrast,

AF Endeavor Elementary School and Middle School in Brooklyn, New York does not serve very many ELL (less than 1%), yet this mirrors the host district's ELL percentage. Overall, when comparing all AF schools to their sending districts, all AF schools serve ELL at comparable rates to public schools in the surrounding area. Please see Appendix H: Additional Information for more details regarding enrollment data for AF and our host districts.

In order to continue our record of serving ELL at a rate that is comparable to the rate at which these students are served in public schools in the surrounding area, AF has increased our student recruitment outreach in Spanish-speaking communities by: building relationships with various community venues, including daycares, community centers, and churches, providing Spanish-language printed materials to inform parents about our schools, and in geographies where the state law permits preferences in enrollment lotteries, AF has given a preference to ELL to further promote their chances of enrollment in an AF school. For more information regarding our lottery policies, please see Section VII. Selection Criteria (D) – Management Plan, on page 50 of the Project Narrative, and Appendix H – Additional Information.

c. Competitive Preference Priority 3 – Novice Applicant

AF is not a novice applicant.

III. SELECTION CRITERIA

Achievement First (AF) is a growing Charter Management Organization of non-profit, high-performing, college-preparatory, K to 12 public charter schools. Established in 2003 by the founders of Amistad Academy, a nationally-acclaimed public charter school in New Haven, Connecticut, with the goal of using Amistad Academy's best practices to have a greater impact, AF has grown into a network of 29 public charter schools serving more than 9,500 students in Bridgeport, Hartford and New Haven, Connecticut, Brooklyn, New York, and Providence,

Rhode Island. The mission of AF is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. AF schools provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders in our communities.

There is a desperate need for high-quality public schools across the country, and limited capacity to create them; therefore, AF believes that, as an organization with a track record of success, we have a moral imperative to positively impact as many students as possible. AF's Theory of Change consists of four impact areas that will dictate our strategy for continued growth:

- Creating a strong 'proof point' that achievement gap-closing excellence is possible for schools that serve a wide range of students, especially those most historically underserved, by continuously improving our performance with an unwavering commitment to both excellence and to serving high-need students well,
- Opening more schools in order to serve as a 'proof point' that this achievement gap-closing excellence is possible at 'district' scale (AF's host public school districts in Connecticut, New York and Rhode Island serve approximately 40 schools and 20,000 students. By the end of the proposed five-year grant, our size will be similar to that of our host districts – and many other mid-size public school districts throughout the country – so what we learn about success at scale should be widely relevant to help even more students succeed in college and career),

- Geographically concentrating our growth in a few communities so that we can, working together with others, transform district practice, family expectations and ultimately, community-wide results,
- Extending our impact beyond AF schools through open-source sharing and strategic partnerships with both traditional public schools districts and other charter schools and networks that are trying to do the same critical work.

By the 2019-20 school year, AF plans to serve more than 14,000 students in 42 schools. Our target growth over the next five years is to replicate approximately three new schools per year, with approximately 10% growth each year in the number of students we serve (as a result of both replication and expansion). The chart below outlines AF’s five-year expansion plan across all of our geographies. However, it is quite possible that responses to changing internal and external conditions for growth will require adjustment. Notably, the availability of strong school leaders and teacher talent, as well as a supportive political and regulatory environment, including per-pupil funding and facilities support to sustainably operate our schools at scale, will play a role in the decision-making process. The chart below displays AF’s current best thinking about the schools we hope to replicate / expand during the duration of the grant, including their location and year of launch.

Achievement First Expansion/Replication Schools: 2015-16 to 2019-20				
	School	Location	Year Launched	Expansion/Replication
1	AF Summit MS	Hartford, CT	2014-15	Expansion
2	AF Apollo MS	Brooklyn, NY	2014-15	Expansion
3	AF Linden ES	Brooklyn, NY	2014-15	Expansion
4	AF N. Brooklyn Prep ES	Brooklyn, NY	2014-15	Expansion
5	AF Illuminar Mayoral Academy ES	Providence, RI	2015-16	Replication
6	AF Brownsville HS	Brooklyn, NY	2016-17	Replication
7	AF New York ES #10	Brooklyn, NY	2016-17	Replication

8	AF New York MS #10	Brooklyn, NY	2016-17	Replication
9	AF Rhode Island MS	Providence, RI	2017-18	Replication
10	AF Bridgeport ES #2	Bridgeport, CT	2017-18	Replication
11	AF Aspire MS	Brooklyn, NY	2017-18	Replication
12	AF Bridgeport MS #2	Bridgeport, CT	2018-19	Replication
13	AF Linden MS	Brooklyn, NY	2018-19	Replication
14	AF N. Brooklyn Prep MS	Brooklyn, NY	2018-19	Replication
15	AF Hartford ES #2	Hartford, CT	2019-20	Replication
16	AF New York ES #11	Brooklyn, NY	2019-20	Replication
17	AF New York ES #12	Brooklyn, NY	2019-20	Replication

IV. SELECTION CRITERIA (A) – QUALITY OF THE ELIGIBLE APPLICANT

(also fulfills Application Requirement (n)):

All AF teachers, principals and staff are focused on completely closing the achievement gap for our students and raising the bar on student achievement. AF has demonstrated consistent, year-over-year success in ensuring that our students achieve academically and are ultimately prepared for the rigors of college and career. Due to space limitations, the narrative below focuses on describing proficiency data on the most recently available state tests from spring 2013 for our Connecticut schools and spring 2014 for our New York schools. For a more detailed breakdown of results from the past three years, including data disaggregated by subgroup and comparisons to districts and the states, please see Appendix F: Student Academic Achievement.

It is important to note that our student achievement data over the past three years has been impacted by the transition to the Common Core State Standards (CCSS). AF fully embraces the CCSS, and applauds the states in which we operate for holding our students to more rigorous, college-ready expectations. However, the changes in methods of testing and the different rates at which all three states AF operates in are transitioning to the CCSS have affected our ability to make accurate comparisons across years:

New York: In New York, AF experienced the first year of CCSS-aligned assessments in 2013, and scores throughout the state—including at AF—decreased from 2012. Across our schools, proficiency rates dropped by an average of 30% in ELA and 41% in math from 2012 to 2013. In 2013, after the change in standards in New York, AF students achieved an average of 46% proficiency in math and 28% proficiency in ELA, compared with New York City proficiency rates of 30% in math and 26% in ELA. In response, AF transitioned our internal scope and sequence, curriculum, and assessments to better align with the CCSS, and our students in New York rebounded in 2014, with growth in both ELA and math as displayed in the data below, and we believe that we will see this upward trajectory continue in future years.

Connecticut: Connecticut conducted a field test of the CCSS-aligned Smarter Balanced Assessment Consortium (SBAC) in 2013-14 to prepare for the official transition to SBAC in 2014-15. Since the field test's main purpose was to test the quality of the assessment questions and the administration logistics of the test, students in Connecticut who participated in the field test, including all AF schools, did not receive any state test results in 2014. Therefore, for the purpose of this application, AF will be reporting Connecticut test scores from 2013, which are the last available state test results.

Rhode Island: Rhode Island also made the transition to CCSS assessments in the 2014-15 school year. The changes in Rhode Island have not yet significantly affected AF students since our one existing school in Rhode Island will not have a third grade (the first year of state testing) until the 2015-16 school year.

To ensure that AF is significantly increasing academic achievement for all students, frequent, systematic monitoring and evaluation of student progress is an organizational pillar. All AF students are regularly assessed through internal diagnostic tests and interim assessments,

which gauge academic progress in core content areas and provide teachers with the information they need to adjust lesson plans, target instruction and design interventions for struggling students. While these assessments allow for crucial internal monitoring of student learning throughout the academic year, AF schools are primarily accountable for meeting state academic standards. All AF students take state assessments each academic year. State assessment data is used to measure the progress of AF students against students in the state and host district. AF students were assessed through the following state tests as of the most recent testing cycles: 2013 for Connecticut and 2014 for New York (this is relevant for all state test data provided in this application):

- The Connecticut Mastery Test (CMT) is administered in early spring to Connecticut students in grades three through eight. The test assesses students in grades three through eight in math, reading and writing, and students in grades five and eight in science. Connecticut transitioned from the CMT to the SBAC (CCSS-aligned assessment) in 2014; however, 2014 field test data is not available.
- The Connecticut Academic Performance Test (CAPT) is administered in early spring to Connecticut students in grade 10. The test assesses students in math, reading, writing and science. Connecticut transitioned from the CMT to the SBAC (CCSS-aligned assessment) in 2014; however, 2014 field test data is not available.
- The New York State Test is administered in early spring to New York students in grades three through eight. The test assesses students in math and English Language Arts. New York will transition to the PARCC (CCSS-aligned assessment) in 2015. However, prior to the official transition to PARCC, New York significantly increased the rigor of the

New York State Test beginning in 2013 to prepare students for the transition to a CCSS-aligned assessment.

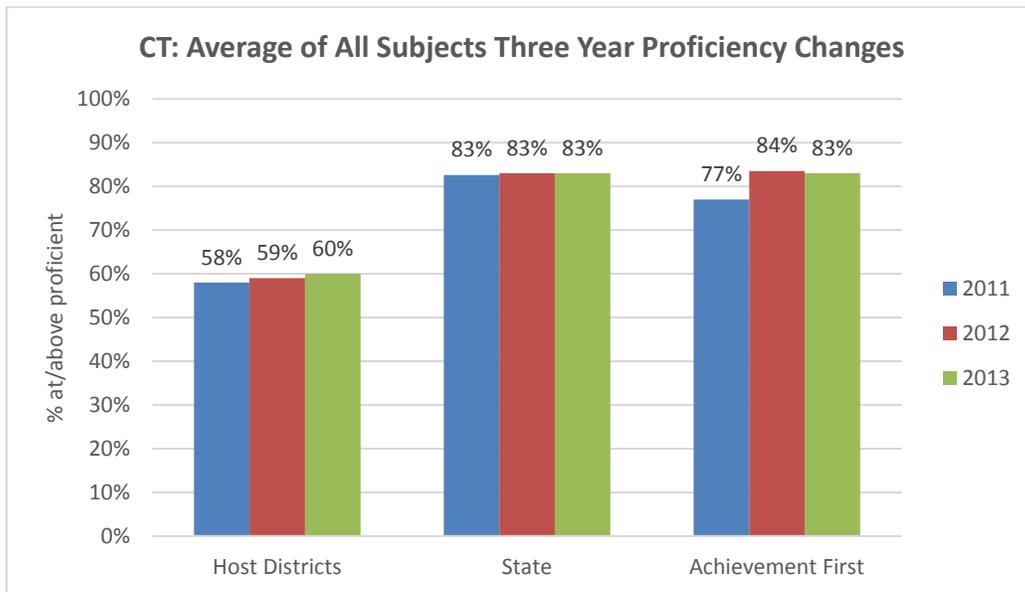
- The New York Regents exams are administered to high school students. The New York Regents are in the process of being aligned to the Common Core. As of 2014, the Algebra and the English Regents exams have been aligned to the Common Core. Therefore, although the Regents exams cover approximately 20 different subjects, for the purposes of this application, AF will provide tests results for the Common Core English Regents exam (formerly, Comprehensive English) and Common Core Algebra Regents exam (formerly, Integrated Algebra).
- AF opened our first school in Rhode Island in the 2013-14 school year. The school opened with kindergarten and first grade, and will add one grade per year until the school offers a full K-4 complement. Due to the age of our current students, we do not have any existing state test results in Rhode Island. In the 2015-16 school year, our first class of third graders will participate in the PARCC CCSS-aligned assessments administered by the State of Rhode Island.

a. Demonstrated success in significantly increasing student academic achievement and attainment for all students

In 2013, AF’s Connecticut students continued to significantly outperform our host districts. Across all grades and subjects, 83% of AF’s Connecticut students performed at or above proficient on the 2013 CMT and the 2013 CAPT, which surpassed the host district average of 60% and is comparable to the state average of 83%.

CT 2013 State Tests Average of All Grades (3-8, 10) and Schools		
AF	Host Districts	State
83%	60%	83%

Difference between AF and Host Districts	23%
Difference between AF and State	0%



By the time AF’s Connecticut students reach our capstone grades of fourth, eighth and 10th, they significantly outperform both our host districts and state-wide averages. On the 2013 CMT, 86% of AF fourth graders scored proficient or above in an average of all subjects, which surpassed the host district and state averages by 29% and 4%, respectively.

CT 2013 State Tests 4th Grade Capstone All Schools		
AF	Host Districts	State
86%	57%	82%

Difference between AF and Host Districts	29%
Difference between AF and State	4%

Similarly, 86% of AF’s eighth graders scored proficient or above in an average of all subjects, which surpassed the host district and state averages by 25% and 2%, respectively.

CT 2013 State Tests 8th Grade Capstone All Schools		
AF	Host Districts	State
86%	61%	84%

Difference between AF and Host Districts	25%
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Difference between AF and State	2%
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AF's middle school students continue to show the most consistent and significant year-over-year growth from fifth through eighth grade, with eighth grade marking the highest performing primary grade in the AF network. Finally, AF's Connecticut 10th graders achieved 84% proficiency in an average of all subjects on the 2013 CAPT, outperforming the host district and state averages by 29% and 1%, respectively.

CT 2013 State Tests 10th Grade Capstone All Schools		
AF	Host Districts	State
84%	55%	83%

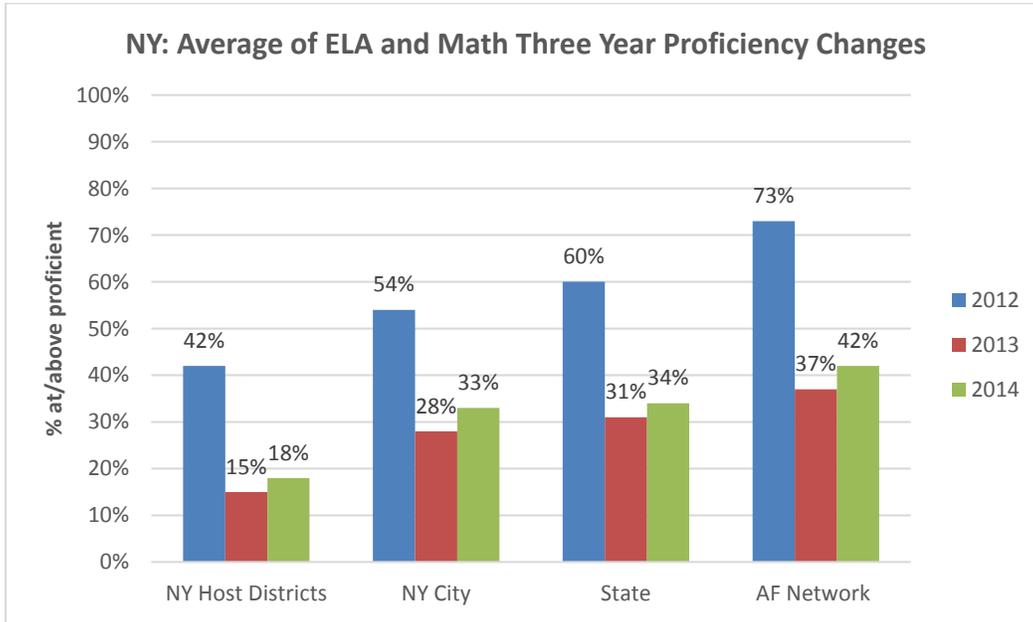
Difference between AF and Host Districts	29%
Difference between AF and State	1%

Additionally, when measured against national performance standards, our high school students outperformed students across the city, state and nation. The average SAT scores for AF's Connecticut Class of 2014 surpassed the national averages in all three subjects. Recently, U.S. News & World Report's 2015 Best High Schools Rankings recognized AF's Amistad Academy as the #2 High School in the State of Connecticut.

In New York, as mentioned above, AF's scores dipped from 2012 to 2013, a pattern consistent across the vast majority of schools in New York State due to New York's transition to a more rigorous state test. Although test scores dropped across the board in New York, AF students continued to outperform their peers in New York State, New York City, and our host districts in 2013 and 2014, including doubling New York State's average student achievement growth from 2013 to 2014.

NY 2014 State Tests Average of all Grades (3-8) and Schools		
AF	Host Districts	State
43%	18%	34%

Difference between AF and Host Districts	25%
Difference between AF and State	9%



By the time AF’s New York students reach our capstone grades of fourth and eighth, they are even more significantly outperforming both our host districts and state-wide averages. On the 2014 New York State Test, 44% of AF fourth graders scored proficient or above in an average of all subjects, which surpassed the host district and state averages by 23% and 6%, respectively.

NY 2014 State Tests 4th Grade Capstone All Schools		
AF	Host Districts	State
44%	21%	38%

Difference between AF and Host Districts	23%
Difference between AF and State	6%

Fifty-two percent of AF’s New York eighth graders scored proficient or above in an average of all subjects, which surpassed the host district and state averages by 38% and 23%, respectively.

NY 2014 State Tests 8th Grade Capstone All Schools		
AF	Host Districts	State
52%	14%	14%

52%	14%	29%
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Difference between AF and Host Districts	38%
Difference between AF and State	23%

Similarly, AF’s New York high school students greatly surpassed the host district and state averages on the Common Core English and math Regents exams.

NY 2014 State Tests High School Regents			
	AF	Host Districts	State
English	88%	69%	68%
Algebra	89%	46%	74%
Total Average	88%	57%	71%

Difference between AF and Host Districts	31%
Difference between AF and State	17%

In order to continue to increase the rate of improvement of our student achievement trajectory in the Common Core-era, AF pursued a multi-faceted approach in both Connecticut and New York in the 2014-15 school year, and will continue with these efforts going forward. To date, they have proven to be very successful in helping to significantly increase academic achievement and attainment for all students:

- College-Ready Curriculum: AF is revising our core curriculum in all grades and subjects to meet the requirements of the CCSS. Quality curriculum is being developed collaboratively through Course Committees and Content Teams that include school leaders and teachers, as well as other internal and external curriculum experts, who engage together in a cycle of curriculum development, review and revision. By clearly defining a college-ready bar for rigor, and helping school leaders and teachers to become intimately familiar with the college-ready standards for each grade and subject, AF is improving our instructional tools and resources.

- **Intellectual Engagement in Planning & Instruction:** In addition to including school leaders and teachers in the cycle of curriculum development, review and revision, we are increasing their intellectual engagement in the planning and delivery of instruction. One of the biggest and most important investments we made in 2014-15 was increased training for school leaders and teachers by doubling, and in some cases, tripling, the amount of summer professional development that we offered to our teachers and school leaders. By doing so, AF is strengthening instruction that will lead to improved college-ready student outcomes.
- **Vibrant School Cultures:** A vibrant school culture is a vital underpinning of the first two investments above. If AF is asking our students to tackle a more rigorous curriculum, we must simultaneously create and sustain school cultures that support learning. Over the past several years, AF has fortified core behavior systems in order to increase time on task and create more focused, safe learning environments for students. While core behavior systems are an undeniably important component of a strong school culture, we recognize that other dimension must be considered to pursue a truly vibrant school culture. Therefore, in 2014-15 and beyond, we are deeply—and simultaneously—investing in six school culture focus areas: Common Picture, Taxonomy & Coaching, Student Engagement, Ritual & Tradition, Family Engagement, and Character & Leadership.

b. Demonstrated success in closing historic achievement gaps for subgroups of students

i. Minority Students

AF's student population is 98% black or Hispanic (AF defines "minority" as the percentage of black and Hispanic students), which is significantly above state averages in Connecticut (31% according to 2011-12 data), New York (43% according to 2013-14 data) and Rhode Island (32% according to 2013-14 data), and above or on-par with host district averages (ranging from approximately 68% to 97%). For more information around student demographics of AF schools and district and state comparisons, please see Appendix H: Additional Information.

On the 2013 Connecticut state tests, minority students in AF's capstone grades—fourth, eighth and 10th—significantly outperformed Connecticut's minority students. Across all subjects, AF's minority students outperformed Connecticut's minority students by 15% in fourth grade, by 16% in eighth grade and by 20% in 10th grade. On the 2014 New York State Test, minority students in AF's capstone grades—fourth and eighth—outperformed New York State's minority students by 22% and 36%, respectively, on an average of math and English Language Arts. Similarly, AF's minority high school students in New York outperformed New York State minority students by 36% on an average of the Common Core English and Common Core Algebra Regents. Please see the charts in Appendix F: Student Academic Achievement for more details.

ii. Low-Income Students

AF's student population is 85% low-income, as defined by eligibility for free or reduced-price lunch (FRL), which is significantly above state averages in Connecticut (35% according to 2011-12 data), New York (53% according to 2013-14 data) and Rhode Island (47% according to 2013-14 data), and above or on-par with host district averages (ranging from approximately 66% to 100%). On the 2013 Connecticut state tests, low-income students in AF's capstone grades—

fourth, eighth and 10th—significantly outperformed Connecticut’s low-income students. Across all subjects, AF’s low-income students outperformed Connecticut’s low-income students by 18% in fourth grade, by 18% in eighth grade and by 20% in 10th grade. On the 2014 New York State Test, low-income students in AF’s capstone grades—fourth and eighth—outperformed New York’s low-income students. AF’s low-income fourth and eighth graders outperformed New York State’s low-income fourth and eighth graders by 17% and 30%, respectively, on an average of math and English Language Arts. Similarly, AF’s low income high school students in New York outperformed New York State low income students by 29% on an average of the Common Core English and Common Core Algebra Regents. Please see the charts in Appendix F: Student Academic Achievement for more details.

iii. English Language Learners

AF’s student population is 6% English Language Learners (ELL), which is on-par with state averages in Connecticut (6% according to 2011-12 data) and New York (8% according to 2013-14 data). AF’s ELL population in our Rhode Island school is 24%, and is well above the Rhode Island average of 17% according to 2013-14 data. When comparing the ELL population between AF and our host districts, it is important not only to look at averages but to disaggregate the data by district, as some AF host districts have much higher percentages of ELL students as compared to others. For example, Amistad Academy Elementary School, located in New Haven, Connecticut, has a student population that is 15% ELL. Meanwhile, the New Haven district has a student population that is 12.72% ELL. On average, AF schools’ ELL populations are representative of the districts in which they are located. For more nuanced information around ELL student demographics of AF schools and our district and state comparisons, please see Appendix H: Additional Information.

On the 2013 Connecticut state tests, ELL students in AF's capstone grades—fourth, eighth and 10th—significantly outperformed Connecticut's ELL students. Across all subjects, AF's ELL students outperformed Connecticut's ELL students by 32% in fourth grade, by 47% in eighth grade and by 43% in 10th grade. On the 2014 New York State Test, AF's ELL fourth graders outperformed New York's low-income fourth graders by 20%. Comparison results for AF eighth graders and high school are not available. To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category (i.e. ELL) may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Please see the charts in Appendix F: Student Academic Achievement for more details.

iv. Special Education Students

Ten percent of AF's student population receive special education (SPED) services, which is on-par with state averages in Connecticut (11.5% according to 2011-12 data), New York (16% according to 2013-14 data), and Rhode Island (6% according to 2013-14 data), and slightly lower as compared to our host districts (ranging from approximately 10% to 20%). Across all subjects, AF's SPED students outperformed Connecticut's SPED students by 6% points in fourth grade and by 2% points in 10th grade. In eighth grade in Connecticut, AF's SPED students fell behind Connecticut's SPED students by 2% points. On the 2014 New York State Test, AF's SPED fourth grade students surpassed SPED students in New York State by 8% points. In eighth grade, AF's SPED students outperformed New York's SPED eighth graders by 8%. Similarly, AF's SPED high school students in New York outperformed New York State SPED students by 56%

on Common Core Algebra Regents and by 8% on the Common Core English Regents. Please see the charts in Appendix F: Student Academic Achievement for more details.

- c. **Achieved results (including performance on statewide tests, annual student attendance and retention rates, high school graduation rates, college attendance rates, and college persistence rates where applicable and available) for low-income and other EDS served by the charter schools that are significantly above the average academic achievement results for such students in the State**

- i. *Performance on Statewide Tests*

AF students have achieved results on statewide tests that surpass the average academic achievement results for students in the state. Please see IV. Selection Criteria A: Subsection a. which describes our results in Connecticut and New York as compared to our host districts and the state, and Appendix F: Student Academic Achievement for detailed academic achievement information for all AF students and educationally disadvantaged students over three years.

- ii. *Student Attendance*

AF recognizes that crucial learning is missed when a student is absent from school. When enrolling at an AF school, the student and parent are asked to sign a contract, which acknowledges the importance of regular attendance in school and includes a commitment to being present and on time. While the AF Teacher-Parent-Student Compact is non-binding, it is an important symbol of a shared commitment to student achievement. AF’s average student attendance rate for 2014-15 was 97%, a rate that has remained fairly consistent over the past three years. In the table below, please find annual student attendance rates by school:

Student Attendance			
School	2014-15	2013-14	2012-13

Achievement First Amistad HS	95.83%	96.45%	96.70%
Achievement First Apollo ES	97.41%	96.88%	97.27%
Achievement First Apollo MS	97.72%		
Achievement First Aspire ES	97.16%	97.03%	
Achievement First Bridgeport ES	97.15%	97.62%	97.90%
Achievement First Bridgeport MS	96.73%	96.94%	97.01%
Achievement First Brooklyn HS	97.32%	97.61%	98.10%
Achievement First Brownsville ES	97.45%	96.83%	97.14%
Achievement First Brownsville MS	97.36%	98.05%	98.37%
Achievement First Bushwick ES	97.78%	97.57%	97.80%
Achievement First Bushwick MS	97.93%	97.63%	98.26%
Achievement First Crown Heights ES	97.47%	97.09%	97.77%
Achievement First Crown Heights MS	98.54%	97.44%	97.69%
Achievement First East New York ES	97.36%	97.32%	97.80%
Achievement First East New York MS	98.16%	97.30%	97.85%
Achievement First Endeavor ES	97.81%	97.65%	97.71%
Achievement First Endeavor MS	97.40%	96.90%	97.56%
Achievement First Hartford ES	95.77%	96.68%	97.00%
Achievement First Hartford HS	96.61%	97.37%	97.19%
Achievement First Hartford MS	94.21%	95.82%	97.12%
Achievement First Hartford Linden ES	97.02%		
Achievement First North Brooklyn Prep ES	97.54%		
AF Providence Mayoral Academy ES	97.74%	98.47%	
Achievement First Summit MS	96.12%		
Achievement First University Prep HS	97.59%	98.27%	
Amistad Academy ES	96.75%	97.15%	96.98%
Amistad Academy MS	96.10%	96.48%	97.07%
Elm City College Prep ES	97.10%	97.15%	97.19%
Elm City College Prep MS	97.11%	96.96%	97.21%
Total	97.11%	97.23%	97.49%

AF's 97% student attendance rate is higher than the averages for Connecticut, New York and Rhode Island, whose average student attendance rates were 95% (2012-13 data), 93% (2012-13 data), and 95% (2013-14 data), respectively. AF is unable to generate student attendance rates by subgroup, but given our high overall student attendance rates, there is no reason to believe that the attendance rate for any subgroup is significantly lower or higher than the network's 97%

overall annual student attendance rate. Unfortunately, State student attendance rates for specific subgroups are not actively reported and, therefore, are unavailable for comparison.

iii. Student Retention

From the 2013-14 school year to the 2014-15 school year, AF’s student retention rate across the network was 92%. AF has a strong prohibition on “counseling out” students who are struggling, and pays close attention to the retention of enrolled students. Before a parent decides to withdraw his/her child from an AF school, school personnel work with the family to encourage them to reconsider the withdrawal, and all withdrawals are reported to a school’s regional superintendent. As a result, AF has seen consistently high student retention rates.

The calculation of AF’s student retention rate excludes acceptable withdrawals. Acceptable withdrawals include students who transfer to a different AF school, move out of the city or to where transportation issues make attending an AF school prohibitive, leave after gaining admission to a competitive, admissions-based school, leave due to an issue with a sibling or relative at another AF school, or transfer to a highly-specialized school to meet specific or extreme IEP needs. Please see the chart below for annual student retention rates by school.

Student Retention

School	2013-14 to 2014-15	2012-13 to 2013-14	2011-12 to 2012-13
Amistad Academy ES	97.7%	96.8%	97.0%
Amistad Academy MS	86.0%	88.9%	92.3%
AF Amistad HS	90.6%	91.8%	91.3%
AF Apollo ES	95.9%	92.8%	91.9%
AF Aspire ES	94.0%		
AF Bridgeport ES	96.1%	98.6%	94.8%
AF Bridgeport MS	87.0%	87.8%	88.1%
AF Brooklyn HS	94.8%	96.6%	93.8%
AF Brownsville ES	96.2%	93.5%	94.6%
AF Brownsville MS	96.8%	92.0%	

AF Bushwick ES	97.5%	96.1%	95.3%
AF Bushwick MS	92.8%	90.8%	89.3%
AF Crown Heights ES	96.2%	93.4%	94.1%
AF Crown Heights MS	88.3%	83.9%	85.2%
AF East New York ES	94.5%	93.7%	92.8%
AF East New York MS	87.3%	89.3%	92.6%
AF Endeavor ES	96.2%	97.1%	89.8%
AF Endeavor MS	86.4%	94.8%	93.1%
AF Hartford ES	92.3%	91.9%	96.7%
AF Hartford MS	76.4%	86.5%	86.2%
AF Hartford HS	89.8%	91.9%	
AF University Prep HS	92.2%		
Elm City College Prep ES	95.0%	95.3%	95.6%
Elm City College Prep MS	87.8%	91.3%	81.9%
AF Providence ES	96.8%		
AF Network	92.2%	92.5%	91.8%

AF strongly believes that high student retention is a critical prerequisite to raising student achievement. AF schools are expected to maintain high rates of annual student retention for all students, including subgroups of low-income students, minority students, special education students and English Language Learners. AF’s retention rates by subgroup – for low-income students (93%), special education students (92%), and English Language Learners (94%) – in 2014-15 were either above or on-par with the AF network’s overall annual student retention rate of 92%. For more information on annual student retention rates by subgroup over the past three years, please see Appendix H: Additional Information. Average student retention rates for such students by state are not actively reported and, therefore, are unavailable for comparison.

iv. High School Graduation Rates

In 2014, the four-year high school graduation rate for AF’s Connecticut students was 80%. AF’s New York high school students graduated at a rate of 72% in four years. The chart below breaks down AF’s 2014 high school graduation rates. For graduation rates from the 2012

and 2013 graduating classes, please see Appendix H: Additional Information. The denominator used in this calculation is the entire ninth grade cohort. AF made good faith efforts to track all students who left AF and checked whether or not they graduated from other high schools in the state. However, for students that we could not locate because they left the public school system, left the state, or dropped out completed, AF adjusted the denominator for this calculation by removing these students. Due to the method by which AF calculates high school graduation rates, which is not the same as the method that our states use to calculate high school graduation rates, state comparisons are not available because it would not be an equivalent comparison. Additionally, AF does not currently track high school graduation rates by subgroup, but we hope to begin doing so in the near future.

AF 2014 High School Graduation Rates

School	AF Graduates	Likely Graduated Outside AF	Total from Original 9th Grade Cohort	Unknown (Left Public School System/State)	Adjusted Denominator (Total - Unknown)	% Graduates (Total Graduates / Adjusted Denominator)
AF Amistad HS (4 year)	34	22	78	8	70	80.0%
AF Brooklyn HS (4 year)	34	13	65	0	65	72.3%
AF Amistad HS (5 year)	29	16	63	16	47	95.7%
AF Brooklyn HS (5 year)	33	13	62	7	55	83.6%
Network (4 year)	68	35	143	8	135	76.3%
Network (5 year)	62	29	125	23	102	89.2%

v. *College Attendance and Persistence Rates*

One hundred percent of graduating seniors in all six of AF’s graduating classes to date have been accepted to a four-year college or university, including students from educationally disadvantaged subgroups. AF’s goal is for 75% of these alumni to graduate from college within six years. This goal seems especially ambitious when only 8.3% of low-income students

nationally graduate from college within six years. While ambitious, we firmly believe that we can achieve this: currently, 82% of AF alumni are still enrolled in college. With the majority of our students being the first in their families to go to college, AF fills a critical need in providing our students with the academic and life skills to access, persist, and graduate from post-secondary education. To set our students up for success in college, AF developed a strategic and comprehensive college readiness program that balances the priorities of readiness, access and success and is individually tailored to each student. The program includes six key levers to college readiness: (1) a K-12 college-going culture, (2) College Readiness Seminar, a core class in grades nine through 12, (3) support through the college process (4) college entrance exam preparation, (5) a summer programs requirement, and (6) alumni support and programming. Currently, AF does not track college persistence rates by subgroup, but hopes to do so in the near future.

V. SELECTION CRITERIA (B) – CONTRIBUTION IN ASSISTING EDUCATIONALLY DISADVANTAGED STUDENTS *(also fulfills Application Requirement (d))*

AF's mission is to provide all students with equal educational opportunities, and we seek to fulfill our mission through assisting educationally disadvantaged students (EDS), including low-income students, educationally underserved racial and ethnic subgroups, special education students and English Language Learners, to meet or exceed academic standards that lead to college and career readiness. The differences in educational attainment between the educationally disadvantaged students that AF serves and their non-educationally disadvantaged peers, known as the achievement gap, is particularly troubling in cities where AF is currently located and planning to replicate and expand. When implementing our replication and expansion

plans, AF intends to concentrate our growth in Brooklyn, New York, New Haven, Hartford and Bridgeport Connecticut, and Providence, Rhode Island, by opening, at a minimum, a five-school cluster in each city, consisting of two elementary schools and two middle schools feeding one high school. By selecting cities with high populations of educationally disadvantaged students as sites to replicate and expand our schools, AF also commits to serving high populations of educationally disadvantaged students in order to address the pressing concern of the achievement gap, with 100% of students enrolled from our host public school districts through a blind lottery. For more information regarding the demographic breakdown in each of the cities AF operates, please see Appendix H: Additional Information. As per our Theory of Change, by geographically concentrating our growth in our existing geographies, AF seeks to become an enduring institution in our communities, so that we can, working together with others, transform district practice, family expectations and ultimately, community-wide results.

AF's educational program is specifically designed to support educationally disadvantaged students in meeting or exceeding state academic content and achievement standards. The primary activity of all AF schools is to provide a top-quality, college-preparatory educational program for all our students, which features the following six core elements:

- **Unwavering focus on student achievement:** AF teachers and leaders are focused on completely closing the achievement gap, and student growth is a primary factor in professional evaluations for teachers, staff and leaders. We start with the premise that students can and will achieve excellence in academics—the kind of excellence that would manifest in students ranking with top students around the world, and performing at high levels in the country's top colleges.

- **Talent development:** AF firmly believes that the most important determinant of student achievement is teacher quality, and we invest heavily in the recruitment, development, recognition and retention of talented teachers. All new AF teachers participate in nearly four weeks of professional development prior to the start of the school year, and we release early on Fridays to provide two hours of staff meeting and learning time. Every AF teacher has a coach who observes him or her in action on a weekly basis, reviews lesson plans and provides individual coaching and support.
- **More time spent learning:** The AF school day is at least 1.5 hours longer, and the school year two weeks longer, than the traditional public school day and year. Over the course of a K-12 education, AF students receive one additional year of instruction due to this extra time. AF also provides our students with the opportunity to pursue excellence outside of traditional academics and offers our students multiple enrichment and extracurricular opportunities both in-school and outside of school.
- **A rigorous Common-Core aligned curriculum:** AF outlines the ambitious academic standards that all students are expected to master at each grade level, so that success in one grade can be seamlessly built upon in the next. Our standards are aligned to the internationally benchmarked Common Core standards and are designed to ensure college readiness.
- **Strategic use of data and interventions for struggling students:** Every six to eight weeks, AF teachers give interim assessments (IAs) that measure student mastery of what has been taught. After each IA, teachers and school leaders spend a “Data Day” dedicated to reviewing the assessment data and to collaboratively creating data-driven instructional

plans that target whole class, small group and one-on-one instruction to address any gaps in student learning.

- **Strong school culture:** Immediately upon entering an AF school, you can feel a sense of urgency, rigor, focus and joy. Key elements of AF's school culture include: a commitment to character education; an unwavering college focus; teachers who know and care; parents and partners; high expectations; and joyful recognitions and celebrations for academic and character achievement. We believe that students will thrive when they also develop the habits, mindsets, and life skills that promote productive and joyful lives including growth mindset, curiosity, time management, empathy, and creativity. Our students, staff and our families also exhibit an unstoppable level of shared commitment and drive—consistently going the extra mile to inspire each other to push on in pursuit of their dreams.

AF is guided by a deep commitment to provide a high-quality education to any student who comes to our schools through the blind lottery process, and we do everything in our power to accomplish our mission to educate all children. The core elements of AF's education program – smaller class sizes, intensive reading focus, data-based instructional decisions, and response to intervention approach – incorporate many best practices of strong special education. As a result, we can quite seamlessly serve the majority of students who come to us with more restrictive placement recommendations on their IEPs. We have successfully served the following types of IEPs: Special Education Teacher Support Services/Resource Room, Integrated Co-Teaching/Collaborative Team Teaching, 12:1 or 12:1:1 (15:1 or 15:1:1 in HS), 8:1 or 8:1:1, 1:1 paraprofessional.

AF expects our students with IEPs to achieve at comparable levels to their general education peers. Therefore, AF uses an inclusion model within the context of our already structured school day. Inclusion means that students with special needs are integrated with their general education peers, which we believe, in accordance with law, is the most appropriate, least-restrictive environment. AF supports the use of inclusion for the following reasons:

- Students with disabilities who receive services in general education environments – as opposed to students who are served solely in self-contained classes or solely in pullout settings -- have higher achievement rates, even when you control for the disability type.
- Students who come from underserved populations are more likely to be misidentified as having a disability and are more likely to be placed in non-inclusive environments once identified.
- No studies have been conducted that have shown that students with intellectual and other developmental disabilities educated in separate settings achieve more academically.
- Students with IEPs in areas affected by the achievement gap are disproportionately placed in more restrictive environments. A more restrictive environment is when a student spends less time among general education students and more time in a self-contained environment. Across the country, students of color have been vastly over-placed in self-contained classes and the IDEA, passed in 2004, worked to force states and school systems to address this unintended negative consequence of the special education eligibility and placement process by collecting and reporting this data publically.
- General education students benefit from being in class with students with disabilities. For example, general education students often gain faster and more nuanced social skills when they are in class with students with disabilities.

For more information regarding the student achievement of AF's educationally disadvantaged students, including how they compare to state and district averages, please see Section IV. Selection Criteria (A) – Quality of the Eligible Applicant and Appendix F: Student Achievement Data.

In addition to fitting with our mission-driven approach and education program, AF is required by law to not discriminate admission to our schools based on disability, measures of achievement or aptitude, or intellectual disability. IDEA requires each state educational agency (SEA) and its local education agency (LEA) to educate students with disabilities in accordance with the law's requirements; each LEA must ensure that students with disabilities are located, identified, evaluated, and if found eligible, provided free and appropriate public education. AF attests that it is in compliance with all such state and federal non-discrimination laws and provides all special education students and English Language Learners with a free and appropriate education. A non-discrimination statement is printed on AF's enrollment lottery application to ensure that all parents/guardians applying to an AF school are aware of the policies.

Depending on the state, AF charter schools' LEA status varies. In New York and Connecticut, AF schools are considered an independent LEA, except for special education which remains the responsibility of the LEA residence. In New York City, the LEA is the Department of Education (DOE) and in Bridgeport, New Haven, and Hartford, Connecticut, the district partner in each city is the LEA. Therefore, AF collaborates with our local districts to facilitate the IEP process in these states. In Rhode Island, AF is an independent LEA and owns the special education evaluation and eligibility process. In compliance with IDEA Sections 613(a)(5) and 613(e)(1)(B), AF confirms that our LEAs (our local districts in New York and Connecticut, and

AF in Rhode Island) serves students with disabilities in the same manner as students with disabilities in other schools in the LEA, provides supplementary services, and provides funds to AF's schools on the same basis as other public schools. (*Also fulfills Application Requirement (k)*).

VI. SELECTION CRITERIA (C) – PROJECT DESIGN

- a. Goals, objectives, and outcomes to be achieved by the proposed project are clearly specified, measurable, and attainable (*also fulfills Application Requirement (a)*)**

AF is a results-oriented organization and places strong emphasis on the importance of clearly identified goals, objectives and outcomes. AF's five-year replication and expansion project has two main goals which are closely aligned to the mission of our organization:

- **Goal 1 – Quality:** To provide more than 5,000 additional students, primarily EDS, in Connecticut, New York and Rhode Island with an achievement gap-closing education and the character skills they need to graduate from top colleges, to succeed in a competitive world and to serve as the next generation of leaders for their communities.
- **Goal 2 – Scale:** To grow AF's network of schools into the equivalent of a high-performing, urban public school "district," proving that the achievement gap can be closed at scale.

The project's five objectives are clearly defined below to describe the specific accomplishments AF will achieve through implementation of the project. The outcomes under each objective are the specific, quantifiable measurements that AF will use on an annual basis to evaluate progress toward our objectives and goals. The outcomes represent AF's definition of success for meeting the goals and objectives of our five-year expansion and replication plan. AF

would evaluate the outcomes for this project annually and report to the Department of Education through the Annual Progress Reporting process.

Objective 1: Grow to operate 42 schools serving approximately 14,000 students by 2019-20.

	Category	Desired Outcome
1.1	Student enrollment	Student enrollment of approximately: 10,000 (School Year 2015-16) 11,000 (School Year 2016-17) 12,000 (School Year 2017-18) 13,000 (School Year 2018-19) 14,000 (School Year 2019-20)
1.2	Schools opened	Schools in operation: 30 (School Year 2015-16) 33 (School Year 2016-17) 36 (School Year 2017-18) 39 (School Year 2018-19) 42 (School Year 2019-20)

Objective 2: Provide an achievement gap-closing academic education to all enrolled students.

	Category	Desired Outcome
2.1	Student Achievement (measured by state test scores)	By final year of testing at an AF school (4 th , 8 th , and 11 th grade), student test scores exceed host district averages by 20%.
2.2	Student Achievement (measured by state test scores)	By final year of testing at an AF school (4 th , 8 th , and 11 th grade), student test scores meet or exceed state averages.
2.3	Student Achievement (measured by state test scores)	By final year of testing at an AF school (4 th , 8 th , and 11 th grade), African-American, Hispanic and low-income subgroup achievement gaps are closed relative to state averages for all students.
2.3	Student Achievement (measured by state test scores)	By final year of testing at an AF school (4 th , 8 th , and 11 th grade), there will be no significant differential between SPED and ELL students as compared to the general education student population.

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

	Category	Desired Outcome
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3.1	College Acceptance	College acceptance rate of 100% to college for graduating seniors
3.2	College matriculation	College matriculation rate of 95% for graduating seniors
3.3	College persistence and completion	College persistence and graduation rate of 75% within six years of high school graduation

Objective 4: Foster an educational environment that is very attractive to students and teachers.

	Category	Desired Outcome
4.1	Student attendance	Average daily student attendance rate meets or exceeds 96%
4.2	Student retention	Annual student retention rate meets or exceeds 90%
4.3	Teacher offer acceptance	New teacher offer acceptance rate meets or exceeds 75%
4.4	Teacher and principal retention	Annual retention of teachers and principals given an offer to return meets or exceeds 80%
4.5	Student recruitment	Number of students on the waitlist is at least 100% of enrollment target

Objective 5: Operate schools within budgets to achieve self-sufficiency on public funds at scale

	Category	Desired Outcome
5.1	Financial controls	Schools operate within their Board-approved budget each fiscal year

All replication and expansion schools will serve a student population that is similar to the population currently served by AF. Please see Appendix F: Student Academic Achievement and Appendix H: Additional Information (student demographics) for demonstrated evidence of success in our existing schools in serving students of a similar demographic in achieving academic excellence.

VII. SELECTION CRITERIA (D) – MANAGEMENT PLAN

- a. Adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks**

AF's proposed expansion and replication plan will be managed by the Executive Team, who oversees the implementation and evaluation of our Growth and Sustainability Plan. AF is led by our co-CEOs, Dacia Toll (Co-CEO and President) and Doug Mccurry (Co-CEO and Superintendent). Ms. Toll leads AF's Network Support Team (central office) and oversees the following functions alongside Chastity Lord (Chief External Officer), Max Polaner (Chief Financial & Strategy Officer), and Harris Ferrell (Chief Operations Officer): External Relations, Development, Strategic Partnerships, Finance, Operations, Facilities, Systems and Technology, Data Strategy, Talent Development and Recruitment. Mr. Mccurry is the instructional leader of AF and oversees the following functions alongside seven Regional Superintendents: College and Alumni Initiatives, Teaching and Learning efforts, Leadership Development and Special Services.

The replication and expansion project proposed here would begin as soon as the award is made and funding is disbursed in the fall of 2015. Project activities would be implemented throughout the five-year period in alignment with the proposed goals, objectives and outcomes described in Selection Criteria (C) – Project Design. AF plans to open approximately three new schools in August of each year. AF schools that are not yet at full scale would add an additional grade level at the start of each school year until the school reaches its full complement of grade levels (grades K-4 for elementary schools, grades 5-8 for middle schools and grades 9-12 for high schools).

AF's expansion and replication project budget is approximately \$8.5 million over the five-year period. The project budget was developed based on the individual budgets for each school and AF Network Support. Each school's budget is funded primarily by per-pupil operating funds provided by each state and is supplemented by additional federal funding

sources and private philanthropy, particularly in Connecticut where state charter school per-pupil funding is approximately 85% of the funding spent by the host districts on their public schools. Each AF school's primary expense is personnel—teachers, deans, principal and operations staff—supplemented by costs for program materials, food service, facilities and operational expenses. Each school incurs significant program start-up costs in the first few years of operation, as identified in the budgets included in this application.

AF Network Support has a separate budget from the schools, which is primarily funded by a 10% management fee charged to each school for support functions such as: curriculum development, teacher and school leader recruiting, leadership development, staff professional development, data analysis, special education support, facilities acquisition and management, finance and budgeting, technology, human capital, operations, facilities, communications, fundraising, and external relations. Network Support expenses are primarily related to expenses for professional development activities provided by the network for all of AF's new teachers.

i. Roles and Responsibilities

The primary responsibility for AF's replication and expansion plan resides with AF's Executive Team. The Executive Team would manage the five-year timeline and budget. The Executive Team, with the help of AF Network Support and the Board of Directors of each charter, is responsible for the proposed project as follows:

- Executive Team: AF's Executive Team kicks off opening a new school at least one year before the school is set to open by setting the timeline of activities that are required for the school to open and liaising with the Board of Directors and AF Network Support Teams to execute the necessary activities.

- School Board of Directors: The school’s Board of Directors is an assembly of community activists, business leaders, educators, financial and legal experts, government officials, philanthropists, and parent and teacher representatives who collectively approve key decisions regarding the opening of a new school. The Board of Directors approves the principal, the purchase or lease of facilities, and key school policies. The principal, once approved by the school’s Board of Directors, is involved in all subsequent planning, including facility development, teacher and staff hiring, and program development.
- Network Support – Superintendent Team: AF’s Superintendent Team oversees support and development of teachers and deans that wish to become future school leaders. AF will not open a new school until a talented leader has been chosen as principal, and approved by the board. As a result, the leadership development function played by the Superintendent Team is crucial in AF’s replication by developing a strong pipeline of principal candidates prior to the decision to open a new school.
- Network Support – Operations Team: AF’s Operations Team leads and manages the on-site activities required to open a new school. Most importantly, the Operations Team recruits and recommends a Director of School Operations, who is hired by the principal to procure all the necessary supplies and materials, arrange for student food and transportation services, support student recruitment and enrollment efforts, manage the school budget, and perform a variety of other essential, non-instructional school operations activities.
- Network Support – External Relations Team: AF’s External Relations Team is responsible for student recruitment and community outreach activities as AF prepares to open a new school.

- Network Support – Development Team: If the school is opening under a new charter, rather than as an expansion of one of AF’s existing charters, AF’s Development Team supports the assembly of the independent school Board of Directors. Additionally, the Development Team is also responsible for raising private revenue for general operating and capital costs to support the growth and expansion of new schools.
- Network Support – Compliance, Authorizer Relations and Legal Team: If the school is opening under a new charter, AF’s Compliance, Authorizer Relations and Legal Team prepares the school’s charter application and charter by-laws and manages the school’s relationship with its authorizer.
- Network Support – Facilities Team: AF’s Facilities Team reviews potential school sites and manages the acquisition or leasing process. Once a site has been purchased or leased, the Facilities Team manages maintenance / renovations, procurement of furniture and other start-up facility materials.
- Network Support – Recruiting Team: AF’s Recruiting Team is responsible for hiring necessary instructional staff when new schools open and as existing schools grow to scale. For the first four years of a school’s operation, this translates to approximately 10 new teachers every year. The recruitment process begins the fall before a school is scheduled to open with marketing campaigns targeted toward current and potential teachers. In the spring, the Recruiting Team shifts its focus to screening, interviewing and making offers to teacher candidates, in collaboration with the principal.
- Network Support – Other Teams: AF’s Data Team, Finance Team, Human Capital Team, Teaching and Learning Team, Systems and Technology Team, and Special Services Team all play supporting roles, as necessary, in preparing a new school to open.

Once an AF school has opened, the grade-level expansion responsibilities fall primarily to the school’s principal and Director of School Operations, with ongoing support and oversight from AF Network Support, especially the Regional Superintendent who is assigned to coach and support the principal. The principal is responsible for managing the increased student enrollment needs as a school adds grade levels and hiring additional teachers and school support staff. The Director of School Operations, who reports directly to the principal and collaborates with the Regional Director of Operations, is responsible for overseeing the logistical requirements of adding a new grade level at a school, including preparing additional facility space, overseeing student enrollment, managing the updated budget, and procuring additional furniture, equipment and classroom supplies.

ii. Timelines and Milestones

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

- AF’s Executive Team, along with Regional Superintendents and the extended Leadership Team (consisting of Vice Presidents of Network Support Teams) will formally review our replication and expansion plans twice annually (in May and November) to:
 - Review viability of the overall five-year expansion plan,
 - Assess the ability to meet “greenlight” criteria for all schools set to open within 18 months, and produce a “very likely” expansion plan by August 15 for schools set to open one full year later.
- AF’ s internal “greenlight” criteria for replication includes the following factors:
 - Our growth, in terms of schools or students, will not exceed 20% from one year to the next to ensure fidelity and sustainability,

- A strong Principal-in-Residence candidate (a principal candidate who has been selected to be part of AF’s two-year internal principal training program) identified at least one year in advance, and preferably two years,
- Achievement of “sufficient” progress toward our key network-wide measures of success,
- Adequate Regional Superintendent capacity.
- AF’s external “greenlight” criteria for replication includes the following factors:
 - State/local per-pupil funding is within 90% of what traditional public school districts spend,
 - Free (or strong funding of) school facilities with enough space to match AF’s minimum space guidelines,
 - Power to lead is sufficient (including charter status with management contract for AF, control of all key management variables, no requirements for unionization),
 - Strong local political support is in place,
 - Geography allows for meaningful clustering in low-income communities.
- By December 1 of every year, AF will make final decisions regarding any school openings for the following school year, including formal principal approval by the school’s Board of Directors and signed agreements with districts (as necessary).

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

Timeline	Milestone
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August, Year 0	Principal and Director of School Operations are selected to begin planning and preparation for school opening.
September, Year 0	Identify a facility for the school
December 1, Year 0	AF Network Support makes final decisions regarding a new school opening, including formal principal approval by the School Board of Directors and signed agreements with Districts (as necessary).
January, Year 0	Principal, with the support of Team Recruit at AF Network Support, begins hiring process to ensure all teachers and staff are hired by June 1.
February – April, Year 0	Team External Relations and school staff engage with prospective families about the new school through various community outreach events to recruit students.
March – April, Year 0	Students are selected through blind lottery.
April – May, Year 0	School reaches out to all families selected through the lottery to confirm student enrollment.
June – August, Year 0	Teachers and school leaders engage in “Family Chats” with enrolled students to set expectations about what both the school and the family are expected to provide.
July – July, Year 0	New teachers attend AF’s New Teacher Training, while principals host school-based training for all staff.
August, Year 1	First day of school.

b. The business plan for improving, sustaining, and ensuring the quality and performance of charter schools (also fulfills Application Requirement (b))

AF’s current business plan for improving, sustaining and ensuring the quality and performance of our current and future charter schools calls for growth to 42 schools by the 2019-20 school year in our existing geographies of New York, Connecticut, and Rhode Island. AF will continue to pursue its growth plan after the funding period ends, with the same staffing model and responsibilities used during the grant timeline. The functional teams will grow as responsibilities increase with the growth of the network, although AF will enjoy significant economies of scale in most functions, thereby reducing our per-student network support costs as we increase the number of schools we operate.

Team	Responsibilities
Facilities	- Manage the growing portfolio of properties

	- Pursue appropriate sites for new AF schools based on input from the School Board of Directors and principal
Finance	-Maintain the five-year financial plan and work closely with the schools to develop and manage their budgets
Teaching and Learning	- Pro-actively improve on the Common Core-aligned curriculum and revise the scope and sequence and interim assessments to improve student academic achievement - Assist in the capture of best practices across the AF network, including lessons, units, video, and other tools and exemplars - Invest in the development of school-site instructional leaders - Provide professional development to teaching staff, including new teacher training
External Relations	- Recruit students for new schools and new grade-levels - Development of family engagement at our schools - Advocacy - Design and produce inspiring materials for public relations, student recruitment and teacher recruitment
Compliance, Authorizer Relations, and Legal	- Legal compliance - Prepare charter applications and charter by-laws - Manage the schools’ relationship with its authorizer
Human Capital	- Manage new staff on-boarding process and human resources activities
Systems and Technology	- Ensure that secure, reliable technology is available at all schools and Network Support offices
Superintendent Team	- Identify and invest in promising teachers and deans to become future leaders of AF schools
Operations	- Recruit and support on-site Directors of School Operations
Recruit	- Externally recruit talented teachers for all AF schools and Network Support
Special Services	- Develop programs for students with disabilities and English Language Learners
Data Strategy	- Improve on AF’s data practices and systems to ensure both data integrity and the robust use of data of all sorts to continuously inform and improve core practices
Development	- Assist schools in managing Board relations - Raise private revenue to supplement funding gaps
Partnerships	- Engage in partnership activities with AF’s districts and other charter management organizations with the goals of collaboration and sharing best practices
Talent Development	- Design and implement AF’s teacher evaluation and compensation strategy: the Teacher Career Pathway
College	- Employ a data-driven approach toward ensuring that all students are accepted to, and graduate from our country's top colleges

c. A multi-year financial and operating model for the organization, a demonstrated commitment of current and future partners, and evidence of broad support from stakeholders

AF's long terms financial and operating model can be found in Appendix G:

Supplemental Organizational Budgets and Financial Information. AF's financial model has been built and refined over several years to create an accurate, detailed picture of AF's current and future financial health. The financial model contains detailed projections of the costs to operate each existing and new school, plus the operations of Network Support. Key assumptions have been made about the cost of providing instructional materials, recruitment, facilities, curriculum development, external relations, staff professional development, operations, marketing and information technologies to the schools. The funding received through this grant program would be used for start-up needs at each of the new or expanding schools, including: furniture and fixtures, staff computers, student computers, textbooks, instructional supplies, music and orchestra supplies, classroom supplies, signage, and professional development. AF has identified all other sources of federal funding and ensured that funding received through this program will not overlap with other funding received. **(Also fulfills Application Requirement (i)).**

In order to provide for the continued operation of schools after federal funding ends, AF has a strong network of supporters who contribute expertise, time and financial support to our schools. To demonstrate their commitment and support, the following are some of the prominent national and local Foundations that have long-established relationships with AF:

- The Peter and Carmel Lucia Buck Foundation – Length of relationship: 7 years
- The Robertson Foundation – Length of relationship: 12 years
- The Robin Hood Foundation – Length of relationship: 12 years

- The Charter School Growth Fund – Length of relationship: 7 years
- The Bill and Melinda Gates Foundation – Length of relationship: 7 years
- The Clark Foundation – Length of relationship: 11 years
- The Tiger Foundation – Length of relationship: 11 years

AF will continue to build its relationships with Foundations and individuals that have the capacity and interest to support our schools and is confident in our ability to procure additional funding that will be needed when the grant expires. At scale, AF's schools are designed to be financially sustainable on public funding alone. The exception are our schools in New Haven and Bridgeport, Connecticut, because Connecticut's current state funding level for public charter schools is only approximately 85% of the public funding that traditional public schools receive (in Hartford, Connecticut, AF receives local support from the district to bridge the state-level funding gap). AF is committed to raising the necessary philanthropy to close the structural funding gap for our schools in New Haven and Bridgeport and will continue advocacy efforts for equitable funding at the state level in Connecticut while negotiating with local districts for local per-pupil and facilities support. AF has a 16-year track record of successfully bridging the philanthropy gaps at all of its schools (*also fulfills Application Requirement (f)*).

To demonstrate broad support from stakeholders, please see the attached letters of support for AF's Charter School Program application from the Charter School Growth Fund, the Peter and Carmen Lucia Buck Foundation, AF Network Support board chair William Berkley, the Mayor of Providence, the Rhode Island Mayoral Academies, the Mayor of New Haven, the Superintendent of New Haven Public Schools, the Chairman of the Hartford Board of Education, and Congressman Hakeem Jeffries (representing New York's 8th congressional district in Brooklyn and Queens).

Controls to ensure schools receive allocated funding (*also fulfills Application*

Requirement (c): AF maintains a detailed Fiscal Control Structure for Network Support and our schools. The fiscal policies and procedures ensure efficient use of resources and safeguards assets against unauthorized use or misstatement of account balances. Given the fiduciary relationship shared between AF and the schools, it is common to have intercompany transfers when one entity incurs costs or receives payments on behalf of the other. As the applicant, AF would receive the Charter Schools Program funding allocated for the schools and would transfer this funding to the schools through an intercompany transfer executed on a semi-monthly basis. The policies and procedures regarding intercompany transfers would be enforced and reviewed by AF's independent auditors to ensure that the schools received all allocated funding.

Over the past 16 years, AF has successfully operated and managed a network of 29 high-quality charter schools by adhering to the following operating model:

- **School structure:** AF's model calls for one or more five-school clusters consisting of two elementary schools and two middle schools feeding one high school in each of our existing geographies. Schools initially open with both kindergarten and first-grade classes, or a fifth grade, and grow by adding one grade per year until reaching scale. AF opens high schools when an AF middle school grows to scale and is prepared to graduate an eighth-grade class.
- **Relationship between schools and network:** AF schools currently enter into a voluntary fiduciary relationship and management contract with AF Network Support for central office activities such as: finance and budgeting, recruitment, curriculum, technology, human resources, operations, facilities, marketing, fundraising, and external relations. By centralizing and coordinating these services, AF Network Support is able to deliver them

at a higher level of quality and a lower cost than a single school would on its own. In addition, AF Network Support frees principals and teachers to focus on the most important things: teaching, learning and student achievement. As new schools are added to the network, they will establish and maintain a similar relationship with AF Network Support. In exchange for services provided, schools pay AF Network Support an annual service fee of 10% on the revenues received by the school. AF will prepare to grow the network with increasing excellence by strengthening the overall organizational culture, improving internal communication, supporting collaboration through knowledge management and the coordination of decision making, building core technology and data systems for scale, and refining network support talent practices.

- **Relationship between schools and authorized public chartering agencies (*also fulfills Application Requirement (e)*):** The chartering entities for AF’s New York, Connecticut, and Rhode Island schools are, respectively, the State University of New York Charter Schools Institute, the Connecticut State Board of Education and the Rhode Island Department of Education. AF’s authorizers have played, and will play, a critical role in the development and evaluation of AF’s charter applications. Prior to authorizing an AF charter, the relevant entity conducts a thorough evaluation of the proposed educational program, as well as an assessment of the school’s governance and management structure. In addition, a site visit is conducted to ensure compliance of operations and facilities. The relevant entity works with the school’s Board of Directors to ensure that the Board and school leadership understand and are prepared to meet the accountability requirements of the chartering authority. After issuing AF a charter, the relevant entity continues to figure prominently in the development and implementation of the school, providing technical

assistance and oversight in the areas of accountability, governance, financial operations and regulatory compliance. AF confirms that it has not experienced any significant issues in the areas of student safety, financial management, or statutory or regulatory compliance **(also fulfills Application Requirement (l))**. The only compliance issue that AF is working with its authorizers to resolve, which is not renewal threatening, involves teacher certification and delays in getting its teachers the appropriate paperwork. The authorizers have noted AF's progress in this area and agreed to renew all its charters despite this challenge. In addition, AF does not need waivers of Federal, State or local provisions or rules above other than those that are already provided to its schools. **(Also fulfills Application Requirement (h))**.

- **School leadership planning:** AF believes that an integral component of opening successful schools is hiring principals with the experience and skills to lead. In order to build a robust internal pipeline for school leadership, AF runs two leadership development programs – the Principal-in-Residence (PIR) Program and the Leadership Fellows Program – to help us reach that goal. The two-year PIR program prepares our highest-achieving deans to become founding and successor principals. Residents spend year one of the program shadowing the principal of a high-performing AF school, while receiving coaching and feedback from that Mentor principal. In year two of the program, select residents who have successfully finished year one will receive their principal placement for a new AF school and will spend the year planning for school opening. The Leadership Fellows Program is a one-year professional learning program designed for teachers and grade-level chairs that have a demonstrated interest in developing and exercising their school leadership skills. In the program, fellows deepen their problem-

solving skills, build on their communication skills, improve their personal efficiency, explore career pathways and develop a cohort support network. This program creates a critical pipeline of talented, prepared leaders to take on additional leadership responsibilities at their schools.

- **Student recruitment (also fulfills Application Requirement (j)):** At the core of our goal to open more schools is the belief that educationally disadvantaged students in urban settings need more and better school choices. In order to successfully serve more students, AF actively engages in student recruitment to ensure that families in the communities in which we are located are aware of the option to apply to an AF school. In order to increase our reach, AF works with community partners and organizations aligned with AF's mission and work to recruit students. AF has established partnerships with organizations that serve high-need populations, including Head Start programs, churches, Boys and Girls Clubs, daycare centers, public libraries and after-school programs to promote its schools to prospective students and families. AF actively recruits students through targeted, bilingual—English and Spanish—print and radio advertisements, brochures, mailings, and information sessions. All AF students are enrolled through a 100% blind lottery, and there are no admission or tuition fees. In order to enter the lottery, students must reside in AF's host districts. Since AF strategically locates its schools in high-need districts, this enrollment restriction has been largely effective in ensuring that AF serves historically disadvantaged students. AF's students are 98% African American or Hispanic and 85% low-income. In order to create more opportunities to serve educationally disadvantaged students in New York (as permitted by state law and as approved by the Charter School Programs), AF preferences low-

income students, English learners, and students eligible for special education services (please see Appendix H - Additional Information for more details around AF’s lottery policies in each geography). Non-automatic admission preferences for AF schools in New York include a district preference. As required by New York State law, AF will give an admissions preference to students who reside in the New York City Department of Education designated Community School District (CSD) in which the school is set to be located at the time the admissions lottery is conducted, even if the school plans to move at a later date. The at-risk preferences also allows AF to give non-automatic admissions preferences to applicants who qualify for free or reduced price lunch (FRL), are English Language Learners (ELL), or are eligible for special education services (SPED). Prior to enrollment in the electronic lottery, each applicant will be assigned a specific number of entries that correspond to their qualification for a district and/or at-risk preference as described above. All applicants will receive one entry into the lottery and additional entries will be assigned as detailed in the chart below. These weights were selected so that the demographics of AF’s income classes of students would most closely resemble the student populations of the districts from which we draw our students.

Applicant Type	Number of Entries in the Lottery
All applicants	1
CSD	11
FRL	1
ELL	2
SPED	1

According to New York State Law, consistent with the requirements of federal law and with the school design described in the school’s charter, a charter school may also establish enrollment preferences for students at-risk of academic failure, students with

disabilities and English Language Learners¹. Oversight of AF’s lottery policies and procedures in New York will be provided by our authorizers, Board of Trustees of the State University of New York and the New York City Department of Education. In Connecticut, AF students in New Haven and Hartford participate in a city-wide lottery, run by each individual city, while students in Bridgeport participate in a lottery executed by AF. While an explicit lottery preference for “at risk students” is not legal in Connecticut, AF has taken several measures, particularly in Bridgeport since AF does not execute lotteries in New Haven or Hartford, to attract high-need students. For example, in Bridgeport, rather than serve the entire City, AF established a more limited “catchment area,” which restricts student recruitment and enrollment to the city’s most impoverished neighborhood of the East Side, East End and West Side/End. AF executes the student lottery in Rhode Island and while we currently do not provide any non-automatic admissions preferences to applicants, we hope to do so in the future for applicants who qualify for free or reduced lunch (“FRL”), are English Language Learners (“ELL”), or are eligible for special education services (“SPED”). AF is currently working with the U.S. Department of Education to validate that our design of the lottery, to include non-automatic admissions preferences, is in compliance with all federal non-regulatory guidance. According to Rhode Island law, “Weighted lotteries are permissible if the Commissioner deems it necessary to fulfill statutory requirements”². Oversight of AF’s lottery policies and procedures in Rhode Island are provided by our authorizers, the

¹ Official Compilation of Codes, Rules and Regulations of the State of New York; Title 8. Education Department; Chapter II. Regulations of the Commissioner; Subchapter E. Elementary and Secondary Education; Part 119. Charter Schools; Section 119.5 Random Selection Process for Charter School Student Applicants (2)

² Board of Regents Regulations Governing Rhode Island Public Charter Schools C-5-2

Rhode Island Department of Education. Given that the Charter School Programs grant includes priorities to serve low-income students (Absolute Priority 2) and to promote diversity (Competitive Preference Priority 2), AF believes that the use of a preference in the lottery to increase opportunities of admission for low-income, ELL and SPED students is within the scope and objectives of the proposed project. Additionally, as a part of the federal oversight around AF's 2010 CSP grant award, AF has engaged in significant dialogue with the Department of Education around our lottery policies and has worked with the Department of Education during the 2014-15 school year to ensure maximum compliance with all federal non-regulatory guidance.

- **Family and Community Involvement** (*also fulfills Application Requirement (g)*): AF believes parents are important partners in our work to collectively help students succeed in college and career, and therefore we uphold a strong parent engagement program at all our schools. All school staff participates in professional development activities geared to train them in parent communication. Prior to the beginning of the school year, parents attend new parent orientation and “family chats”, where teachers, parents and students sign a compact that outlines their shared commitment to work hard and support one another. During the school year, schools also ensure frequent communication with parents through report card nights, parent newsletters, and individual phone calls from teachers. Each school has a Parent Leadership Committee made up of a group of parents who work closely with the school to identify projects and issues that can help the school and its students. Additionally, one parent is nominated and participates on each school board to represent the parents’ collective voice in governance. The local community also plays an important role in the development of a new school. When recruiting Board

members, AF seeks to form a diverse school board made up of community members, activists, teachers and parents. The Board is then involved in key decisions including the planning, program design, selection of the school leader, and approval of the school budget.

d. Plan for closing underperforming schools

AF holds each of its schools to high student academic performance and cultural expectations. In the event that a school is not meeting AF's high standards of quality, the first course of action is to invest additional talent, curriculum and professional development resources to improve its performance. Specifically, AF would consider: replacing the principal and leadership team, replacing teachers, changing aspects of the curricula, revamping the school culture and increasing the time invested by senior AF leaders. In the unlikely and unfortunate event that intensive time and focus on a school did not improve its results, and AF was required by the authorized public chartering agency, AF would close an underperforming school.

e. Qualifications of the project director, chief executive officer, and key project personnel

The key personnel responsible for the planning and execution of the CSP Expansion and Replication Grant are led by AF's Co-Chief Executive Officers, Dacia Toll and Doug McCurry, who are both founders of AF. The Executive Officers will be supported by AF's Executive Team, which consist of Chastity Lord – Chief External Officer, Max Polaner – Chief Financial & Strategy Officer, and Harris Ferrell – Chief Operations Officer. The Project Director is Jenna Blashek – Associate Director of Development. Below, please find a description of the responsibilities and qualifications of each of the key personnel.

Dacia Toll: Co-Chief Executive Officer and President

- Responsibilities for Project: Leads AF Network Support and manages AF's relationships with states and host districts, including facilitating AF's growth within existing and in new geographies.
- Qualifications: Prior to co-founding Achievement First in 2003, Ms. Toll led the founding team of Amistad Academy and served as the school's director from 1999 to 2005. Under Ms. Toll's leadership, Amistad Academy consistently produced student performance results that tripled the New Haven Public Schools' average and topped Greenwich and Westport, Connecticut's averages in some subjects. After graduating from the University of North Carolina, where she was a Morehead Scholar, Ms. Toll received a degree from Oxford University on a Rhodes Scholarship. She received her teaching certificate and J.D. from Yale University.

Doug McCurry: Co-Chief Executive Officer and Superintendent

- Responsibilities for Project: Leads AF's academic and school culture initiatives and supports existing and new school leaders in implementing and maintaining a rigorous curriculum, a strong school culture, and a professional and collaborative adult culture.
- Qualifications: Prior to co-founding Achievement First in 2003, Mr. McCurry was one of the founders of Amistad Academy, serving as the school's instructional leader for three years. In his teaching roles at Amistad Academy, Mr. McCurry achieved outstanding results. Before coming to Amistad Academy and Achievement First, Mr. McCurry was a management and technology consultant in Atlanta, GA, and taught history and writing and coached basketball and tennis at Providence Day School in Charlotte, NC. A Morehead Scholar at the University of North Carolina, Mr. McCurry earned a B.A. in history and journalism there, and was recently awarded the University's distinguished

young alumnus award. He also holds an M.A. in educational administration from Teachers College, Columbia University.

Chastity Lord: Chief External Officer

- Responsibilities for Project: Leads AF's external relations efforts, including student recruitment and family engagement.
- Qualifications: Prior to joining Achievement First, Ms. Lord was a regional vice president for The Posse Foundation, Inc., a national organization that identifies urban public high school students with academic and leadership potential who may be overlooked by the traditional college admission process. Before joining Posse, she served as the mid-Atlantic regional director for The New Teacher Project (TNTP). Directly before TNTP, Ms. Lord was the director of program services for Mentors, Inc., a non-profit organization that promotes the academic, career and personal development of public high school students through one-on-one mentoring relationships and enrichment activities. Ms. Lord holds a bachelor's degree from the University of Oklahoma and an M.B.A. from the Kellogg School of Management at Northwestern University.

Max Polaner: Chief Financial & Strategy Officer

- Responsibilities for Project: Manages financials relating to start-up, scale and sustainability for all AF schools and for AF Network Support, supervises the strategic direction of AF, and manages AF's growth and expansion plan.
- Qualifications: Before joining AF, Mr. Polaner was the chief financial officer of Inductis, an analytical consulting firm which tripled in size during his tenure and was acquired in July 2006. Prior to Inductis, he founded and ran Impromptu Gourmet, an online gourmet food company, and before that was a consultant at McKinsey & Company. Before

graduate school, Mr. Polaner led the quality control department at Polaner Preserves, the company started by his great-grandfather, until its acquisition. Mr. Polaner spent the first four years of his career as a public middle school math, social studies and music teacher in the San Francisco Bay Area. Mr. Polaner received a Masters of Public Policy from the Kennedy School of Government, an M.B.A. from Harvard Business School, his teacher's certificate from San Francisco State University and his B.A. from Yale University.

Harris Ferrell: Chief Operations Officer

- Responsibilities for Project: Develops, implements and oversees information practices, processes and systems across AF to ensure that the organization efficiently and effectively communicates, documents, shares, analyzes, reports, plans and reviews all facets of organizational performance and supervises operations as AF grows to scale.
- Qualifications: Formerly, Mr. Ferrell was a co-founder and senior vice president of AdvancePath Academics, a company that sets up and operates drop-out recovery academies on behalf of school districts. Mr. Ferrell attended Yale University as an undergraduate and earned his M.B.A. from Harvard Business School. He has worked in education in many different facets: a classroom teacher through Teach For America in Houston, a designer of education software as director of product management at SchoolNet and an investor in education as an associate partner at NewSchools Venture Fund.

Jenna Blashek: Associate Director of Development and Project Director

- Responsibilities for Project: Report to the U.S. Department of Education on a regular and timely basis according to reporting requirements of the Charter School Programs

Expansion and Replication grant and act as the main liaison between AF's Charter School Programs Expansion and Replication program officer and our schools.

- **Qualifications:** Prior to AF, Ms. Blashek spent five years as a social worker at two nationally-recognized Charter Management Organizations located in New York City. Since joining AF, Ms. Blashek has gained experience in performing grant reporting and grant management of a variety of AF's foundation, corporation, and public funders. Ms. Blashek has a Master of Science in Social Work from Columbia University and a Bachelor of Arts in Psychology and History from Washington University in St. Louis.

VIII. QUALITY OF EVALUATION PLAN

AF believes that it is incredibly important to be able to clearly measure our success and to regularly return to these measurements to guide our prioritization and decision-making as we execute our replication and expansion plan. Our methods of evaluation will include the use of the following objective performance measures that are related to the goals, objectives and outcomes of our replication and expansion project and will produce quantitative and qualitative data. AF will evaluate our successes in meeting our two main goals based on the following performance measures and methods:

Goal 1: Quality: AF will use the following performance measures to determine whether it has met the Quality goal.

- Number of schools opened – AF will open 42 new schools over the next five years as specified by our budget and school opening schedule.
- Number of students served – AF will serve an additional 5,000 students, primarily low-income and minority students, through the opening of new schools

- Student achievement – AF students in our capstone grades of 4th, 8th, and 11th will exceed host district proficiency averages and meet or exceed state-wide proficiency averages on state tests.

Goal 2: Scale: AF will use the following performance measures to determine whether it has met the Scale goal.

- Concentration of growth – AF will concentrate our growth in existing geographies with the goal of creating at least one five-school cluster of two elementary schools and two middle schools, feeding one high school.
- Work environment – AF will foster a work environment to attract students and teachers, as we believe that satisfied staff and students are necessary to reach “district” scale.
- Self-sufficiency on public funds – In order to reach “district” scale, it is crucial that AF operate our schools within their board-approved budget each year to ensure strict fiscal control as we grow to scale.

AF’s performance measures will accurately measure the performance of the expansion and replication project and are consistent with the existing performance measures established for the Charter Schools Program. Our goals, objectives and outcomes are achievable – as proven by our history of success in both growth, student achievement, and scale – yet also ambitious, which is in line with the overall mission of our organization to close historic achievement gaps between urban, low-income students and their wealthy, suburban peers. AF also has the capacity to collect and report detailed, accurate and meaningful performance data through the following ways:

- **State Tests:** Each spring, New York, Connecticut and Rhode Island students take the Common Core-aligned PARCC or SBAC assessments. Results from the state tests will

help AF measure our progress against our student achievement objectives outlined in Section VI. Selection Criteria (C) – Project Design, Objective 2.

- **AF School Report Card:** The AF School Report Card is a detailed set of measures aligned around key questions that measure the overall quality of school performance. Through the school report card, which measures academic achievement in addition to a collection of non-academic metrics, AF will provide information regarding student attendance, student retention, teacher offer acceptance, teacher retention, and student recruitment. Results from the AF School Report Card will help AF measure our progress against objectives outlined in Section VI. Selection Criteria (C) – Project Design, Objective 4 and 5.
- **AF Network Support Report Card:** As a part of AF’s strategic planning process, the AF Network Support Report Card is a detailed set of measures aligned around key questions that measure the overall quality of Network Support performance. The Network Support report card will provide metrics around principal retention and college acceptance, matriculation and graduation. Results from the AF School Report Card will help AF measure our progress against objectives outlined in Section VI. Selection Criteria (C) – Project Design, Objective 3 and 4.
- **AF Org-Wide Report Card:** The Org-Wide Report Card is a roll-up of both the AF School Report Card and the AF Network Support Report Card into a subset of 21 measures that have been identified as leading indicators of organizational effectiveness and strength. These 21 measures are designed to answer the following questions about whether or not AF is fully meeting our mission and will be formally reviewed by AF’s senior leadership twice annually in order to inform decisions about growth, prioritization

and resource allocation. In addition, these 21 measures will be used to summarize AF's performance with school leaders, Network Support staff and our boards of directors. The Org-Wide Report Card will also inform our growth metric, which will measure against the overall goals of this program and the objectives outlined in Section VI. Selection Criteria (C) – Project Design, Objective 1.

The Project Director of AF's Charter School Programs Expansion and Replication grant will be responsible for evaluating the quality of the program using the tools listed above, in collaboration with AF leadership and AF Network Support.

Additionally, AF partners with various third-party organizations who have helped design and evaluate our existing data strategies and evaluation techniques. AF has partnered with the Strategic Data Project at Harvard University, including consulting with a professor from the Harvard Graduate School of Education, to develop many of our evaluation tools. Specifically, we have also partnered with The New Teacher Project (TNTP), truenorthlogic, and the Value-Added Research Center to develop our teacher evaluation rubrics and techniques. We currently partner with Panorama Education, who conducts our student and parent surveys and provides reports to our schools and teachers. We have partnered with Schoolzilla to build our data warehouses and refine our reporting toolkit. We also recently began a partnership with Illuminate Education to migrate from our existing internal system of reporting and analysis of our interim assessments to Illuminate Education's more effective online tool to gauge student learning and standards mastery throughout the school year.

IX. APPLICATION REQUIREMENTS

a. Project objectives

Please see Section VI. Selection Criteria (C) – Project Design, on page 32 of the Project Narrative.

b. Current operation and management of charter schools

Please see Section VII. Selection Criteria (D) – Management Plan, on page 41 of the Project Narrative.

c. Controls to ensure schools receive allocated funding

Please see Section VII. Selection Criteria (D) – Management Plan, on page 45 of the Project Narrative.

d. Educational programming

Please see Section V. Selection Criteria (B) – Contribution in Assisting Educationally Disadvantaged Students, on page 26 of the Project Narrative.

e. Administrative relationship between charter school and authorizers

Please see Section VII. Selection Criteria (D) – Management Plan, on page 46 of the Project Narrative.

f. Continuation of operations after federal funding expires

Please see Section VII. Selection Criteria (D) – Management Plan, on page 44 of the Project Narrative.

g. Parent and community involvement

Please see Section VII. Selection Criteria (D) – Management Plan, on page 51 of the Project Narrative.

h. Federal or state waiver requests if necessary

Please see Section VII. Selection Criteria (D) – Management Plan, on page 47 of the Project Narrative.

i. Use of grant funds

Please see Section VII. Selection Criteria (D) – Management Plan, on page 43 of the Project Narrative.

j. Recruitment of educationally disadvantaged students

Please see Section VII. Selection Criteria (D) – Management Plan, on page 48 of the Project Narrative.

k. Compliance with Individuals with Disabilities Education Act

Please see Section V. Selection Criteria (B) – Contribution in Assisting Educationally Disadvantaged Students, on page 32 of the Project Narrative.

l. Information on compliance issues

Please see Section VII. Selection Criteria (D) – Management Plan, on page 47 of the Project Narrative.

m. Information about existing charter schools

Please see Appendix E: Schools Operated by Applicant, Appendix F: Student Achievement Data, and Appendix H: Additional Information.

n. Objective data showing quality of charter schools

Please see Appendix E: Schools Operated by Applicant, Appendix F: Student Achievement Data, Appendix H: Additional Information and Section IV. Selection Criteria (A) – Quality of the Eligible Applicant beginning on page 9 of the Project Narrative

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CHARTER SCHOOLS PROGRAM ASSURANCES – REPLICATION AND EXPANSION

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a Replication and Expansion of High-Quality Charter Schools Grant under the CSP must contain the following assurances.

As the duly authorized representative of the grantee, I certify that the grantee has submitted to the Secretary, or will submit within 30 days of the date of the Grant Award Notification, the following items:

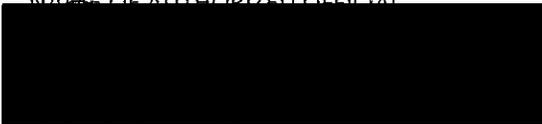
1. All items described in section V (Application Requirements) of the Notice Inviting Applications for New Awards for Fiscal Year 2015, published in the Federal Register on June 12, 2015.
2. Proof that the grantee has applied to an authorized public chartering authority to operate each charter school and provided to that authority adequate and timely notice, and a copy, of this application;
3. Proof of the grantee's non-profit or not for-profit status;
4. A statement as to whether the charter school the applicant is proposing to replicate or expand currently receives, or has previously received, funding for this program either through a State subgrant or directly from the Department;
5. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
6. A description of the State or local rules generally applicable to public schools that will be waived for, or otherwise not apply to, the charter schools the applicant proposes to create or expand; and
7. Such other information and assurances as the Secretary may require.

As the duly authorized representative of the grantee, I also certify to the following assurances:

8. That the grantee will annually provide the Secretary such information as the Secretary may require to determine if the charter schools created or expanded under this grant are making satisfactory progress toward achieving the objectives described in 5203(b)(3)(C)(i);
9. That the grantee will cooperate with the Secretary in evaluating this program;
10. That the grantee will use the funds to replicate or expand a high-quality charter school in accordance with the requirements of the CSP;
11. That the grantee will ensure that a charter school that receives funds under this program will not receive funds for the same purpose under section 5202(c)(2) of the ESEA, including for planning and program design or the initial implementation of a charter school; and

12. That the State will grant waivers of State statutory or regulatory requirements, and a description of the State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the schools the applicant proposes to replicate or expand.

Dacia M. Toll
NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

Co-CEO & President
TITLE

6-18-2015
DATE

APPLICANT ORGANIZATION

DATE SUBMITTED

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Appendix B: Resume/Curriculum Vitae

Name	Title	Page Reference
Dacia Toll	Co-Chief Executive Officer and President	2
Doug Mccurry	Co-Chief Executive Officer and Superintendent	4
Chastity Lord	Chief External Officer	5
Harris Ferrell	Chief Information Officer	7
Max Polaner	Chief Financial Officer and Chief Operating Officer	9
Jenna Blashek	CSP Project Director	10

Dacia M. Toll

Professional Experience

Achievement First

CT and NY

Co-CEO and President, 2005 - Present

- Top leader in the founding, development, and expansion of a non-profit charter management organization which operates 29 high-performing schools in New York and Connecticut (Bridgeport, Hartford, New Haven) and will soon expand to Rhode Island
- Responsibilities include management of senior leadership team, talent strategy, principal coaching/training, community outreach, legislative advocacy, fundraising, board relations, and strategic planning
- School performance: AF schools completely close the achievement gap for low-income students, boosting their achievement to be on par or in excess of state-wide averages; 4 of 5 NYC charters received an “A” on DOE Progress Reports (top 15%) with AF Bushwick earning the #1 K-8 school in all of New York City; all AF Connecticut schools rank in ConnCAN’s Top 10 for closing the achievement gap.

Amistad Academy Charter School

New Haven, CT

Founder and Director, 1999-2005

- Served as the school’s Director/Principal, leading the school’s administrative team, overseeing daily operations, evaluating staff, supporting curriculum implementation, analyzing data, and engaging parents
- Results: Amistad Academy posted the greatest performance gains of any middle school in Connecticut and was named by U.S. Department of Education as one of 7 schools in the country that are models for closing the achievement gap

McKinsey & Company

New York, NY

Business Associate, Summer 1997 (full-time), 1997-1998 (part-time)

- Helped to analyze and revamp the sales, marketing, and customer service operations of a large healthcare company; led the specific analysis of sales force organization and inventory management
- Helped develop and further the concept of “breakthrough” districts in New York City public schools; led the analysis and recommendations around strategy to remove ineffective principals

Education

Yale Law School

New Haven, CT

- J.D., June 1999
- Worked with New York City Schools’ counsel in drafting guidelines for expanded authority of NYC Chancellor under the 1996 Governance Bill. Investigated legal and political remedies for improving failing schools for the National Urban League
- Simultaneously enrolled in Yale Teacher Preparation Program, resulting in Connecticut Teacher Certification, History/Social Studies (7-12), 1999

Oxford University

Oxford, England

- M.A., 1st Class, Philosophy, Politics, and Economics (PPE), June 1996
- Rhodes Scholarship

University of North Carolina at Chapel Hill

Chapel Hill, NC

- B.A. with highest honors and highest distinction, Economics and Political Science, May 1994
- Truman Scholarship for Public Service; Morehead Scholarship

Other Relevant Experience

Uncommon Knowledge and Achievement (UKA)

New York, NY

Founder and Board Chair, 2007-Present

- Partnered with the leaders of KIPP and Uncommon Schools to form a teacher training institute in collaboration with Hunter College, now an independent graduate school of education

Relay Graduate School of Education

New York, NY

Founder and Board Vice-Chair, 2011-Present

50CAN

New York, NY

Board Member, 2011-Present

Harvard Graduate School of Education

Cambridge, MA

Visiting Committee Member, 2007 – Present

Professor, Charter School Institute

Member, Future of School Reform Task Force

National Alliance for Public Charter Schools

Washington, DC

Task Force on Quality and Accountability, Member, 2005-2006

Douglas S. McCurry



Experience

CO-CEO AND SUPERINTENDENT | ACHIEVEMENT FIRST | 2003-present

- Founded charter management organization based on the Amistad Academy model
- Achievement First operates 29 schools serving over 9,500 students in New York, Connecticut, and Rhode Island
- Manages seven Regional Superintendents, who each support a portfolio of 3-4 schools
- Serves as Regional Superintendent of AF Brownsville Elementary

ASSOCIATE DIRECTOR | AMISTAD ACADEMY | 1999-2003

- Served as Connecticut certified principal for a high-performing charter school
- Led all school efforts around the school's academic program, including curriculum development, teacher recruitment, and observation and evaluation
- Led development of a comprehension interim assessment system in which all students are tested every six weeks to determine areas of strength and weakness
- Taught math, reading, and writing classes to 5th and 7th graders; 93 percent of 7th grade showed mastery (then the highest category) on the Connecticut Mastery test 5th grade writing and math students showed gains over percentiles on state and national test

HISTORY AND ENGLISH TEACHER, PROVIDENCE DAY SCHOOL

- Redesigned curricula for the following courses: U.S. Government, Economics Internationalist Relations, Writing Workshop
- Coached Varsity tennis, Junior Varsity basketball
- Selected by students as one of two faculty representatives on the schools Honor Council
- Led school's Model United Nations program; twice took Model UN team to the Hague to compete in the world's largest Model UN program

FREELANCE WRITER

- Wrote monthly column for Charlotte Observer on issues such as urban sprawl, school desegregation, the homogenization of American culture, and the social values of teachers
- Wrote profiles of local athletes for the sports section of the Atlanta Journal- Constitution

CONSULTANT

- Provided business and technology consulting for Fortune 500 clients
- Coordinated proposal for a multi-million dollar bid, including a demonstrating of off-site "on-screen" call center for technology solutions

Education

M.A | OCTOBER 1999 | COLUMBIA UNIVERSITY

- Degree focused on charter schools within the Private School Leadership Program
- Klingenstein Private School Leadership Scholarship, John Dewey Scholar

B.A. | MAY 1994 | UNIVERSITY OF NORTH CAROLINA

- Major: History and Journalism
- Morehead Scholarship, Nationalist Merit Scholarship, Phi Beta Kappa
- Honors Thesis on the changing perceptions of race among students in Chapel Hill

CHASTITY LORD

EMPLOYMENT

1/12 to Present

ACHIEVEMNT FIRST

Achievement First is a non-profit charter management organization (CMO) that operates a growing network of twenty-nine high-performing, college-preparatory, K to 12 public charter schools in Rhode Island, Connecticut and New York that deliver on the promise of equal educational opportunity for all of America's children.

Chief External Officer (1/12 to present)

- Oversee the external relations, development, marketing, partnerships and expansion teams
- Serve as a key member of the AF executive leadership team
- Share the success of AF schools and the implications of what the organization does to promote more effective educational policy
- Support identification and recruitment of prospective donors (individual, corporate and foundation)
- Lead the federal advocacy efforts for AF (U.S. Department of Education, U.S. Congress)
- Manage the effective planning and stewardship of AF's brand
- Oversee development and communication of a strong, positive message to all external constituents
- Work with local municipal and education leaders to secure favorable terms for expansion
- Support the strategic design of replicable systems and processes for external sharing and multi-level partnerships with organizations and districts

11/03 to 12/11

THE POSSE FOUNDATION, INC.

The Posse Foundation is a national organization that identifies urban public high school students with extraordinary academic and leadership potential who may be overlooked by the traditional college admission process and places them in multicultural teams – "Posses" to attend college together.

Regional Vice President (1/10 to present)

- Served as an internal consultant responsible for local board strategy, university relations, programmatic efficacy and fundraising outcomes for the Posse sites in Atlanta, Chicago, Los Angeles and Washington, DC.
- Directly supervised four senior level directors and oversaw their site staff totaling 50
- Member of national senior leadership team responsible for implementing five year strategic plan to double national footprint by 2020.
- Created national fundraising event that raised 10% of the overall organization 2010 revenue
- Co-lead organizational program audit to streamline and codify best practices
- Oversaw thirty partner college and university relationships within my region awarding \$50M in scholarships per year
- In 2010 all four sites increased fundraising outcomes by over 25% totaling \$9.5M

Director, Posse Chicago (11/03 to 12/09)

- Managed overall operations of Chicago chapter of The Posse Foundation with a \$2.1M budget
- Top fundraising site for all five years in the role (2004-2009)
- Cultivated Chicago board member who contributed \$10M to Posse's endowment campaign
- Achieved 95% contract renewal rate of our institution partners: Carleton College, Connecticut College, Denison University, DePauw University, Oberlin College, Pomona College, Trinity College and University of Wisconsin-Madison
- Managed 15-person local board responsible for two major fundraising events a year
- Supervised 13 full-time staff ensuring the coordination of all program activities
- Oversaw processes for evaluation and oversight of academic performance to strengthen quality of support for 360 students, yielding a 93% persistence rate
- Created and facilitated professional development workshops and initiatives that were replicated nationally throughout the organization

9/00 to 10/03

THE NEW TEACHER PROJECT

The New Teacher Project (TNTP) is a national nonprofit educational consulting firm dedicated to closing the achievement gap by ensuring that high-need students get outstanding teachers.

Mid-Atlantic Regional Director (10/02 to 10/03)

- Responsible for day-to-day management of three contracts: Baltimore City Teaching Residency, DC Teaching Fellows and Atlanta PLUS (Preparing Leaders for Urban Schools)
- Supervised all Mid-Atlantic project managers and their staff
- Oversaw three contract budgets totaling \$1.4M
- Negotiated contracts and establish partnerships with universities and community organizations
- Key contact person for staff/client issues and complaints

Project Manager, DC Teaching Fellows (9/00 to 9/02)

- Managed teacher recruitment contract for DC public schools
- Oversaw a \$500K operating budget
- Worked with client to ensure contract deliverables and outcomes are met
- Managed all aspects of the recruitment, selection, training and ongoing-support continuum
- Supervised full-time Recruiter and Program Associate

3/97 to 8/00

MENTORS, INC.

Mentors, Inc. is a nonprofit organization that provides mentoring support to public and charter high school students in Washington, D.C. and improves graduation rates and students' outlook for the future.

Director of Program Services

- Responsible for managing all aspects of program with 500 DC public school students
- Supervised program staff, including hiring and annual performance evaluations
- Developed and implemented effective recruitment strategies for adult volunteers and students
- Maintained and monitored relationships with college student alumni
- Facilitated adult volunteer orientation/trainings and student/parent orientations

WORKSHOPS & PRESENTATIONS

TEACH FOR AMERICA

2014 Diversity Conference: Effective Leaders are Strong Managers

MIDDLEBURY UNIVERSITY

2014 Instructor for MiddCORE Lake Tahoe - Social Entrepreneurship & Education

EDUCATION

UNIVERSITY OF OKLAHOMA Norman, OK

Bachelor of Arts, May 1996

Major: Organizational Communication, Minor: History

NORTHWESTERN UNIVERSITY, KELLOGG SCHOOL OF MANAGEMENT Evanston, IL

Master of Business Administration, June 2011

Focus: Strategy and Marketing

AWARDS & BOARD AFFILIATIONS

- Creator of 2014 National #Proofpoint Day – Celebrating First Generation College Graduates
- Current Board Member – Sargent Shriver National Center on Poverty and Law
- Co-Founder – Kellogg Executive MBA Black Alumni Association
- Elected by 2011 graduating cohort to serve as the Kellogg Alumni Class Representative
- 2012-13 Pahara-Aspen Fellow with Aspen Global Leadership Network

career summary Senior executive in educational ventures (for-profit and nonprofit) with both strategic and operational roles. Demonstrated experience in launching, growing, and scaling enterprises; recruiting and developing talent; technology product management; and fundraising.

experience

2007 – present

ACHIEVEMENT FIRST, INC

BROOKLYN, NY

2014 – present

Chief Operating Officer

Nonprofit charter management organization (\$220M+ revenues) that manages 30 college preparatory, public charter schools in historically underserved communities. 100% of AF's high school graduates have been accepted into 4-year colleges. Member of the executive cabinet responsible for the successful execution and operationalization of AF's strategy across our expanding network of schools (~10,500 students in grades K-12) in 5 cities across 3 states – a compound annual growth rate of 19% in students served since 2007.

- Manage operations, data, systems, technology, digital learning, and performance evaluation (school and teacher) teams including 40+ FTEs (and 100+ school-based personnel) and direct spending of ~\$12M
- Overhauled the organization's process for translating its strategic priorities into operational plans that brought full organizational alignment to what is most important to achieve created significantly more efficiency in the work and stronger execution against goals and milestones.

2009 – 2014

Chief Information Officer

- Oversaw the design and implementation of AF's nationally recognized teacher evaluation and development framework, the Teacher Career Pathway – an \$8M+ initiative using multiple measures of lesson observations, student achievement outcomes, and surveys to identify, reward, and retain top teachers in a long-term career path. Recognized our first cohort of 50 Distinguished Teachers out of 500 in the 2012-13 school-year.
- Led AF's data strategy initiatives including the design and execution of the AF Report Card, the performance management and bonus framework for all of AF's schools. Developed comprehensive framework of K-12 student achievement measures across all core subjects to determine teacher impact on student academic growth.
- Managed the rollout and upgrade of AF's technological infrastructure and build out of its data warehouse.
- 100% of school leaders rated IT as providing high quality service; only support team at AF to receive perfect score.

2007 – 2009

President, AF Athena

Launched new division to develop, manage, and sell proprietary technology for formative assessment, data analysis, and instructional planning.

- Managed development from the prototype of the technology into full production implementation across all Achievement First schools and grade levels in less than four months.
- Raised over \$5.5M in new philanthropic funding to support Achievement First and its Athena initiative.
- Negotiated three-party agreement with Wireless Generation (now owned by NewsCorp) and NewSchools Venture Fund to fund and outsource the development and commercialization of the next generation of the Athena technology for the K-12 education market.

2005 – 2007

ADVANCEPATH ACADEMICS, INC

SAN FRANCISCO, CA

Co-Founder & Senior Vice President, Program Design & Implementation

Founding team member of private, for-profit venture that partners with school districts to deploy and operate academies that recover, educate, and graduate out-of-school adolescents and students at high risk of not earning their high school diploma.

- Closed sales for initial district partnerships and grew organization from concept through implementation of first five academies with expansion into three states, growing revenues from zero to over \$4M in bookings.
- Led academy development from instructional design to fully operational academic program including curriculum development, staff hiring and training, IT management, facilities build-out, student recruitment, district integration, and ongoing support and oversight.
- Negotiated and managed relationships with over 15 business partners, vendors, and suppliers.
- Managed overall performance of academies demonstrating measurable academic improvement of 80-150% in student performance and graduation rates.

- 2003 – 2005 **NEWSCHOOLS VENTURE FUND** **SAN FRANCISCO, CA**
Associate Partner
 Oversaw a portfolio of ventures and activities related to school-system performance as part of venture philanthropy team that invests in entrepreneurial organizations (for-profit and nonprofit) working to transform public education.
- Co-led Performance Accelerator Fund designed to invest in entrepreneurial ventures that provide tools and services to help school districts become performance-driven organizations. Specific market focus on human capital development and data and assessment tools.
 - Directed research initiative to define, track, and evaluate the adoption of performance-driven practices in leading urban school systems. Produced May 2005 report, “Anatomy of School System Improvement.”
- 2001 – 2003 **SCHOOLNET, INC.** (acquired by Pearson, PLC in 2011) **NEW YORK, NY**
Director of Product Management
 Led product development and marketing for company that delivers data analysis and curriculum management software to public school districts to support data-driven decision making in education.
- Managed team to design suite of web-based data management and performance applications. Products named finalists two years in a row for the Codie Awards by the Software and Information Industry Association. Improved product development process to streamline client feedback and market requirements into reliable and timely development cycles.
 - Doubled sales and expanded client installations into six new states over 18-month period.
- 2000 *Summer Associate*
- Developed The Doyle Report, a website and e-mail newsletter for education policy and technology. Directed the information architecture, design, and programming of website.
- 1997 – 1999 **MITCHELL MADISON GROUP** **NEW YORK, NY**
Business Analyst
 Consulted to Fortune 500 companies and New York arts organizations for global management consulting firm. Specialized in demand management and supplier control, strategic restructuring, and marketing initiatives.
- Reduced annual real-time market-data expense by \$8M (15% of prior level) for a leading investment bank. Built and populated relational database to match actual data usage against needs profile of traders.
 - Evaluated restructuring effort for New York City arts organization. Analyzed competitive landscape, assessed organization’s services, and investigated funding sources to recommend programmatic changes.
- 1995 – 1997 **TEACH FOR AMERICA** **HOUSTON, TX**
Corps Member and Sixth Grade Bilingual Teacher (certified)
 Taught 50 sixth graders in disciplines of math, science, and social studies as part of the national teacher corps that annually selects top college graduates to teach in low-income public schools.
- First sixth grade class at school to exceed district averages on state test – a 75% improvement over previous year.
 - Appointed by principal to chair Incentive Committee. Developed, proposed, and executed campus-based incentive plan to reward motivated and outstanding staff at Lantrip.
 - Elected to Shared Decision-Making Committee by faculty to oversee school budget, assess campus improvement proposals, and establish school policy.
- education**
- 1999 – 2001 **HARVARD BUSINESS SCHOOL** **BOSTON, MA**
 Master in Business Administration. Awarded First Year Honors (top 15% of class). Education Representative – officer elected by classmates to serve as liaison between faculty and students. Member of HBS Soccer Club – Boston-area graduate school champions.
- 1991 – 1995 **YALE UNIVERSITY** **NEW HAVEN, CT**
 Bachelors of Arts degree in Economics. Thesis topic: *Economic Analysis of Private, For-Profit Firms that Manage Public Schools*. Studied at the Instituto de Estudios Europeos in Madrid, Spain for spring semester junior year. English Director of U.S. Grant Foundation, a teaching program serving New Haven youths. Musical director and stage improvisator in the Purple Crayon of Yale, an improvisational comedy troupe.
- personal** Fluent in Spanish. Cycled from San Francisco to Los Angeles. Enjoy cycling, tennis, and basketball. Coach youth soccer. Play blues and rock piano and guitar.

MAX POLANER

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Experience

2006-Present

ACHIEVEMENT FIRST

BROOKLYN, NY AND NEW HAVEN, CT

Chief Financial & Strategy Officer. Responsible for all financial, human capital, facilities acquisition and organizational development functions of central office and network of 29 schools of a leading Charter Management Organization, including:

- Implementation and oversight of financial policies and procedures, creation of budgets, execution of financial reporting, management of external audits, and acting as the primary contact with the board of trustees, public funders (federal, state, and local) and philanthropists (individuals and foundations).
- Additional areas of responsibility include facilities acquisition (identifying sites, securing financing, and overseeing construction), human capital management, and operations of schools and central office.
- Participate in creation and implementation of overall strategy as a member of the leadership team.
- Responsible for overseeing Achievement First's strategic growth

2003-2006

INDUCTIS

NEW PROVIDENCE, NJ

CFO. Led all financial, operational and administrative functions for analytic consulting firm with offices in New Providence, New York and New Delhi, India. Served as member of leadership team during period of growth from 100 to 250 employees and managed the successful effort to sell the firm to EXL Services in July 2006, which subsequently had an IPO for the combined company in October 2006.

1999-2002

IMPROMPTU GOURMET

VALLEY COTTAGE, NY

Founder and CEO. Founded, launched and led start-up gourmet food company. Raised \$7.2 million in financing and generated \$3 million in revenue prior to closing in March, 2002.

1997-1999

MCKINSEY & COMPANY, INC.

NEW YORK, NY

Engagement Manager and Associate. Performed analysis, managed teams and implemented solutions as a member of consulting teams at leading global strategy consulting firm. Named Engagement Manager after 18 months.

1992-1994

POLANER PRESERVES

ROSELAND, NJ

Quality Assurance Manager. Led quality control department of family owned, \$100 million food company. Managed staff of 10 quality control technicians.

1988-1992

**LA VISTA MIDDLE SCHOOL
THE DORRIS EATON SCHOOL**

**HAYWARD AND
WALNUT CREEK, CA**

- *Math and Social Studies teacher.* Taught five classes of 35+ students each at La Vista, a public middle school in Hayward, California.
- *Music teacher.* Taught music classes, directed the school chorus and musicals, and gave piano lessons as the music department at the Dorris Eaton School, a private K-8 school in Walnut Creek.

Education

1994-1997

**HARVARD BUSINESS SCHOOL
THE KENNEDY SCHOOL OF GOVERNMENT**

BOSTON/CAMBRIDGE, MA

MBA and MPP joint-degree program. Earned Master of Business Administration, with distinction, and Master of Public Policy degrees in combined 3-year program.

1990-1991

SAN FRANCISCO STATE UNIVERSITY

SAN FRANCISCO, CA

Secondary School Teacher Certification. Received certifications in Math and Social Studies for the State of California.

1984-1988

YALE UNIVERSITY

NEW HAVEN, CT

Bachelor of Arts in Philosophy. Wrote thesis on Schopenhauer's theory of the will. Member and tour manager of Yale Russian Chorus. Manager of Yale Refrigerator Agency.

Community

Founding board member of **Hoopapaluza**, an annual charitable event launched in 2002 that raised over \$50,000 for children's charities in its first year. Member of the **Harvard Business School Club of New York's Community Partners** program.

JENNA BLASHEK

EDUCATION

Columbia University School of Social Work
Master of Science in Social Work (MSW) 2010
LMSW New York State Licensure No: 081673
School Social Work Provisional Certificate
Cumulative GPA: 3.8/4.0

Washington University in St. Louis
Bachelor of Arts, May 2007
Double Major: Psychology & History
Graduated with College Honors
Cumulative GPA: 3.70/4.0.

PROFESSIONAL EXPERIENCE

Achievement First

Associate Director of Development

Brooklyn, NY
May 2015-Present

- Part of a seven-person team responsible for raising substantial for school operations and capital projects in New York, Connecticut, and Rhode Island
- Responsible for writing and submission of customized grant proposal and reports to over 14 foundations
- Secondary relationship manager for a portfolio of Achievement First's (AF) donors
- Support the coordination of AF's New York Board of Directors and Family Engagement Committee

Democracy Prep Endurance ("DPE") Charter Middle School

Founding Middle School Social Worker, 6th -8th grades

New York, NY
July 2012-May 2015

- Delivered as-needed supportive counseling and crisis intervention to students and families
- Identified high achieving students at DPE and supported their application process to elite high school placement programs such as TEAK, Breakthrough NY, A Better Chance, and Prep for Prep
- Coordinated high school placement applications and school lists for 8th grade students and families
- Monitored daily attendance and implement interventions for students with chronic absenteeism
- Provided mandated IEP counseling to a caseload of 20 students and supported Academic Collaboration Team

Academic Collaboration Team Coordinator (Sept 2012-2013)

Democracy Prep Endurance Civics Coordinator (Sept 13-June '14)

Harlem Children's Zone Promise Academy Charter School

Upper Elementary/Middle School Social Worker, 4th -6th grades

New York, NY
Sept 2010 – June 2012

- Assessed high-risk situations and provided immediate intervention, recommendations and referrals to ensure child safety pertaining to suicide, abuse, and domestic violence
- Collaborated daily with key school players and offered a social work perspective concerning, but not limited to, chronic absenteeism, bullying, bereavement, and management of challenging behavior
- Delivered mandated IEP and voluntary at-risk counseling to a caseload of 15-20 students

Children's Hospital at Montefiore - Adolescent Inpatient Unit

Medical Social Work Intern

New York, NY
Sept 2009-May 2010

- Conducted 6-9 weekly psychosocial assessments with adolescents and young adults
- Provided support, crisis intervention, and community resources for patients and their families

Safe Horizon Teen RAPP Program at High School for Global Citizenship

Social Work Intern

New York, NY
Sept 2008-May 2009

- Counseled a caseload of 4-7 students on healthy relationships, depression, and family conflict
- Co-facilitated three-day presentations on healthy relationships and abuse prevention for grades 9-12

Advanced Micro Devices, Legal Department

Legal Assistant

Austin, TX
Aug 2007- June 2008

- Case preparation from discovery to trial for three litigation attorneys and outside counsel
- Coordinated document production, prepared legal documents, and maintained litigation database

SKILLS AND INTERESTS

- TRAINING: Proficient in MS Office (Word, Excel, Power Point), Student Enrollment Management Systems
- MEMBERSHIPS: National Association of Social Work, Association of Fundraising Professionals

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Appendix C: Letters of Support

Author	Title	Organization	Page Reference
Kevin Hall	President & CEO	Charter School Growth Fund	2
D. Ben Benoit	Executive Director	The Peter and Carmel Lucia Buck Foundation	3
William Berkley	Board Chair	Achievement First, Inc.	4
Jorge Elorza	Mayor	City of Providence	5
Michael Magee	Co-Founder & CEO	Rhode Island Mayoral Academies (RIMA)	6
Toni Harp	Mayor	City of New Haven	8
Garth Harries	Superintendent	New Have Public Schools	10
Richard F. Wareing	Chairman	Hartford Public Schools – Board of Education	11
Hakeem Jeffries	U.S. Congressman	U.S. House of Representatives, 8 th District of New York (including Brooklyn)	13



June 30, 2015

U.S. Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

On behalf of the Charter School Growth Fund (CSGF), I am writing to express our strong support of Achievement First's application for a CSP Replication and Expansion grant.

The Charter School Growth Fund (CSGF) is a non-profit that invests in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. Founded by national philanthropists to transform K-12 education, we have funded 40 charter school management organizations (CMOs) that represent some of the most innovative and successful public school networks in the United States.

In June 2014, we made a second round commitment in Achievement First with an additional \$3.5 million to support the creation of more than 6,800 new seats in their network. We are extremely optimistic about Achievement First's proposal to further replicate their schools and to act as a proof point that academic and financial success is possible at scale. In the next three years, Achievement First will be larger than 95% of schools districts and serve more FRL students than 97% of districts. As Achievement First has grown during the past three years, it has outperformed its local districts and has become more efficient at getting schools to sustainability sooner. SAT scores at Amistad High School have increased every year since its first graduating class and are now outperforming the Caucasian national average.

Achievement First is led by very talented Co-CEOs Dacia Toll and Doug McCurry, who are proven leaders with a track record of success. They have been with Achievement First since inception and are committed to seeing the network grow and succeed. Ms. Toll and Mr. McCurry have also built an impressive team around them that is preparing to take the organization to the next level by thinking critically about key issues around the school model, curriculum and rigor, professional development and scalability. What sets them apart as leaders is their commitment to creating a learning organization that is actively and urgently seeking to improve its outcomes for students.

We strongly believe that Achievement First is well positioned for growth in the years ahead and will continue to be a proof point of success at scale. As a funder, I would enthusiastically endorse Achievement First as an investment-worthy venture.

Please do not hesitate to contact me regarding our recommendation of Achievement First for CSP funding.

Sincerely,


Kevin Hall,
President & CEO

THE PETER AND CARMEN LUCIA BUCK FOUNDATION, INC.



157 East 86th Street, Fifth Floor
New York, New York 10028-2175
212-360-6173
212-360-6175 (f)

7 Mason's Island Road, Suite 3
Mystic, Connecticut 06355
860-572-1242
(f) 860-572-1244

June 23, 2015

The Honorable Arne Duncan
Secretary
Department of Education
400 Maryland Avenue SW, LBJ Education Building 7W311
Washington, DC 20202

Dear Secretary Duncan,

I am writing to express The Peter & Carmen Lucia Buck Foundation's support of Achievement First's application for the Charter Schools Program Grant 84.282M. Achievement First's commitment to serving Connecticut, New York, and Rhode Island's most underserved students and its track record of improving academic results are well aligned with the grant's aim of increasing access to high-quality charter schools nationwide.

Education grants are this Foundation's funding priority, representing over 65% of our nearly \$21M grants budget. Since 2009, we have granted over \$15.5M to Achievement First alone and anticipate continued investment in future grant cycles. We believe in assisting the best organizations in this most important work. Achievement First has skillfully leveraged our funding to achieve higher academic performance, develop talented school leaders, and make positive changes in the neighborhoods served.

In communities where the majority of students receive free and reduced price lunch, Achievement First is closing the achievement gap between their local and national peers. College graduation is no longer a wishful hope for its students – 100% of the class of 2015 was accepted to a four year college or university. Furthermore, Achievement First has shown that it is a leading force in education reform both in districts and at state levels. It has designed and created a new school model, the Achievement First Greenfield schools, which, if successful, we hope many students will have the opportunity to experience. Achievement First has demonstrated its commitment to raising standards for educators and increased access to quality public school choices for families. Through replication and expansion, Achievement First would be able to offer a quality education to even more students in the future.

We see the Charter Schools Program grants for replication and expansion of high-quality charter schools as an excellent way to build a robust charter school sector. I have no doubt that a grant from the U.S. Department of Education to Achievement First Charter Schools will be a smart investment. Please let us know what we might do to further assist in the application process.

Sincerely,

D. Ben Benoit, Executive Director



WILLIAM R. BERKLEY
Chairman of the Board
& Chief Executive Officer

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

June 24, 2015

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). Achievement First's mission, backed by a track record of success in closing the achievement gap for educationally disadvantaged students including low-income, minority, English language learners, and special education students, is well-aligned with the grant's aims of increasing the number of high-performing public charter schools across the nation. I am confident that Achievement First has the expertise to continue growing and replicating successfully.

I am the Chair of the Achievement First Board of Directors. Since 2004, I have served as Board Chair and invested more than \$5 million of private philanthropy to support Achievement First's efforts to transform urban public education in some of Connecticut, New York, and Rhode Island's neediest cities. During my tenure, I have overseen Achievement First's strategic expansion from its nationally acclaimed flagship school, Amistad Academy located in New Haven, Connecticut, to a robust network of 29 achievement gap-closing schools serving more than 9,500 students across five cities in the 2014-15 school year.

Achievement First schools have a strong record of student achievement gains, not only delivering direct benefits to their students, but also helping to create leverage for broader reforms in Connecticut, New York, Rhode Island, and beyond. Achievement First believes in sharing best practices and is committed to working collaboratively with districts, charters, and other like-minded reform oriented organizations to maximize collective impact and help deliver on the promise of equal educational opportunity for all of America's children.

There is no more important economic development or social welfare initiative than education reform. If we want to lay the foundation for systematic change of our nation's public school system and help to create better opportunities for our nation's children, then investment in education is a necessary step. I am, therefore, pleased to invest in Achievement First and to endorse its application for a federal grant award to support its planned growth and expansion.

Sincerely,



William Berkley
Board Chair, Achievement First



CITY OF PROVIDENCE

Jorge O. Elorza, Mayor

July 8, 2015

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing to express my support of Achievement First's application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). Achievement First Providence Mayoral Academy now has over 270 students and will add a grade each of the next nine years until it reaches 12th grade. Achievement First's successful track record of closing the achievement gap across 29 schools in five geographies is the reason I strongly advocate for an investment in the expansion of Achievement First in Providence, Rhode Island.

I have the privilege of serving as the Mayor of Providence and the Chairman of the Achievement First Rhode Island Board of Directors. As Chairman, I can attest to Achievement First's ability to identify strong school leaders and build high-performing charter schools in the most challenged neighborhoods. In August 2013, Achievement First opened its first school in Rhode Island, Achievement First Providence Mayoral Academy, serving 180 kindergarten and first grade students from the communities of Providence, North Providence, Warwick and Cranston. In its first year, AF Providence Mayoral Academy achieved a 99 percent attendance rate and had first grade students reading, on average, at a second-grade level. In 2015-16, Achievement First will open its second elementary school in Providence, Achievement First Illuminar Mayoral Academy. I am grateful that the children in our communities will benefit from this exciting opportunity as we strive to deliver on our promise of closing the achievement gap.

I believe traditional public schools can learn from high-quality charter schools, and Achievement First is committed to sharing best practices with their neighboring district schools. My vision is that charter and public schools will empower one another to ensure every single child is receiving a high-quality education. There is no better economic development or social welfare initiative than reforming our education landscape, and Achievement First is a vital part of Rhode Island's increased investment in education. On behalf of the City of Providence, and as Chairman of the Achievement First Rhode Island Board of Directors, I enthusiastically endorse Achievement First's application for a federal grant award to support its planned growth.

Sincerely,


Jorge Elorza,
Mayor



July 7, 2015

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). Achievement First's track record of success closing the achievement gap for historically underserved students in Connecticut and New York is the reason Rhode Island Mayoral Academies (RIMA) has tirelessly worked to create a local and state environment conducive to the replication of Achievement First schools in Rhode Island. As co-Founder and CEO of RIMA, I care deeply about the quality of education in Rhode Island and share Achievement First's commitment to excellence and equity in our public schools.

The State of Rhode Island's education reform plan depends heavily on identifying and partnering with high quality charter management organizations that have the capacity to take on the challenging work of radically improving student achievement and delivering on their promises. Achievement First's strong record of student achievement gains and proven ability to grow and replicate without sacrificing quality is why we worked so hard to pave the way for their expansion into Rhode Island. Since opening Achievement First Providence Mayoral Academy in August 2013, Achievement First has become an integral part of our efforts to increase high-quality educational opportunities available to Rhode Island's neediest students. We are excited for the 2015-16 opening of Achievement First's second elementary school in Rhode Island, Achievement First Illuminar Mayoral Academy, which will give the families of Providence, North Providence, Warwick and Cranston another highly desired, top-quality public school option.

By replicating Achievement First schools in Rhode Island, we hope to not only achieve academic breakthroughs for the students directly served, but to inspire improved student achievement in traditional public schools. Achievement First has formed a collaborative

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160 Westminster Street, Suite 202
Providence, RI 02903
mayoralacademies.org



relationship with the Providence Public School District, and continues to be an invaluable partner in our reform efforts.

All Rhode Island students can learn and achieve at high levels, and Achievement First is helping us make that a reality. Education reform is a critical social and civil rights issue, and Achievement First is a vital part of Rhode Island's increased investment in giving students the academic and character skills necessary to succeed in college, career, and life. On behalf of Rhode Island Mayoral Academies, I am pleased to endorse Achievement First's application for a federal grant award to support its planned growth and expansion.

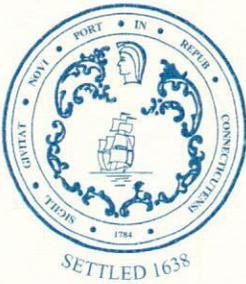
Sincerely,

Michael Magee, Ph.D.

P: 401.244.7496

F: 800.971.3781

160 Westminister Street, Suite 202
Providence, RI 02903
mayoralacademies.org



CITY OF NEW HAVEN

TONI N. HARP, MAYOR

165 Church Street
New Haven, Connecticut 06510
T: 203.946.8200 F: 203.946.7683
www.CityofNewHaven.com



July 7, 2015

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing to express my strong support of Achievement First's application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). I have long been impressed by Achievement First's mission and track of record of success in closing the achievement gap for historically underserved students.

As both a state senator and now mayor, I have had the privilege of visiting many of the Achievement First schools in New Haven. I even served for a time on the Amistad Academy Board of Directors. I can attest both to Achievement First's commitment to students and to their success in getting so many students to and through college. I recently had the pleasure of attending Achievement First Amistad High School's Dedication event. This day celebrated the transformation of the vacant Martin Luther King School into a state-of-the-art building that is now home to over 430 Amistad High School students. This was a beautiful celebration that not only honored this fine space with historic roots in New Haven but also recognized the transformative work taking place within the building. It was thrilling to see the talent of the student performers and to celebrate the school's recent recognition by U.S. News and World Report as the second highest performing high school in the state of Connecticut.

With five schools in New Haven and 29 high-performing schools overall in the neediest neighborhoods across Connecticut, Rhode Island, and New York, Achievement First is serving as a proof point that closing the achievement gap is possible. In addition to creating strong charter schools, Achievement First is also supporting broader education reform. To extend their impact beyond the students they directly serve, Achievement First has partnered with New Haven Public School District to create the Residency Program for School Leadership. This

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www.CityofNewHaven.com



program trains high potential candidates to serve as principals in New Haven, Bridgeport, and Harford's highest need schools. I was honored to be the keynote speaker at last year's formal ceremony for the third graduating class of future school leaders. This unique partnership between charter and traditional public schools is a model for school leadership training and sharing of best practices to improve student achievement.

I am pleased to endorse Achievement First's application for a federal grant award to support its planned growth and expansion.

Sincerely,



Toni N. Harp
Mayor



Garth Harries
Superintendent

New Haven School Change
NEW HAVEN PUBLIC SCHOOLS

Tel: 203-936-5200
Fax: 203-946-7300

July 14, 2015

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I am writing in strong support of Achievement First's application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). Achievement First's mission and track of record of success in closing the achievement gap for students in the Achievement First schools in New Haven, CT, and beyond is well-aligned with the grant's aims of increasing the number of high-performing public charter schools in communities across the nation.

New Haven, Connecticut, is the home of Achievement First's nationally acclaimed flagship school, Amistad Academy, as well as four additional Achievement First campuses. In June 2015, Amistad Academy High School graduated its sixth consecutive class with a 100% college acceptance rate and has been recognized by the U.S. News and World Report as the second best high school in Connecticut. Achievement First is serving as a proof point across Connecticut, Rhode Island, and New York that closing the achievement gap is possible in targeted schools – the next challenge is to expand that kind of success to all schools and families, which will require charter and traditional public school systems to work together to offer families a portfolio of excellent schools, and to together address the challenges of urban education.

Achievement First's mission to create strong charter schools and inspire broader education reform dovetails with the New Haven School Change Initiative, our aggressive and collaborative reform plan to provide a high-quality education for every student in New Haven. In the fall of 2009, New Haven Public Schools (NHPS) began formulating an ambitious and promising education reform plan to increase the number of students achieving at or above state performance standards. In some ways, our district reform effort was a response to the stimulus of charter creation in the district, as we have sought to improve our own schools and integrate reform components across the opportunities and needs of the full New Haven community.

A significant component of our reform plan has been an emphasis on human capital and developing a strong talent pool. In an unprecedented partnership between a traditional public school district and charter management organization, Achievement First and New Haven Public Schools co-designed the Residency Program for School Leadership to recruit, train and support a corps of future leaders for New Haven Public Schools. Since its launch in 2011-2012, the program has trained 10 principal candidates in New Haven, and has also expanded to prepare future leaders in Bridgeport and Hartford Public Schools. It is our hope that this innovative approach to support the turnaround of under-performing schools will not only continue to improve student achievement across NHPS, but will provide lessons to strengthen the AF schools, and can be adopted as a model of collaboration by public urban school districts across the state and country.

All NHPS students can learn, achieve and rise to success, and Achievement First has proven to be a collaborative partner in helping us deliver on this promise. There is no better economic development or social welfare initiative than education transformation, and Achievement First is an important part of NHPS' increased investment in education. On behalf of NHPS, I am pleased to endorse Achievement First's application for a federal grant award.

Sincerely,



Garth Harries, Superintendent of Schools

PR/Award # U282M150005

Natale & Wolinetz

July 8, 2015

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

Natale & Wolinetz
Attorneys at Law
116 Oak Street
Glastonbury, CT 06033

☎ 860.430.1802
☎ 860.430.1809

Mr. Secretary;

Please accept this letter of support on behalf of Achievement First's ("AF") application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). As a member of the Hartford Board of Education since January, 2012 and its Chairman since February, 2014, I am familiar with AF's work and have had occasion to directly interact with its staff, ranging from its school-level personnel to its high-level leadership. I have also toured all four AF schools in Hartford, as well as its original school, the Amistad Academy in New Haven. I can say without hesitation that AF is an outstanding organization that produces great outcomes for kids and is worthy of your support.

AF's mission to provide an equal educational opportunity for all students, coupled with a proven track record of closing the achievement gap in Hartford, Connecticut and other locations puts them in a unique position to replicate high-quality charter schools. I am confident they have the expertise, stewardship, organizational structure and discipline, and innovative disposition to strategically increase the number of high-performing public charter schools across the country.

In August 2008, AF was invited to open an elementary and middle school in Hartford as part of an ongoing partnership to transform expectations about what is possible for all Hartford students. In 2014-15, AF opened their fourth school in Hartford – AF Summit Middle School, thereby serving a total of 990 Hartford students in grades K-11. By geographically concentrating their schools in the most underserved neighborhoods, AF has demonstrated both a demonstrable commitment to kids who need the most help and that they are able to efficiently and effectively build more schools and yield dramatic breakthroughs in student achievement.

I am also grateful for AF's high level of collaboration with the Hartford Public Schools. This collaboration includes the sharing of best practices around teacher evaluation and development in order to provide all children in Hartford with a high-quality public school education. Since 2012, AF has been in partnership with Hartford Public

Schools through their Residency Program for School Leadership. Since its launch, the program has trained six principal candidates, five of whom are now serving as principals in our Hartford Public Schools, with the sixth serving as an assistant principal. I believe this unprecedented partnership has helped produce capable, well-prepared, school leaders is a great step in ensuring all Hartford students will be prepared for success in college and beyond.

I am also impressed by AF's consistency of execution. Based on my own observations and experience, as well as those of others with whom I have compared notes, AF works hard and works successfully to make sure each of its schools is operated to the same high standards and with the same approach and guiding principles. In a world where inconsistency and instability too often yields dramatic inconsistency of output, AF is a model of disciplined consistency at scale and an example of the great results such rigor can yield. I am thus confident that, if AF is awarded this grant, it will be well-used according to a disciplined, well-implemented and result-oriented, approach that will make a difference for kids.

Finally, I have also been impressed with AF's commitment to accountability and transparency. When issues have arisen, AF has self-reported them and either made clear the remedial actions they intended to take (with timelines and accountability metrics) and/or fully explained the remedial measures already taken and the results to date. In an enterprise where denial, excuses, and finger-pointing are the all-to-often companions of low performance, systemic shortcomings, and generational failure, AF is a needed and welcome change. I am thus confident that, should any issues arise, they will be quickly and successfully addressed with full transparency and accountability.

I am thus pleased to endorse Achievement First's application for a federal grant award to support its planned growth and expansion.

Respectfully,

A large black rectangular redaction box covering the signature of the sender.

Richard F. Wareing

HAKEEM S. JEFFRIES
8TH DISTRICT, NEW YORK
COMMITTEE ON THE JUDICIARY
COMMITTEE ON EDUCATION AND
THE WORKFORCE
WHIP, CONGRESSIONAL BLACK CAUCUS



Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
1607 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5936

DISTRICT OFFICES:

CENTRAL BROOKLYN OFFICE:
55 HANSON PLACE, SUITE 603
BROOKLYN, NY 11217
(718) 237-2211

SOUTH BROOKLYN OFFICE:
445 NEPTUNE AVENUE, FIRST FLOOR
COMMUNITY ROOM 2C
BROOKLYN, NY 11224
(718) 373-0033

JEFFRIES.HOUSE.GOV

July 9, 2015

The Honorable Arne Duncan, Secretary
Department of Education
400 Maryland Avenue, SW
LBJ Education Building 7W311
Washington, D.C. 20202-0008

Dear Secretary Duncan,

I write in support of Achievement First's application for the Charter Schools Program Grant for Replication and Expansion of High-Quality Charter Schools (84.282M). Based on Achievement First's successful track record of efficiently growing a network of high-performing schools in Brooklyn, New York, I am confident they have the experience and vision to continue developing high-quality public charter schools across the country.

This much needed institution greatly impacts many systemic problems that exist in underserved communities. With 17 schools clustered in several historically underserved neighborhoods such as Crown Heights, East New York, Brownsville, and Bushwick, Achievement First is serving as a proof point that closing the achievement gap is possible. As an example, Achievement First students consistently outperform the district and state averages on performance assessments, demonstrating that urban students can achieve at the same high levels as their affluent suburban counterparts. For three consecutive years, 100 percent of Achievement First Brooklyn High School graduates have received an acceptance to a four year college.

Accordingly, I urge the Department of Education to give full and fair consideration to Achievement First's application for a federal grant award to financially support its planned growth and expansion.

Thank you in advance for your attention to this important matter.

Sincerely,



HAKEEM JEFFRIES
Member of Congress

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 06 2004

ACHIEVEMENT FIRST INC
C/O BARBARA B LINDSAY
DAY BERRY & HOWARD LLP
185 ASYKUM ST CITY PLACE I
HARTFORD, CT 06103-0000

Employer Identification Number:
65-1203744
DLN:
17053365056003
Contact Person:
ELIZABETH WAGNER ID# 31380
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Addendum

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

Letter 947 (DO/CG)

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Appendix E: Schools Operated by Applicant

Content	Page Reference
AF Connecticut Schools	2
AF New York Schools	3
AF Rhode Island Schools	4

AF Connecticut Schools

School Name	Charter	Charter Authorizer	School Address	School Location	Grades Served	Year Opened	Name of Principal
Amistad Academy Elementary	Amistad Academy	Connecticut State Board of Education	130 Edgewood Avenue	New Haven, Connecticut	K-4	2006	Amanda Alonzy
Amistad Academy Middle	Amistad Academy	Connecticut State Board of Education	130 Edgewood Avenue	New Haven, Connecticut	5-8	1999	Katie Poynter
AF Amistad High	Amistad Academy/Elm City College Preparatory	Connecticut State Board of Education	580 Dixwell Avenue	New Haven, Connecticut	9-12	2006	Claire Polcrack
AF Bridgeport Academy Elementary	AF Bridgeport Academy	Connecticut State Board of Education	655 Stillman Street	Bridgeport, Connecticut	K-4	2010	Christina Pares
AF Bridgeport Academy Middle	AF Bridgeport Academy	Connecticut State Board of Education	529 Noble Avenue	Bridgeport, Connecticut	5-8	2007	Challa Flemming
Elm City College Preparatory Elementary	Elm City College Preparatory	Connecticut State Board of Education	407 James Street	New Haven, Connecticut	K-4	2004	Andrew Poole
Elm City College Preparatory Middle	Elm City College Preparatory	Connecticut State Board of Education	794 Dixwell Avenue	New Haven, Connecticut	5-8	2004	Rebecca Good
AF Hartford Academy Elementary	AF Hartford Academy	Connecticut State Board of Education	305 Greenfield Street	Hartford Connecticut	K-4	2008	Ernest Peterson
AF Hartford Academy Middle	AF Hartford Academy	Connecticut State Board of Education	305 Greenfield Street	Hartford Connecticut	5-8	2008	Sorbrique Grant
AF Hartford High	AF Hartford Academy	Connecticut State Board of Education	305 Greenfield Street	Hartford Connecticut	9-12 (adding 12th in 2015-16)	2012	Emily Banks

AF Summit Middle	AF Hartford Academy	Connecticut State Board of Education	85 Edwards Street	Hartford Connecticut	5-6 (growing to 5-8)	2014	Benjamin Cruse
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AF New York Schools

School Name	Charter	Charter Authorizer	School Address	School Location	Grades Served	Year Opened	Name of Principal
AF Apollo Elementary	AF Bushwick	SUNY Charter Schools Institute	350 Linwood Street	Brooklyn, New York	K-4	2010	Jesse Balis-Harris
AF Apollo Middle	AF Bushwick	SUNY Charter Schools Institute	350 Linwood Street	Brooklyn, NY	5-6 (growing to 5-8)	2014	Michael Hendricks
AF Aspire Elementary	AF Bushwick	SUNY Charter Schools Institute	982 Hegeman Avenue	Brooklyn, New York	K to 3 (growing to K- 4)	2013	Sarah Kasok Iannucci
AF Brooklyn High	AF Crown Heights/AF Endeavor	New York City Department of Education	1485 Pacific Street	Brooklyn, New York	9-12	2009	Chris Bostock
AF Brownsville Elementary	AF Bushwick	SUNY Charter Schools Institute	2021 Bergen Street	Brooklyn, New York	K-4	2008	Katherine Rogers
AF Brownsville Middle	AF Bushwick	SUNY Charter Schools Institute	2021 Bergen Street	Brooklyn, New York	5-8 (Adding 8 th grade in '15-'16)	2012	Keith Brooks
AF Bushwick Elementary	AF Bushwick	SUNY Charter Schools Institute	125 Covert Street	Brooklyn, New York	K-4	2006	Stacey M. Park
AF Bushwick Middle	AF Bushwick	SUNY Charter Schools Institute	1300 Greene Avenue	Brooklyn, New York	5-8	2007	Mike Rosskamm
AF Crown Heights Elementary	AF Crown Heights	New York City Department of Education	790 East New York Avenue	Brooklyn, New York	K-4	2005	Camilla Lopez
AF Crown Heights Middle	AF Crown Heights	New York City Department of Education	790 East New York Avenue	Brooklyn, New York	5-8	2005	Kevin Anderle
AF East New York Elementary	AF East New York	New York City Department of Education	557 Pennsylvania Avenue	Brooklyn, New York	K-4	2005	Injy Carpenter

AF East New York Middle	AF East New York	New York City Department of Education	158 Richmond Street	Brooklyn, New York	5-8	2009	Fatimah Barker
AF Endeavor Elementary	AF Endeavor	New York City Department of Education	510 Waverly Avenue	Brooklyn, New York	K to 4	2011	Stephanie Keenoy
AF Endeavor Middle	AF Endeavor	New York City Department of Education	510 Waverly Avenue	Brooklyn, New York	5-8	2006	Tom Kaiser
AF Linden Elementary	AF Bushwick	SUNY Charter Schools Institute	800 Van Siclen Avenue	Brooklyn, New York	K-2 (growing to K-4)	2014	Amanda Hageman
AF North Brooklyn Prep Elementary	AF Bushwick	SUNY Charter Schools Institute	200 Woodbine Street	Brooklyn, New York	K-2 (growing to K-4)	2014	Elena Knappen
AF University Prep High	AF East New York/AF Bushwick	New York City Department of Education	35 Starr Street	Brooklyn, New York	9-11 (growing to 9-12)	2013	Claire Shin

AF Rhode Island Schools

School Name	Charter	Charter Authorizer	School Address	School Location	Grades Served	Year Opened	Name of Principal
AF Illuminar Mayoral Academy Elementary	AF Providence Mayoral Academy	Rhode Island Department of Education	370 Hartford Avenue	Providence, Rhode Island	K-1 (growing to K-4)	2015	Kevin Lohela
AF Providence Mayoral Academy Elementary	AF Providence Mayoral Academy	Rhode Island Department of Education	370 Hartford Avenue	Providence, Rhode Island	K-3 (growing to K-4)	2013	Morgan Carter

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Appendix F - Student Academic Achievement

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Connecticut conducted a field test of the CCSS-aligned Smarter Balanced Assessment (SBAC) in 2013-14 to prepare for the official transition to the SBAC in 2014-15. Since the field test's main purpose was to test the quality of the assessments questions and the administration logistics of the test, students in Connecticut who participated in the field test, including all AF schools, did not receive any state test results in 2014. Therefore, for the purpose of this application, AF will be reporting Connecticut test scores from 2011, 2012 and 2013, which are the last available state test results. In 2011, 2012 and 2013, AF students in Connecticut participated in the follow state tests:

- The Connecticut Mastery Test (CMT) is administered in early spring to Connecticut students in grades three through eight. The test assesses all students in math, reading and writing, and students in grades five and eight in science. Connecticut transitioned from the CMT to the Smarter Balanced (CCSS-aligned) test in 2014, however, 2014 field test data is not available.
- The Connecticut Academic Performance Test (CAPT) is administered in early spring to Connecticut students in grade 10. The test assesses students in math, reading, writing and science. Connecticut transitioned from the CMT to the Smarter Balanced (CCSS-aligned) test in 2014, however, 2014 test data is not available.

1. Student Achievement Data for Connecticut Elementary Schools in 2011, 2012, and 2013, with District and State Comparisons, Divided by Subgroup

Table 1.1

All Students CMT - % at/above proficient						
Year	Grade	AF Hartford ES	Amistad Academy ES	Elm City College Prep ES	Host Districts	State
2011	3	85%	84%	86%	57%	80%
2011	4		84%	76%	57%	82%
2012	3	78%	87%	83%	60%	82%
2012	4	87%	81%	88%	58%	83%
2013	3	76%	82%	85%	55%	79%
2013	4	87%	86%	82%	57%	82%

Table 1.2

FRL Students CMT - % at/above proficient						
Year	Grade	AF Hartford ES	Amistad Academy ES	Elm City College Prep ES	Host Districts	State
2011	3	84%	80%	82%	55%	63%
2011	4		84%	72%	56%	65%
2012	3	77%	84%	81%	57%	65%
2012	4	86%	79%	87%	56%	66%
2013	3	75%	77%	87%	52%	62%
2013	4	87%	85%	76%	55%	66%

Table 1.3

ELL Students CMT - % at/above proficient						
Year	Grade	AF Hartford ES	Amistad Academy ES	Elm City College Prep ES	Host Districts	State
2011	3		56%		38%	48%
2011	4		67%*		35%	44%
2012	3	50%*	84%		34%	48%
2012	4		52%		35%	45%
2013	3	75%*	54%		31%	43%
2013	4	60%*	76%		8%	41%

* Less than 10 students. AF can provide number of students tested if requested.

Table 1.4

SPED Students CMT - % at/above proficient						
Year	Grade	AF Hartford ES	Amistad Academy ES	Elm City College Prep ES	Host Districts	State
2011	3	100%*	100%*	0%*	37%	60%
2011	4		100%*		34%	62%
2012	3	83%*	100%*	0%*	40%	62%
2012	4	100%*	100%*		34%	60%
2013	3	57%*	100%*		39%	57%
2013	4	50%*	100%*		28%	57%

* Less than 10 students. AF can provide number of students tested if requested.

Table 1.5

Minority Students (Black and Hispanic) CMT - % at/above proficient						
Year	Grade	AF Hartford ES	Amistad Academy ES	Elm City College Prep ES	Host Districts	State
2011	3	84%	83%	86%	55%	67%
2011	4		83%	76%	55%	69%
2012	3	77%	86%	82%	56%	69%
2012	4	86%	80%	88%	56%	70%
2013	3	75%	81%	85%	53%	66%
2013	4	87%	85%	82%	55%	70%

**2. Student Achievement Data for Connecticut Middle Schools in 2011, 2012, and 2013,
with District and State Comparisons, Divided by Subgroup**

Table 2.1

All Students CMT - % at/above proficient							
Year	Grade	AF Bridgeport MS	AF Hartford MS	Amistad Academy MS	Elm City College Prep MS	Host Districts	State
2011	5	61%	61%	82%	67%	59%	83%
2011	6	78%	81%	82%	78%	70%	87%
2011	7	68%	86%	91%	85%	64%	84%
2011	8	77%		90%	82%	56%	82%
2012	5	77%	83%	84%	75%	61%	84%
2012	6	83%	80%	89%	75%	67%	86%
2012	7	93%	83%	86%	86%	66%	86%
2012	8	87%	90%	94%	88%	62%	84%
2013	5	70%	84%	73%	77%	59%	83%
2013	6	84%	82%	85%	85%	68%	85%
2013	7	89%	74%	92%	85%	66%	85%
2013	8	86%	86%	89%	82%	61%	83%

Table 2.2

FRL Students CMT - % at/above proficient							
Year	Grade	AF Bridgeport MS	AF Hartford MS	Amistad Academy MS	Elm City College Prep MS	Host Districts	State
2011	5	59%	60%	83%	61%	58%	67%
2011	6	74%	81%	83%	79%	68%	73%
2011	7	72%	85%	92%	83%	62%	68%
2011	8	75%		86%	81%	53%	62%
2012	5	77%	83%	81%	68%	59%	69%
2012	6	81%	80%	90%	68%	64%	71%
2012	7	93%	83%	87%	87%	63%	71%
2012	8	85%	90%	93%	87%	59%	67%
2013	5	69%	84%	73%	75%	56%	68%
2013	6	83%	82%	84%	80%	64%	70%
2013	7	89%	74%	92%	83%	62%	70%
2013	8	84%	86%	87%	79%	58%	67%

Table 2.3

ELL Students CMT - % at/above proficient							
Year	Grade	AF Bridgeport MS	AF Hartford MS	Amistad Academy MS	Elm City College Prep MS	Host Districts	State
2011	5	65%	53%	81%	25%*	32%	40%
2011	6	67%	86%	60%*	60%	43%	46%
2011	7	88%*	33%	63%*	83%*	28%	31%
2011	8			50%*	0%*	19%	26%
2012	5	33%*	64%	63%*		32%	43%
2012	6	92%	89%*	90%		39%	44%
2012	7	100%	83%	80%	71%*	26%	36%
2012	8	91%	75%*	84%		21%	27%
2013	5	61%	87%	22%	75%	28%	40%
2013	6	65%	69%	50%		37%	39%
2013	7	100%*	43%*	67%	100%*	29%	37%
2013	8	75%*	75%	78%*	67%	20%	25%

* Less than 10 students. AF can provide number of students tested if requested.

Table 2.4

SPED Students CMT - % at/above proficient							
Year	Grade	AF Bridgeport MS	AF Hartford MS	Amistad Academy MS	Elm City College Prep MS	Host Districts	State
2011	5	25%*	67%*	33%*	0%*	38%	64%
2011	6	60%*	50%*	100%*	0%*	43%	66%
2011	7	100%*	43%*	100%*	100%*	35%	61%
2011	8			100%*		35%	59%
2012	5	33%*	75%*	0%*	100%*	30%	58%
2012	6	57%*	100%*	33%*	67%*	43%	62%
2012	7	100%*	50%*	67%*	0%*	36%	60%
2012	8	100%*	50%*	100%*	100%*	34%	61%
2013	5	25%*	67%*	0%*		32%	55%
2013	6	60%	56%*	50%*	100%*	40%	58%
2013	7	80%*	67%*	50%*	67%*	32%	55%
2013	8	67%*	0%*	100%*	50%*	38%	59%

* Less than 10 students. AF can provide number of students tested if requested.

Table 2.5

Minority Students (Black and Hispanic) CMT - % at/above proficient							
Year	Grade	AF Bridgeport MS	AF Hartford MS	Amistad Academy MS	Elm City College Prep MS	Host Districts	State
2011	5	61%	61%	82%	67%	56%	70%
2011	6	78%	81%	82%	78%	68%	76%
2011	7	68%	86%	91%	85%	61%	71%
2011	8	77%		90%	82%	53%	66%
2012	5	77%	83%	84%	75%	59%	71%
2012	6	83%	80%	89%	75%	64%	74%
2012	7	93%	83%	86%	86%	63%	74%
2012	8	87%	90%	94%	88%	60%	70%
2013	5	70%	84%	73%	77%	56%	71%
2013	6	84%	82%	85%	85%	65%	73%
2013	7	89%	74%	92%	85%	62%	74%
2013	8	86%	86%	89%	82%	58%	70%

3. Student Achievement Data for Connecticut High Schools in 2011, 2012, and 2013, with District and State Comparisons, Divided by Subgroup

Table 3.1

All Students CAPT - % at/above proficient				
Year	Grade	AF Amistad HS	Host Districts	State
2011	10	85%	56%	83%
2012	10	88%	54%	82%
2013	10	84%	55%	83%

Table 3.2

FRL Students CAPT - % at/above proficient				
Year	Grade	AF Amistad HS	Host Districts	State
2011	10	90%	53%	63%
2012	10	92%	50%	62%
2013	10	83%	48%	63%

Table 3.3

ELL Students CAPT - % at/above proficient				
Year	Grade	AF Amistad HS	Host Districts	State
2011	10	50%*	28%	34%
2012	10	100%*	25%	32%
2013	10	75%*	21%	32%
* Less than 10 students. AF can provide number of students tested if requested.				

Table 3.4

SPED Students CAPT - % at/above proficient				
Year	Grade	AF Amistad HS	Host Districts	State
2011	10	43%*	17%	49%
2012	10	25%	21%	48%
2013	10	50%	22%	48%
* Less than 10 students. AF can provide number of students tested if requested.				

Table 3.5

Minority Students (Black and Hispanic) CAPT - % at/above proficient				
Year	Grade	AF Amistad HS	Host Districts	State
2011	10	85%	52%	64%
2012	10	88%	49%	63%
2013	10	84%	50%	64%

4. Student Achievement Data for New York Elementary Schools in 2012, 2013, and 2014 with District and State Comparisons, Divided by Subgroup

Table 4.1

All Students NY State Test - % at/above proficient									
Year	Grade	AF Endeavor ES	AF Apollo ES	AF Brownsville ES	AF Bushwick ES	AF Crown Heights ES	AF East New York ES	NY Host Districts	State
2012	3			65%	78%	79%	66%	41%	58%
2012	4			81%	77%	72%	67%	46%	63%
2013	3		36%	33%	49%	41%	33%	18%	33%
2013	4			45%	50%	34%	34%	19%	32%
2014	3	55%	29%	33%	58%	35%	44%	22%	37%
2014	4		40%	45%	53%	38%	41%	22%	37%

Table 4.2

FRL Students NY State Test - % at/above proficient									
Year	Grade	AF Endeavor ES	AF Apollo ES	AF Brownsville ES	AF Bushwick ES	AF Crown Heights ES	AF East New York ES	NY Host Districts	State
2012	3			64%	78%	77%	60%	40%	46%
2012	4			84%	77%	69%	69%	45%	51%
2013	3		36%	33%	45%	37%	29%	17%	22%
2013	4			40%	48%	33%	38%	17%	21%
2014	3	52%	31%	30%	56%	31%	42%	20%	26%
2014	4		41%	45%	51%	38%	39%	20%	26%

Table 4.3

ELL Students NY State Test - % at/above proficient								
Year	Grade	AF Apollo ES	AF Brownsville ES	AF Bushwick ES	AF Crown Heights ES	AF East New York ES	NY Host Districts	State
2012	3			70%			26%	27%
2012	4			89%			25%	27%
2013	3						8%	10%
2013	4			11%			3%	6%
2014	3						9%	12%
2014	4			30%			6%	10%

Note: To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

Table 4.4

SPED Students NY State Test - % at/above proficient									
Year	Grade	AF Endeavor ES	AF Apollo ES	AF Brownsville ES	AF Bushwick ES	AF Crown Heights ES	AF East New York ES	NY Host Districts	State
2012	3			29%	44%	20%		19%	24%
2012	4			27%	26%	13%		19%	25%
2013	3				6%			6%	9%
2013	4			0%	13%			5%	7%
2014	3	44%	10%		23%	13%	13%	9%	11%
2014	4				18%		19%	6%	10%

Note: To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

Table 4.5

Minority Students (Black and Hispanic) NY State Test - % at/above proficient									
Year	Grade	AF Endeavor ES	AF Apollo ES	AF Brownsville ES	AF Bushwick ES	AF Crown Heights ES	AF East New York ES	NY Host Districts	State
2012	3			65%	78%	79%	66%	40%	44%
2012	4			81%	77%	72%	67%	45%	48%
2013	3		36%	33%	49%	41%	33%	16%	20%
2013	4			45%	50%	34%	34%	17%	19%
2014	3		26%	33%	59%		44%	20%	24%
2014	4		40%	45%	53%		41%	21%	23%

5. Student Achievement Data for New York Middle Schools in 2012, 2013, and 2014, with District and State Comparisons, Divided by Subgroup

Table 5.1

All Students NY State Test - % at/above proficient								
Year	Grade	AF Brownsville MS	AF Bushwick MS	AF Crown Heights MS	AF East New York MS	AF Endeavor MS	NY Host Districts	State
2012	5		71%	75%	57%	64%	48%	62%
2012	6		82%	73%	74%	72%	40%	60%
2012	7		71%	75%	77%	76%	39%	59%
2012	8		73%	68%		70%	35%	56%
2013	5	33%	32%	28%	20%	17%	17%	30%
2013	6		35%	29%	49%	32%	14%	30%
2013	7		40%	32%	38%	23%	13%	30%
2013	8		55%	50%	52%	51%	14%	31%
2014	5	43%	48%	36%	39%	23%	21%	34%
2014	6	55%	38%	35%	42%	45%	16%	33%
2014	7		45%	23%	56%	48%	15%	30%
2014	8		57%	45%	52%	51%	14%	29%

Table 5.2

FRL Students NY State Test - % at/above proficient								
Year	Grade	AF Brownsville MS	AF Bushwick MS	AF Crown Heights MS	AF East New York MS	AF Endeavor MS	NY Host Districts	State
2012	5		71%	75%	57%	67%	47%	51%
2012	6		82%	69%	73%	68%	39%	47%
2012	7		69%	71%	75%	76%	38%	45%
2012	8		71%	66%		74%	34%	42%
2013	5	31%	29%	27%	16%	16%	16%	20%
2013	6		35%	24%	53%	32%	13%	18%
2013	7		37%	30%	38%	22%	12%	18%
2013	8		55%	43%	52%	52%	13%	19%
2014	5	39%	49%	33%	37%	20%	20%	23%
2014	6	54%	37%	35%	41%	43%	15%	21%
2014	7		49%	20%	53%	48%	14%	19%
2014	8		53%	40%	50%	50%	13%	19%

Table 5.3

ELL Students NY State Test - % at/above proficient								
Year	Grade	AF Brownsville MS	AF Bushwick MS	AF Crown Heights MS	AF East New York MS	AF Endeavor MS	NY Host Districts	State
2012	5						25%	26%
2012	6						13%	18%
2012	7						12%	16%
2012	8						13%	19%
2013	5						3%	6%
2013	6						2%	5%
2013	7						1%	4%
2013	8						2%	5%
2014	5		7%				5%	7%
2014	6						3%	6%
2014	7							
2014	8							

Note: To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

Table 5.4

SPED Students NY State Test - % at/above proficient								
Year	Grade	AF Brownsville MS	AF Bushwick MS	AF Crown Heights MS	AF East New York MS	AF Endeavor MS	NY Host Districts	State
2012	5		50%	46%	27%	27%	22%	24%
2012	6		50%	35%	55%	50%	14%	21%
2012	7		42%	19%	33%	67%	14%	19%
2012	8		60%	57%			11%	17%
2013	5	5%	4%	6%		0%	4%	6%
2013	6		25%	14%	33%	14%	3%	5%
2013	7		0%	0%	7%	0%	2%	4%
2013	8		25%	15%		32%	2%	5%
2014	5	4%	9%	5%	0%	5%	6%	7%
2014	6	6%		6%	0%	18%	4%	6%
2014	7		22%	10%	17%	25%	2%	5%
2014	8		9%	0%	14%	23%	2%	5%

Note: To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

Table 5.5

Minority Students (Black and Hispanic) NY State Test - % at/above proficient								
Year	Grade	AF Brownsville MS	AF Bushwick MS	AF Crown Heights MS	AF East New York MS	AF Endeavor MS	NY Host Districts	State
2012	5		71%	75%	57%	64%	47%	49%
2012	6		82%	73%	74%	72%	39%	44%
2012	7		71%	75%	77%	76%	38%	42%
2012	8		73%	68%		70%	34%	39%
2013	5	33%	32%	28%	20%	17%	16%	18%
2013	6		35%	29%	49%	32%	13%	16%
2013	7		40%	32%	38%	23%	12%	15%
2013	8		55%	50%	52%	51%	13%	16%
2014	5	42%	48%	36%		23%	20%	21%
2014	6	55%	33%		38%	45%	15%	18%
2014	7		45%	23%	59%	48%	14%	16%
2014	8		57%		50%	51%	14%	17%

6. Student Achievement Data for New York High Schools in 2012, 2013, and 2014, with District and State Comparisons, Divided by Subgroup

The New York Regents exams are administered to our New York High School students. The New York Regents are in the process of being aligned to the Common Core. As of 2014, the Algebra the English Regents exams have been aligned to the Common Core. Therefore, although the Regents exams cover a wide range of approximately 20 different subjects, for the purposes of this application , AF will provide tests results for the Common Core English (formerly, Comprehensive English) and Common Core Algebra (formerly, Integrated Algebra) subject tests in 2014.

Table 6.1

All Students NY Regents - % at/above proficient				
Year	Test Subject	AF Brooklyn High	NY Host Districts	State
2012	Comprehensive English	100%	69%	82%
2012	Integrated Algebra	96%	53%	71%
2013	Comprehensive English	93%	65%	77%
2013	Integrated Algebra	93%	56%	74%
2014	Common Core English	88%	69%	74%
2014	Common Core Algebra	89%	46%	68%

Table 6.2

FRL NY Regents - % at/above proficient				
Year	Test Subject	AF Brooklyn High	NY Host Districts	State
2013	Comprehensive English	95%	63%	66%
2013	Integrated Algebra	93%	55%	64%
2014	Common Core English	93%	68%	66%
2014	Common Core Algebra	84%	44%	54%
Note: NY state did not publish disaggregated information by the FRL subgroup for 2012.				

Table 6.3

ELL NY Regents - % at/above proficient				
Year	Test Subject	AF Brooklyn High	NY Host Districts	State
2013	Comprehensive English		28%	32%
2013	Integrated Algebra		35%	50%
2014	Common Core English		22%	23%
2014	Common Core Algebra		13%	26%

Note: NY state did not publish disaggregated information by the SPED subgroup for 2012. To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

Table 6.4

SPED NY Regents - % at/above proficient				
Year	Test Subject	AF Brooklyn High	NY Host Districts	State
2013	Comprehensive English		29%	44%
2013	Integrated Algebra	88%	24%	43%
2014	Common Core English	50%	42%	23%
2014	Common Core Algebra	86%	13%	30%

Note: NY state did not publish disaggregated information by the SPED subgroup for 2012. To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

Table 6.5

Minority (Black and Hispanic) NY Regents - % at/above proficient				
Year	Test Subject	AF Brooklyn High	NY Host Districts	State
2013	Comprehensive English	93%	60%	64%
2013	Integrated Algebra	93%	55%	60%
2014	Common Core English	93%	70%	64%
2014	Common Core Algebra	92%	41%	47%

Note: NY state did not publish disaggregated information by the minority subgroup for 2012. To ensure student confidentiality, the New York State Department of Education does not publish data for groups (i.e. Hispanic) with fewer than five students or data that would allow readers to easily determine the performance of a group with fewer than five students. Although total students tested in each category may be greater than 5, the number per group (i.e. Hispanic) is not and therefore, no data is displayed. Upon request, AF can provide the number of students tested.

7. Demonstrating Success in Closing Historic Achievement Gap Closing: Connecticut 2013 State Test Results, Achievement First (Average of all Schools) compared to Connecticut State, Divided by Subgroup

Table 7.1

Minority Students 2013 CT State Tests - % at/above proficient			
	AF (all schools)	CT State	% Difference
4	85%	70%	15%
8	86%	70%	16%
10	84%	64%	20%

Table 7.2

FRL Students 2013 CT State Tests - % at/above proficient			
	AF (all schools)	CT State	% Difference
4	84%	66%	18%
8	85%	67%	18%
10	83%	63%	20%

Table 7.3

ELL Students 2013 CT State Tests - % at/above proficient			
	AF (all schools)	CT State	% Difference
4	73%	41%	32%
8	72%	25%	47%
10	75%	32%	43%

Table 7.4

SPED Students 2013 CT State Tests - % at/above proficient			
	AF (all schools)	CT State	% Difference
4	63%	57%	6%
8	57%	59%	-2%
10	50%	48%	2%

8. Demonstrating Success in Closing Historic Achievement Gap Closing: New York 2014 State Test Results, Achievement First (Average of all Schools) compared to New York State, Divided by Subgroup

Table 8.1

Minority Students 2014 NY State Tests - % at/above proficient			
	AF (all schools)	NY State	% Difference
4	45%	23%	22%
8	53%	17%	36%
HS Regents	92%	56%	36%

Table 8.2

FRL Students 2014 NY State Tests - % at/above proficient			
	AF (all schools)	NY State	% Difference
4	43%	26%	17%
8	49%	19%	30%
HS Regents	89%	60%	29%

Table 8.3

ELL Students 2014 NY State Tests - % at/above proficient			
	AF (all schools)	NY State	% Difference
4	30%	10%	20%
8	N/A	N/A	N/A
HS Regents	N/A	N/A	N/A

Table 8.4

SPED Students 2014 NY State Tests - % at/above proficient			
	AF (all schools)	NY State	% Difference
4	18%	10%	8%
8	13%	5%	8%
HS Regents	68%	35%	33%

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Appendix G – Supplemental Organizational Budgets and Financial Information

Please see the following tables for AF's multi-year financial and operating model.

SUMMARY FINANCIALS -- AF AND SCHOOLS

		2015-16 Model	2016-17 Model	2017-18 Model	2018-19 Model	2019-20 Model	2020-21 Model
Summary Financials -- Schools							
SCHOOLS	Total Enrollment	10,919	12,015	13,133	14,171	15,621	16,712
SCHOOLS	Total Staff	1,387	1,516	1,646	1,782	1,972	2,109
<i>in thousands</i>							
SCHOOLS	Total Income (not incl. phil)						
SCHOOLS	Total Expenses						
SCHOOLS	Net Operating Income (Loss)	(4,539)	(2,700)	(1,180)	(1,164)	353	954
Summary Financials -- Network Support							
AF	Total Staff	146	152	156	160	161	163
<i>in thousands</i>							
AF	Total Income (not incl. phil)						
AF	Total Expenses						
AF	Net Operating Income (Loss)	(2,396)	(2,142)	(1,046)	(951)	1,330	2,495
Summary Financials -- Consolidated							
CONSOL	Total Staff	1,533	1,667	1,802	1,942	2,133	2,272
<i>in thousands</i>							
CONSOL	Total Income (not incl. phil)						
CONSOL	Total Expenses						
CONSOL	Net Operating Income (Loss)	(6,935)	(4,841)	(2,227)	(2,115)	1,683	3,449
Financial by Area and School							
NY	Total Enrollment	6,382	7,163	7,790	8,382	9,303	9,872
NY	Total Staff	840	931	1,007	1,085	1,204	1,279
<i>in thousands</i>							
NY	Total Income						
NY	Total Expenses						
NY	Net Operating Income (Loss)	(475)	(54)	548	198	290	759
CT	Total Enrollment	3,993	4,124	4,432	4,693	5,130	5,468
CT	Total Staff	476	490	521	556	614	655

in thousands

CT	Total Income					
CT	Total Expenses					
CT	Net Operating Income (Loss)	(3,942)	(2,968)	(1,740)	(1,447)	(100)

RI	Total Enrollment	544	728	912	1,096	1,188	1,372
RI	Total Staff	72	95	119	142	154	176

in thousands

RI	Total Income						
RI	Total Expenses						
RI	Net Operating Income (Loss)	(122)	323	11	85	163	44

TBD	Total Enrollment	-	-	-	-	-	-
TBD	Total Staff	-	-	-	-	-	-

in thousands

TBD	Total Income	-	-	-	-	-	-
TBD	Total Expenses	-	-	-	-	-	-
TBD	Net Operating Income (Loss)	-	-	-	-	-	-

Amistad ES								
CT	AA ES	Total Enrollment	480	480	480	480	480	480
CT	AA ES	Total Staff	53	53	53	53	53	53
<i>in thousands</i>								
CT	AA ES	Total Income						
CT	AA ES	Total Expenses						
CT	AA ES	Net Operating Income (Loss)	286	408	528	647	660	673

Amistad MS								
CT	AA MS	Total Enrollment	380	380	380	380	380	380
CT	AA MS	Total Staff	46	46	46	46	46	46

			<i>in thousands</i>					
CT	AA MS	Total Income						
CT	AA MS	Total Expenses						
CT	AA MS	Net Operating Income (Loss)	(474)	(391)	(310)	(231)	(235)	(240)

Amistad HS

CT	AA HS	Total Enrollment	205	210	210	210	210	210
CT	AA HS	Total Staff	25	26	26	26	26	26

			<i>in thousands</i>					
CT	AA HS	Total Income						
CT	AA HS	Total Expenses						
CT	AA HS	Net Operating Income (Loss)	(663)	(641)	(605)	(570)	(581)	(593)

Elm City ES

CT	ECCP ES	Total Enrollment	300	300	300	300	300	300
CT	ECCP ES	Total Staff	34	34	34	34	34	34

			<i>in thousands</i>					
CT	ECCP ES	Total Income						
CT	ECCP ES	Total Expenses						
CT	ECCP ES	Net Operating Income (Loss)	97	172	246	318	324	331

Elm City MS

CT	ECCP MS	Total Enrollment	230	230	230	230	230	230
CT	ECCP MS	Total Staff	28	28	28	28	28	28

			<i>in thousands</i>					
CT	ECCP MS	Total Income						
CT	ECCP MS	Total Expenses						
CT	ECCP MS	Net Operating Income (Loss)	(215)	(163)	(113)	(63)	(64)	(66)

Elm City HS

CT	ECCP HS	Total Enrollment	109	121	128	131	131	131
CT	ECCP HS	Total Staff	15	16	17	17	26	26

			<i>in thousands</i>					
CT	ECCP HS	Total Income						

CT	ECCP HS	Total Expenses							
CT	ECCP HS	Net Operating Income (Loss)	(414)	(437)	(443)	(397)	(1,133)	(1,155)	

AF Bridgeport ES

CT	BPT ES	Total Enrollment	480	480	480	480	480	480	
CT	BPT ES	Total Staff	53	53	53	53	53	53	
		<i>in thousands</i>							
CT	BPT ES	Total Income							
CT	BPT ES	Total Expenses							
CT	BPT ES	Net Operating Income (Loss)	286	408	528	647	660	673	

AF Bridgeport MS

CT	BPT MS	Total Enrollment	380	380	380	380	380	380	
CT	BPT MS	Total Staff	46	46	46	46	46	46	
		<i>in thousands</i>							
CT	BPT MS	Total Income							
CT	BPT MS	Total Expenses							
CT	BPT MS	Net Operating Income (Loss)	(474)	(391)	(310)	(231)	(235)	(240)	

AF Bridgeport HS

CT	BPT HS	Total Enrollment	210	210	210	210	210	210	
CT	BPT HS	Total Staff	26	26	26	26	26	26	
		<i>in thousands</i>							
CT	BPT HS	Total Income							
CT	BPT HS	Total Expenses							
CT	BPT HS	Net Operating Income (Loss)	(607)	(568)	(530)	(493)	(503)	(513)	

AF Bridgeport2 ES

CT	BPT2 ES	Total Enrollment	-	-	192	288	384	480	
CT	BPT2 ES	Total Staff	-	-	22	36	45	53	
		<i>in thousands</i>							
CT	BPT2 ES	Total Income	-	-					
CT	BPT2 ES	Total Expenses	-	-					
CT	BPT2 ES	Net Operating Income (Loss)	-	-	(47)	(99)	168	573	

AF Bridgeport2 MS

CT	BPT2 MS	Total Enrollment	-	-	-	95	190	285
CT	BPT2 MS	Total Staff	-	-	-	14	26	38
<i>in thousands</i>								
CT	BPT2 MS	Total Income	-	-	-			
CT	BPT2 MS	Total Expenses	-	-	-			
CT	BPT2 MS	Net Operating Income (Loss)	-	-	-	(469)	(587)	(653)

AF Bridgeport2 HS

CT	BPT2 HS	Total Enrollment	-	-	-	-	-	-
CT	BPT2 HS	Total Staff	-	-	-	-	-	-
<i>in thousands</i>								
CT	BPT2 HS	Total Income	-	-	-	-	-	-
CT	BPT2 HS	Total Expenses	-	-	-	-	-	-
CT	BPT2 HS	Net Operating Income (Loss)	-	-	-	-	-	-

AF Hartford ES

CT	HTFD ES	Total Enrollment	480	480	480	480	480	480
CT	HTFD ES	Total Staff	53	53	53	53	53	53
<i>in thousands</i>								
CT	HTFD ES	Total Income						
CT	HTFD ES	Total Expenses						
CT	HTFD ES	Net Operating Income (Loss)	354	478	599	719	1,275	1,296

AF Hartford MS

CT	HTFD MS	Total Enrollment	380	380	380	380	380	380
CT	HTFD MS	Total Staff	46	46	46	46	46	46
<i>in thousands</i>								
CT	HTFD MS	Total Income						
CT	HTFD MS	Total Expenses						
CT	HTFD MS	Net Operating Income (Loss)	(466)	(383)	(302)	(223)	252	253

AF Hartford HS

CT	HTFD HS	Total Enrollment	170	188	202	210	210	210
CT	HTFD HS	Total Staff	26	26	26	26	26	26
<i>in thousands</i>								
CT	HTFD HS	Total Income						
CT	HTFD HS	Total Expenses						
CT	HTFD HS	Net Operating Income (Loss)	(987)	(728)	(583)	(474)	(312)	(320)

AF Hartford2 ES

CT	HTFD2 ES	Total Enrollment	-	-	-	-	192	288
CT	HTFD2 ES	Total Staff	-	-	-	-	22	36
<i>in thousands</i>								
CT	HTFD2 ES	Total Income	-	-	-	-		
CT	HTFD2 ES	Total Expenses	-	-	-	-		
CT	HTFD2 ES	Net Operating Income (Loss)	-	-	-	-	275	305

AF Hartford2 MS

CT	HTFD2 MS	Total Enrollment	190	285	380	380	380	380
CT	HTFD2 MS	Total Staff	26	38	46	46	46	46
<i>in thousands</i>								
CT	HTFD2 MS	Total Income						
CT	HTFD2 MS	Total Expenses						
CT	HTFD2 MS	Net Operating Income (Loss)	(666)	(731)	(400)	(223)	252	253

AF Hartford2 HS

CT	HTFD2 HS	Total Enrollment	-	-	-	59	113	164
CT	HTFD2 HS	Total Staff	-	-	-	8	14	21
<i>in thousands</i>								
CT	HTFD2 HS	Total Income						
CT	HTFD2 HS	Total Expenses						
CT	HTFD2 HS	Net Operating Income (Loss)				(305)	(313)	(425)

AF New School1 ES

NY	NY11 ES	Total Enrollment	-	-	-	-	180	272
NY	NY11 ES	Total Staff	-	-	-	-	24	38

in thousands

NY	NY11 ES	Total Income	-	-	-	-	-		
NY	NY11 ES	Total Expenses	-	-	-	-	-		
NY	NY11 ES	Net Operating Income (Loss)	-	-	-	-	-	(98)	(152)

AF New School1 MS

NY	NY11 MS	Total Enrollment	-	-	-	-	-	-	-
NY	NY11 MS	Total Staff	-	-	-	-	-	-	-

in thousands

NY	NY11 MS	Total Income	-	-	-	-	-	-	-
NY	NY11 MS	Total Expenses	-	-	-	-	-	-	-
NY	NY11 MS	Net Operating Income (Loss)	-	-	-	-	-	-	-

AF New School2 ES

NY	NY12 ES	Total Enrollment	-	-	-	-	-	180	272
NY	NY12 ES	Total Staff	-	-	-	-	-	24	38

in thousands

NY	NY12 ES	Total Income	-	-	-	-	-		
NY	NY12 ES	Total Expenses	-	-	-	-	-		
NY	NY12 ES	Net Operating Income (Loss)	-	-	-	-	-	(98)	(152)

AF Crown Heights ES

NY	CH ES	Total Enrollment	456	456	456	456	456	456	456
NY	CH ES	Total Staff	57	57	57	57	57	57	57

in thousands

NY	CH ES	Total Income							
NY	CH ES	Total Expenses							
NY	CH ES	Net Operating Income (Loss)	417	426	434	443	452	461	

AF Crown Heights MS

NY	CH MS	Total Enrollment	368	368	368	368	368	368	368
NY	CH MS	Total Staff	49	49	49	49	49	49	49

in thousands

NY	CH MS	Total Income							
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NY	CH MS	Total Expenses							
NY	CH MS	Net Operating Income (Loss)	(24)	(24)	(25)	(25)	(26)	(26)	

AF Crown Heights HS

NY	BKLYN HS	Total Enrollment	210	210	210	210	210	210	
NY	BKLYN HS	Total Staff	27	27	27	27	27	27	
		<i>in thousands</i>							
NY	BKLYN HS	Total Income							
NY	BKLYN HS	Total Expenses							
NY	BKLYN HS	Net Operating Income (Loss)	(352)	(359)	(367)	(374)	(381)	(389)	

AF Endeavor ES

NY	END ES	Total Enrollment	456	456	456	456	456	456	
NY	END ES	Total Staff	57	57	57	57	57	57	
		<i>in thousands</i>							
NY	END ES	Total Income							
NY	END ES	Total Expenses							
NY	END ES	Net Operating Income (Loss)	417	426	434	443	452	461	

AF Endeavor MS

NY	END MS	Total Enrollment	368	368	368	368	368	368	
NY	END MS	Total Staff	49	49	49	49	49	49	
		<i>in thousands</i>							
NY	END MS	Total Income							
NY	END MS	Total Expenses							
NY	END MS	Net Operating Income (Loss)	(24)	(24)	(25)	(25)	(26)	(26)	

AF Endeavor HS

NY	END HS	Total Enrollment	169	194	200	210	210	210	
NY	END HS	Total Staff	27	27	27	27	27	27	
		<i>in thousands</i>							
NY	END HS	Total Income							
NY	END HS	Total Expenses							
NY	END HS	Net Operating Income (Loss)	(689)	(446)	(401)	(298)	(304)	(310)	

AF East New York ES

NY	ENY ES	Total Enrollment	456	456	456	456	456	456
NY	ENY ES	Total Staff	57	57	57	57	57	57
<i>in thousands</i>								
NY	ENY ES	Total Income						
NY	ENY ES	Total Expenses						
NY	ENY ES	Net Operating Income (Loss)	417	426	434	443	452	461

AF East New York MS

NY	ENY MS	Total Enrollment	368	368	368	368	368	368
NY	ENY MS	Total Staff	49	49	49	49	49	49
<i>in thousands</i>								
NY	ENY MS	Total Income						
NY	ENY MS	Total Expenses						
NY	ENY MS	Net Operating Income (Loss)	(24)	(24)	(25)	(25)	(26)	(26)

AF East New York HS

NY	UP HS	Total Enrollment	145	189	197	210	210	210
NY	UP HS	Total Staff	21	27	27	27	27	27
<i>in thousands</i>								
NY	UP HS	Total Income						
NY	UP HS	Total Expenses						
NY	UP HS	Net Operating Income (Loss)	(606)	(646)	(499)	(374)	(381)	(389)

AF Bushwick ES

NY	BUSH ES	Total Enrollment	456	456	456	456	456	456
NY	BUSH ES	Total Staff	57	57	57	57	57	57
<i>in thousands</i>								
NY	BUSH ES	Total Income						
NY	BUSH ES	Total Expenses						
NY	BUSH ES	Net Operating Income (Loss)	417	426	434	443	452	461

AF Bushwick MS

NY	BUSH MS	Total Enrollment	368	368	368	368	368	368
NY	BUSH MS	Total Staff	49	49	49	49	49	49
		<i>in thousands</i>						
NY	BUSH MS	Total Income						
NY	BUSH MS	Total Expenses						
NY	BUSH MS	Net Operating Income (Loss)	(24)	(24)	(25)	(25)	(26)	(26)

AF Bushwick HS

NY	BUSH HS	Total Enrollment	190	203	210	210	210	210
NY	BUSH HS	Total Staff	27	27	27	27	27	27
		<i>in thousands</i>						
NY	BUSH HS	Total Income						
NY	BUSH HS	Total Expenses						
NY	BUSH HS	Net Operating Income (Loss)	(480)	(355)	(292)	(298)	(304)	(310)

AF Apollo ES

NY	APOL ES	Total Enrollment	456	456	456	456	456	456
NY	APOL ES	Total Staff	57	57	57	57	57	57
		<i>in thousands</i>						
NY	APOL ES	Total Income						
NY	APOL ES	Total Expenses						
NY	APOL ES	Net Operating Income (Loss)	417	426	434	443	452	461

AF Apollo MS

NY	APOL MS	Total Enrollment	184	276	368	368	368	368
NY	APOL MS	Total Staff	28	40	49	49	49	49
		<i>in thousands</i>						
NY	APOL MS	Total Income						
NY	APOL MS	Total Expenses						
NY	APOL MS	Net Operating Income (Loss)	(495)	(374)	(48)	(25)	(26)	(26)

AF Apollo HS

NY	APOL HS	Total Enrollment	-	-	-	59	113	164
NY	APOL HS	Total Staff	-	-	-	8	15	21

in thousands

NY	APOL HS	Total Income	-	-	-	█	█	█
NY	APOL HS	Total Expenses	-	-	-	█	█	█
NY	APOL HS	Net Operating Income (Loss)	-	-	-	(312)	(380)	(473)

AF Brownsville ES

NY	BR ES	Total Enrollment	456	456	456	456	456	456
NY	BR ES	Total Staff	57	57	57	57	57	57

in thousands

NY	BR ES	Total Income	█	█	█	█	█	█
NY	BR ES	Total Expenses	█	█	█	█	█	█
NY	BR ES	Net Operating Income (Loss)	417	426	434	443	452	461

AF Brownsville MS

NY	BR MS	Total Enrollment	368	368	368	368	368	368
NY	BR MS	Total Staff	49	49	49	49	49	49

in thousands

NY	BR MS	Total Income	█	█	█	█	█	█
NY	BR MS	Total Expenses	█	█	█	█	█	█
NY	BR MS	Net Operating Income (Loss)	(46)	(24)	(25)	(25)	(26)	(26)

AF Brownsville HS

NY	AF HS #3	Total Enrollment	-	59	113	164	210	210
NY	AF HS #3	Total Staff	-	8	15	21	27	27

in thousands

NY	AF HS #3	Total Income	-	█	█	█	█	█
NY	AF HS #3	Total Expenses	-	█	█	█	█	█
NY	AF HS #3	Net Operating Income (Loss)	-	(300)	(365)	(454)	(468)	(389)

AF Aspire ES

NY	ASP ES	Total Enrollment	364	456	456	456	456	456
NY	ASP ES	Total Staff	48	57	57	57	57	57

in thousands

NY	ASP ES	Total Income	█	█	█	█	█	█
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NY	ASP ES	Total Expenses						
NY	ASP ES	Net Operating Income (Loss)	58	290	434	443	452	461

AF Aspire MS

NY	ASP MS	Total Enrollment	-	-	92	184	276	368
NY	ASP MS	Total Staff	-	-	14	28	40	49
		<i>in thousands</i>						
NY	ASP MS	Total Income	-	-				
NY	ASP MS	Total Expenses	-	-				
NY	ASP MS	Net Operating Income (Loss)	-	-	(332)	(526)	(397)	(51)

AF Aspire HS

NY	ASP HS	Total Enrollment	-	-	-	-	-	-
NY	ASP HS	Total Staff	-	-	-	-	-	-
		<i>in thousands</i>						
NY	ASP HS	Total Income	-	-	-	-	-	-
NY	ASP HS	Total Expenses	-	-	-	-	-	-
NY	ASP HS	Net Operating Income (Loss)	-	-	-	-	-	-

AF North Brooklyn ES

NY	NBRK ES	Total Enrollment	272	364	456	456	456	456
NY	NBRK ES	Total Staff	38	48	57	57	57	57
		<i>in thousands</i>						
NY	NBRK ES	Total Income						
NY	NBRK ES	Total Expenses						
NY	NBRK ES	Net Operating Income (Loss)	(138)	59	296	443	452	461

AF North Brooklyn MS

NY	NBRK MS	Total Enrollment	-	-	-	92	184	276
NY	NBRK MS	Total Staff	-	-	-	14	28	40
		<i>in thousands</i>						
NY	NBRK MS	Total Income	-	-	-			
NY	NBRK MS	Total Expenses	-	-	-			
NY	NBRK MS	Net Operating Income (Loss)	-	-	-	(339)	(536)	(405)

AF North Brooklyn HS

NY	NBRK HS	Total Enrollment	-	-	-	-	-	-
NY	NBRK HS	Total Staff	-	-	-	-	-	-
		<i>in thousands</i>						
NY	NBRK HS	Total Income	-	-	-	-	-	-
NY	NBRK HS	Total Expenses	-	-	-	-	-	-
NY	NBRK HS	Net Operating Income (Loss)	-	-	-	-	-	-

AF Linden ES

NY	LNDN ES	Total Enrollment	272	364	456	456	456	456
NY	LNDN ES	Total Staff	38	48	57	57	57	57
		<i>in thousands</i>						
NY	LNDN ES	Total Income	■	■	■	■	■	■
NY	LNDN ES	Total Expenses	■	■	■	■	■	■
NY	LNDN ES	Net Operating Income (Loss)	(138)	59	296	443	452	461

AF Linden MS

NY	LNDN MS	Total Enrollment	-	-	-	92	184	276
NY	LNDN MS	Total Staff	-	-	-	14	28	40
		<i>in thousands</i>						
NY	LNDN MS	Total Income	-	-	-	■	■	■
NY	LNDN MS	Total Expenses	-	-	-	■	■	■
NY	LNDN MS	Net Operating Income (Loss)	-	-	-	(339)	(536)	(405)

AF Linden HS

NY	LNDN HS	Total Enrollment	-	-	-	-	-	-
NY	LNDN HS	Total Staff	-	-	-	-	-	-
		<i>in thousands</i>						
NY	LNDN HS	Total Income	-	-	-	-	-	-
NY	LNDN HS	Total Expenses	-	-	-	-	-	-
NY	LNDN HS	Net Operating Income (Loss)	-	-	-	-	-	-

AF NY #10 ES

NY	NY10 ES	Total Enrollment	-	180	272	364	456	456
NY	NY10 ES	Total Staff	-	24	38	48	57	57
<i>in thousands</i>								
NY	NY10 ES	Total Income	-	█	█	█	█	█
NY	NY10 ES	Total Expenses	-	█	█	█	█	█
NY	NY10 ES	Net Operating Income (Loss)	-	(92)	(143)	62	308	461

AF NY #10 MS

NY	NY10 MS	Total Enrollment	-	92	184	276	368	368
NY	NY10 MS	Total Staff	-	14	28	40	49	49
<i>in thousands</i>								
NY	NY10 MS	Total Income	-	█	█	█	█	█
NY	NY10 MS	Total Expenses	-	█	█	█	█	█
NY	NY10 MS	Net Operating Income (Loss)	-	(326)	(515)	(389)	(50)	(26)

AF NY #10 HS

NY	NY10 HS	Total Enrollment	-	-	-	-	-	59
NY	NY10 HS	Total Staff	-	-	-	-	-	8
<i>in thousands</i>								
NY	NY10 HS	Total Income	-	-	-	-	-	█
NY	NY10 HS	Total Expenses	-	-	-	-	-	█
NY	NY10 HS	Net Operating Income (Loss)	-	-	-	-	-	(245)

AF Rhode Island #1 ES

RI	RI1 ES	Total Enrollment	364	456	456	456	456	456
RI	RI1 ES	Total Staff	48	57	57	57	57	57
<i>in thousands</i>								
RI	RI1 ES	Total Income	█	█	█	█	█	█
RI	RI1 ES	Total Expenses	█	█	█	█	█	█
RI	RI1 ES	Net Operating Income (Loss)	20	457	433	442	451	460

AF Rhode Island #1 MS

RI	RI1 MS	Total Enrollment	-	-	92	184	276	368
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RI	RI1 MS	Total Staff	-	-	14	28	40	48
		<i>in thousands</i>						
RI	RI1 MS	Total Income	-	-	█	█	█	█
RI	RI1 MS	Total Expenses	-	-	█	█	█	█
RI	RI1 MS	Net Operating Income (Loss)	-	-	(427)	(705)	(739)	(423)

AF Rhode Island #1 HS

RI	RI1 HS	Total Enrollment	-	-	-	-	-	-
RI	RI1 HS	Total Staff	-	-	-	-	-	-
		<i>in thousands</i>						
RI	RI1 HS	Total Income	-	-	-	-	-	-
RI	RI1 HS	Total Expenses	-	-	-	-	-	-
RI	RI1 HS	Net Operating Income (Loss)	-	-	-	-	-	-

AF Rhode Island #2 ES

RI	RI2 ES	Total Enrollment	180	272	364	456	456	456
RI	RI2 ES	Total Staff	24	38	48	57	57	57
		<i>in thousands</i>						
RI	RI2 ES	Total Income	█	█	█	█	█	█
RI	RI2 ES	Total Expenses	█	█	█	█	█	█
RI	RI2 ES	Net Operating Income (Loss)	(142)	(134)	5	348	451	460

AF Rhode Island #2 MS

RI	RI2 MS	Total Enrollment	-	-	-	-	-	92
RI	RI2 MS	Total Staff	-	-	-	-	-	14
		<i>in thousands</i>						
RI	RI2 MS	Total Income	-	-	-	-	-	█
RI	RI2 MS	Total Expenses	-	-	-	-	-	█
RI	RI2 MS	Net Operating Income (Loss)	-	-	-	-	-	(453)

AF Rhode Island #2 HS

RI	RI2 HS	Total Enrollment	-	-	-	-	-	-
RI	RI2 HS	Total Staff	-	-	-	-	-	-
		<i>in thousands</i>						

RI	RI2 HS	Total Income	-	-	-	-	-	-
RI	RI2 HS	Total Expenses	-	-	-	-	-	-
RI	RI2 HS	Net Operating Income (Loss)	-	-	-	-	-	-

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Appendix H – Additional Information

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AF Student Enrollment

Enrollment			
School	2014-2015	2013-2014	2012-2013
Achievement First Amistad HS	435	372	299
Achievement First Apollo ES	469	425	337
Achievement First Apollo MS	100		
Achievement First Aspire ES	236	181	
Achievement First Bridgeport ES	460	375	277
Achievement First Bridgeport MS	367	346	336
Achievement First Brooklyn HS	400	366	292
Achievement First Brownsville ES	458	423	422
Achievement First Brownsville MS	267	182	97
Achievement First Bushwick ES	466	435	432
Achievement First Bushwick MS	371	374	353
Achievement First Crown Heights ES	453	440	414
Achievement First Crown Heights MS	350	341	333
Achievement First East New York ES	448	430	421
Achievement First East New York MS	301	308	294
Achievement First Endeavor ES	459	360	256
Achievement First Endeavor MS	351	350	337
Achievement First Hartford ES	442	436	433
Achievement First Hartford HS	155	118	61
Achievement First Hartford MS	311	345	341
Achievement First Linden ES	186		
Achievement First Summit MS	82		
Achievement First University Prep HS	187	83	
AF North Brooklyn Prep ES	177		
AF Providence Mayoral Academy ES	272	180	
Amistad Academy ES	445	434	440
Amistad Academy MS	364	346	337
Elm City College Prep ES	296	295	296
Elm City College Prep MS	230	223	224
Total	9,538	8,168	7,032

AF Special Populations

Special Populations	SPED			ELL			FRL		
School	2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013	2014-2015	2013-2014	2012-2013
Achievement First Amistad HS	8.7%	7.3%	5.7%	5.5%	6.2%	2.7%	73.8%	75.3%	55.5%
Achievement First Apollo ES	7.3%	5.6%	5.0%	9.6%	3.1%	1.8%	90.4%	88.2%	86.6%
Achievement First Apollo MS	6.0%			0.0%			88.0%		
Achievement First Aspire ES	13.1%	11.0%		3.4%	3.9%		87.7%	89.0%	
Achievement First Bridgeport ES	5.7%	4.8%	4.7%	8.3%	11.5%	19.1%	85.2%	81.1%	76.9%
Achievement First Bridgeport MS	8.5%	9.5%	11.3%	11.4%	16.2%	13.4%	85.6%	80.1%	76.2%
Achievement First Brooklyn HS	14.0%	13.9%	8.6%	0.5%	0.5%	2.1%	79.5%	71.1%	74.6%
Achievement First Brownsville ES	7.9%	7.8%	5.9%	0.0%	0.0%	0.0%	87.1%	90.5%	84.0%
Achievement First Brownsville MS	11.6%	12.1%	9.3%	0.0%	0.5%	0.0%	82.8%	80.2%	84.4%
Achievement First Bushwick ES	16.1%	15.6%	13.4%	12.7%	10.1%	13.0%	89.9%	92.0%	85.8%
Achievement First Bushwick MS	13.2%	11.5%	11.3%	4.6%	4.3%	3.4%	84.4%	86.9%	86.3%
Achievement First Crown Heights ES	9.9%	8.6%	7.7%	0.0%	0.0%	0.0%	80.8%	81.1%	80.1%
Achievement First Crown Heights MS	10.3%	12.6%	14.1%	0.3%	0.3%	0.3%	59.7%	77.7%	77.9%
Achievement First East New York ES	10.7%	12.1%	8.3%	1.1%	1.2%	1.4%	88.0%	90.2%	86.6%
Achievement First East New York MS	10.0%	6.8%	7.1%	0.0%	0.6%	0.7%	81.7%	80.2%	83.2%
Achievement First Endeavor ES	9.2%	9.2%	9.0%	0.2%	0.0%	0.0%	79.5%	80.8%	79.0%
Achievement First Endeavor MS	17.4%	15.4%	13.9%	0.3%	0.6%	1.2%	90.0%	85.3%	83.5%
Achievement First Hartford ES	6.8%	6.7%	8.5%	5.4%	3.2%	7.2%	100%	100.0%	93.3%
Achievement First Hartford HS	7.7%	6.8%	9.8%	3.9%	3.4%	4.9%	100%	100.0%	91.8%
Achievement First Hartford MS	12.2%	11.3%	7.0%	3.5%	3.5%	6.2%	100%	100.0%	92.4%
Achievement First Linden ES	8.6%			1.6%			78.5%		
Achievement First Summit MS	12.2%			17.1%			100%		
Achievement First University Prep HS	10.7%	13.3%		2.7%	0.0%		84.0%	88.0%	
AF North Brooklyn Prep ES	14.1%			20.3%			86.4%		
AF Providence Mayoral Academy ES	5.9%	7.2%		23.9%	30.6%		84.6%	85.6%	
Amistad Academy ES	4.3%	5.1%	4.8%	15.3%	13.1%	20.2%	83.4%	91.0%	71.6%
Amistad Academy MS	6.6%	5.8%	5.0%	9.6%	10.4%	7.1%	80.2%	80.1%	65.0%
Elm City College Prep ES	2.0%	3.7%	4.1%	6.4%	8.5%	7.4%	86.2%	79.7%	68.6%
Elm City College Prep MS	5.7%	9.0%	9.8%	3.9%	3.6%	4.5%	83.0%	74.4%	64.3%

AF Ethnicity

Ethnicity School	2014-2015		2013-2014		2012-2013	
	% Black	% Hispanic	% Black	% Hispanic	% Black	% Hispanic
Achievement First Amistad HS	68.3%	29.7%	68.5%	30.6%	72.9%	26.4%
Achievement First Apollo ES	65.3%	28.6%	71.8%	24.5%	75.7%	22.0%
Achievement First Apollo MS	76.0%	22.0%				
Achievement First Aspire ES	76.3%	22.5%	74.6%	24.9%		
Achievement First Bridgeport ES	56.5%	38.7%	57.1%	38.7%	55.2%	40.4%
Achievement First Bridgeport MS	57.5%	37.9%	58.1%	37.3%	59.5%	36.9%
Achievement First Brooklyn HS	90.3%	8.8%	92.1%	6.8%	94.2%	4.5%
Achievement First Brownsville ES	90.0%	8.1%	91.3%	7.3%	91.2%	7.1%
Achievement First Brownsville MS	88.0%	10.9%	90.1%	9.3%	90.7%	8.2%
Achievement First Bushwick ES	35.2%	62.9%	34.3%	64.6%	38.2%	61.3%
Achievement First Bushwick MS	38.5%	60.7%	46.3%	52.9%	50.4%	48.4%
Achievement First Crown Heights ES	95.4%	4.2%	97.0%	2.5%	97.6%	1.9%
Achievement First Crown Heights MS	96.3%	2.6%	96.2%	2.9%	96.4%	3.3%
Achievement First East New York ES	82.4%	17.2%	82.3%	17.2%	86.0%	13.8%
Achievement First East New York MS	87.0%	11.3%	86.0%	12.0%	85.4%	13.6%
Achievement First Endeavor ES	88.5%	10.7%	89.4%	10.0%	92.2%	6.6%
Achievement First Endeavor MS	83.8%	15.4%	85.4%	14.3%	88.1%	11.6%
Achievement First Hartford ES	79.4%	19.9%	85.1%	14.7%	87.5%	12.5%
Achievement First Hartford HS	87.1%	12.3%	89.8%	10.2%	88.5%	11.5%
Achievement First Hartford MS	84.2%	15.8%	84.1%	15.4%	86.5%	12.3%
Achievement First Linden ES	90.3%	9.1%				
Achievement First Summit MS	54.9%	41.5%				
Achievement First University Prep HS	65.8%	34.2%	65.1%	34.9%		
AF North Brooklyn Prep ES	36.2%	58.2%				
AF Providence Mayoral Academy ES	29.0%	59.6%	30.0%	57.2%		
Amistad Academy ES	63.8%	33.9%	62.7%	35.5%	62.3%	35.5%
Amistad Academy MS	61.5%	34.9%	61.0%	34.7%	61.7%	33.5%
Elm City College Prep ES	74.3%	24.0%	74.9%	22.7%	77.0%	20.9%
Elm City College Prep MS	75.7%	23.5%	78.5%	20.2%	75.9%	22.3%

Connecticut Demographic Comparison Statistics 2013-14

Region	N Enrollment*
Hartford	21250
Bridgeport	20710
New Haven	21304
CT Host Districts**	63264
Connecticut***	

Special Populations		
% ELL	% SPED**	% FRL
16.68%	13.50%	84.69%
12.96%	12.20%	99.87%
12.72%	10.70%	65.88%
14.09%	12.11%	85.74%
5.71%	11.50%	35.20%

Ethnicity	
Black	Hispanic
33.18%	49.55%
37.54%	48.68%
42.86%	39.29%
38.70%	45.40%
13.90%	16.60%

** SPED data from 2011-2012

*** State Level data from 2011-2012.

New York Demographic Comparison Statistics 2013-14

District	Total Enrollment
NY CSD 13	21336
NY CSD 23	9756
NY CSD 19	22492
NY CSD 32	13280
NY CSD 17	23429
NY CSD 16	7812
NY CSD 13/16	29148
Brooklyn*	300879
New York City Public Schools	161808
New York State	2652283

Special Populations		
% FRL	%SPED	%ELL
71.00%	14.00%	4.00%
89.00%	24.00%	5.00%
87.00%	20.00%	12.06%
89.00%	19.00%	20.0%
84.00%	17.00%	10.00%
86.00%	25.00%	5.00%
78.50%	19.50%	4.50%
76.10%	15.00%	13.30%
68.00%	18.00%	13.00%
53.00%	16.00%	8.00%

Ethnicity	
Black	Hispanic
52.00%	16.00%
77.00%	20.00%
50.00%	41.00%
20.00%	76.00%
81.00%	14.00%
79.00%	17.00%
65.00%	16.50%
42.60%	27.70%
25.00%	46.00%
18.00%	25.00%

*Brooklyn data is from 2012-2013 school year

Rhode Island Demographic Comparison Statistics 2013-14

District	Total Enrollment	Special Populations			Ethnicity	
		% FRL	%SPED	%ELL	Black	Hispanic
Cranston	10,552	37.50%	5.30%	14.60%	4.40%	22.70%
North Providence	3,498	46.20%	2.00%	18.80%	8.30%	17.50%
Providence	23,827	80.50%	20.10%	16.40%	17.60%	64.70%
Warwick	9,393	33.60%	0.90%	20.90%	2.20%	6.50%
Rhode Island	142008	46.60%	6.30%	16.60%	8.10%	23.40%

Student Retention Data by Subgroup between the 2011-12 and 2012-13 school year, and the 2012-13 and 2013-14 school year, and the 2013-14 and 2014-15 school year.

Table 1.1

Student Retention between SY 2011-12 and SY 2012-13 by Subgroup			
Schools	FRL	ELL	SPED
AF Amistad HS	91%	100%	93%
AF Apollo ES	94%	86%	100%
AF Bridgeport ES	95%	85%	100%
AF Bridgeport MS	90%	97%	90%
AF Brooklyn HS	94%		95%
AF Brownsville ES	95%		96%
AF Bushwick ES	98%	100%	97%
AF Bushwick MS	95%	78%	100%
AF Crown Heights ES	96%		98%
AF Crown Heights MS	92%		93%
AF East New York ES	95%	67%	91%
AF East New York MS	93%	100%	74%
AF Endeavor ES	95%		100%
AF Endeavor MS	95%	100%	96%
AF Hartford ES	98%	94%	94%
AF Hartford MS	90%	77%	95%
Amistad Academy ES	97%	96%	100%
Amistad Academy MS	98%	91%	95%
Elm City College Prep ES	98%	100%	94%
Elm City College Prep MS	90%	86%	92%
*Blank values are due to no ELL students enrolled			

Table 1.2

Student Retention between SY 2012-13 and SY 2013-14 by Subgroup			
Schools	FRL	ELL	SPED
AF Amistad HS	93%	100%	100%
AF Apollo ES	94%	90%	73%
AF Bridgeport ES	99%	96%	100%
AF Bridgeport MS	92%	98%	80%
AF Brooklyn HS	97%	100%	93%
AF Brownsville ES	94%		93%
AF Brownsville MS	94%		100%
AF Bushwick ES	97%	94%	99%
AF Bushwick MS	95%	100%	93%
AF Crown Heights ES	96%		95%

AF Crown Heights MS	91%		94%
AF East New York ES	95%	100%	92%
AF East New York MS	90%	100%	88%
AF Endeavor ES	97%		96%
AF Endeavor MS	97%	100%	98%
AF Hartford ES	93%	80%	97%
AF Hartford HS	92%	100%	100%
AF Hartford MS	90%	89%	97%
Amistad Academy ES	99%	97%	96%
Amistad Academy MS	95%	100%	91%
Elm City College Prep ES	95%	100%	88%
Elm City College Prep MS	92%	100%	97%
*Blank values are due to no ELL students enrolled			

Table 1.3

Student Retention between SY 2013-2014 and SY 2014-2015 by subgroup			
School Name	FRL Retention	ELL Retention	IEP Retention
Amistad Academy ES	97%	96%	97%
Amistad Academy MS	87%	87%	83%
AF Amistad HS	92%	79%	91%
AF Apollo ES	97%	100%	93%
AF Aspire ES	96%	83%	100%
AF Bridgeport ES	97%	100%	100%
AF Bridgeport MS	88%	90%	94%
AF Brooklyn HS	95%	100%	94%
AF Brownsville ES	97%	100%	100%
AF Brownsville MS	98%	100%	100%
AF Bushwick ES	98%	97%	97%
AF Bushwick MS	92%	94%	89%
AF Crown Heights ES	96%	100%	96%
AF Crown Heights MS	90%	100%	91%
AF East New York ES	95%	100%	96%
AF East New York MS	89%	100%	96%
AF Endeavor ES	96%	100%	97%
AF Endeavor MS	89%	67%	84%
AF Hartford ES	94%	100%	89%
AF Hartford MS	76%	100%	92%
AF Hartford HS	90%	100%	100%
AF University Prep HS	90%	100%	90%

Elm City College Prep ES	95%	100%	73%
Elm City College Prep MS	89%	75%	72%
AF Providence ES	97%	94%	88%

Student Suspension Data for the 2012-13, 2013-14 and 2014-15 school years.

Table 2.1

Percentage of Scholars with 1 or more Events			
School	2012-2013	2013-2014	2014-2015
AF Amistad HS	49%	50%	32%
AF Apollo ES	13%	6%	4%
AF Apollo MS			19%
AF Aspire ES		5%	3%
AF Bridgeport ES	4%	9%	10%
AF Bridgeport MS	21%	40%	31%
AF Brooklyn HS	38%	41%	18%
AF Brownsville ES	21%	10%	2%
AF Brownsville MS	51%	25%	19%
AF Bushwick ES	4%	3%	3%
AF Bushwick MS	32%	22%	8%
AF Crown Heights ES	8%	6%	2%
AF Crown Heights MS	46%	14%	9%
AF East New York ES	7%	8%	6%
AF East New York MS	42%	28%	15%
AF Endeavor ES	9%	12%	5%
AF Endeavor MS	36%	36%	23%
AF Hartford ES	45%	20%	12%
AF Hartford HS	60%	23%	17%
AF Hartford MS	46%	43%	36%
AF Linden ES			2%
AF North Brooklyn Prep ES			1%
AF Providence ES		6%	2%
AF Summit MS			26%
AF University Prep HS		26%	19%
Amistad Academy ES	12%	17%	10%
Amistad Academy MS	63%	55%	33%
Elm City College Prep ES	17%	18%	5%
Elm City College Prep MS	28%	28%	9%
* Events include ISS, OSS and Expulsions			

The suspensions rates indicated in the table above includes in-school suspensions (ISS), out-of-school suspensions (OSS) and Expulsions. AF's definition of suspension aligns with the

suspension definitions in each of our states. A suspension in Connecticut is defined as more than 90 minutes out of the classroom and up to 10 days. A suspension in New York and Rhode Island is defined as more than 4 hours out of the classroom and up to 10 days. Currently, AF is unable to generate suspension information by subgroup.

Graduation Rates for 2012, 2013 and 2014

AF 2012 Graduation Rate: In 2012, AF changed the way that graduation rates were calculated; therefore, 2012 graduate data would not provide for a good point of comparison and was not included. Currently, AF is unable to generate graduation data by subgroup.

Table 3.1

AF 2013 Graduation Rates						
School	AF Graduates	Likely Graduated Outside AF	Total from Original 9th Grade Cohort	Unknown Status (left Public School System / State)	Adjusted Denominator (Total - Unknown)	Graduation % (AF + Outside Graduates / Adjusted Denominator)
AF Amistad HS (4 year)	22	13	61	14	47	74.5%
AF Brooklyn HS (4 year)	31	9	63	7	56	71.4%
AF Amistad HS (5 year)	27	17	62	9	53	83.0%
AF Amistad HS Total	49	30	123	23	100	79.0%
Network 4-year	53	22	124	21	103	72.8%
Network 5-year	27	17	62	9	53	83.0%

Table 3.2

AF 2014 Graduation Rates						
School	AF Graduates	Likely Graduated Outside AF	Total from Original 9th Grade Cohort	Unknown (Left Public School System / State)	Adjusted Denominator (Total - Unknown)	% Graduates (Total Graduates / Adjusted Denominator)
AF Amistad HS (4 year)	34	22	78	8	70	80%
AF Brooklyn HS (4 year)	34	13	65	0	65	72%

AF Amistad HS (5 year)	29	16	63	16	47	6%
AF Brooklyn HS (5 year)	33	13	62	7	55	84%
Network (4 year)	68	35	143	8	135	76%
Network (5 year)	62	29	125	23	102	89%

Table 3.3

AF Matriculation rates (2011-2012)		
School	% Accepted to Any College	% Matriculated to Any College
AF Amistad HS	100%	100%
AF Brooklyn HS	N/A	N/A
AF Network	100%	100%

Table 3.4

AF Matriculation rates (2012-2013)		
School	% Accepted to Any College	% Matriculated to Any College
AF Amistad HS	100%	90%
AF Brooklyn HS	100%	97%
AF Network	100%	94%

Table 3.5

AF Matriculation rates (2013-2014)		
School	% Accepted to Any College	% Matriculated to Any College
AF Amistad HS	100%	90%
AF Brooklyn HS	100%	95%
AF Network	100%	92%

Achievement First Brooklyn Student Admissions Policy

This policy applies to the individual schools operating under the following charters:

- Achievement First Apollo
- Achievement First Aspire
- Achievement First Brownsville
- Achievement First Bushwick
- Achievement First Crown Heights
- Achievement First East New York
- Achievement First Endeavor
- Achievement First Linden
- Achievement First North Brooklyn Prep

Student Recruitment

Achievement First Brooklyn schools (“AF Brooklyn”) will execute on a broad student recruitment strategy including extensive community outreach to solicit applications from a wide variety of parents with students entering grades that are holding a lottery to fill vacant seats. AF Brooklyn will pay particular attention to the recruitment of at-risk applicants including those qualifying for the federal free and reduced price lunch program, students that require special education services, and students with limited English proficiency or English Language Learners.

As public charter schools, AF Brooklyn will be open to all children who are eligible for admission to a public school under New York State law. Additionally, AF Brooklyn will follow all applicable state and federal laws in admitting students.

In accordance with the 2010 New York State Education Law governing charter schools, to enroll new students AF Brooklyn will, on behalf of each school, conduct a blind admissions process requesting only basic information from parents about prospective students. AF Brooklyn will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

Open Admissions Only to Designated Lottery Grades

AF Brooklyn will open admissions through a lottery for any grade (K-12) at each school depending on the number of seats available (Lottery Grades). New schools will open with one or two grades and grow to full size over time. Prospective students must submit an application (“lottery application”) to be eligible. If an AF Brooklyn school receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade.

Qualifications for Admission through the Lottery

- Kindergarten applicants must turn five years old on or before December 31st of the year in which they matriculate; and
- All applicants must submit a completed and valid lottery application by the designated application deadline which will be no earlier than April 1st.

The admissions lottery will be open to the public and noticed in accordance with the Open Meetings Law. There will be an impartial person conducting the selection of lottery applicants or acting as an observer at the lottery of the selection of lottery applicants.

Automatic Admissions Preferences

Automatic admissions preferences will be given to eligible applicants in the following order:

- First preference is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply; and
- Second preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian’s care and residing in the same household. Siblings are automatically granted a space in a lottery grade, if and only if, the number of siblings does not exceed the number of available seats. If not, they will be placed on the school’s waitlist as described in the waitlist policy below.

Non-Automatic (“weighted”) Admissions Preference

A weighted (*i.e.*, number of chances) preference will be given to eligible applicants in the following categories:

All eligible applicants to AF Brooklyn will receive one (1) chance in the lottery.

District Preference

As required by New York State law, AF Brooklyn schools will give an admissions preference to students who reside in the New York City Department of Education (“NYCDOE”) designated Community School District (“CSD”) in which the school is set to be located at the time the admissions lottery is conducted, even if the school plans to move at a later date. Additionally, the in-district preference may also include the CSD of location of other schools operated by the same charter (*e.g.*, a consolidated high school can offer, in addition to the CSD of the high school location, a preference for the CSD of location for its feeder middle schools).

At-Risk Preference – Free or reduced price lunch

AF Brooklyn schools will also give non-automatic admissions preferences to applicants who qualify for free or reduced price lunch (“FRPL”), are English Language Learners (“ELL”), or are eligible for special education services (“Special Education”).

The at-risk designation for FRPL will be determined based on whether the applicant indicates that they meet one or more of the following criteria for the academic or calendar year in which the lottery occurs: (1) it has previously been determined that the applicant qualifies for FRPL; (2) the applicant meets the requirements for the supplemental nutrition assistance program (“SNAP”) also known as food stamps; (3) the applicant meets the requirements for the temporary assistance for needy families (“TANF”) program; or (4) the family income is equal to or less than the income levels necessary to qualify for FRPL, SNAP, or TANF—*e.g.*, a family of two whose gross income

in 2013 was less than or equal to \$28,694 as per the federal government’s Income Eligibility Guidelines.

At-Risk Preference – English Language Learners

The at-risk designation for ELLs will be determined based on whether the applicant indicates that they have previously been classified as an ELL student based on official LAB-R testing. In the case of kindergarten students or ELLs that have not yet been identified by LAB-R testing, the school will also give at-risk designation for ELL students if either of the following two criteria are self-reported on the lottery application: the primary language spoken by the child is not English or the language primarily spoken in the home is not English. In addition, at-risk designation for ELL will be given based on the assumption that if an applicant completes the Spanish language version of the student application, a language other than English is primarily spoken in the home.

At-Risk Preference – Special Education

The at-risk designation for recipient of special education services will be determined based on whether the applicant indicates on the lottery application that the student has an Individualized Education Plan (IEP) or a 504 Plan, or has previously received special education services in the past.

As of April 2015, weights assigned to each of the non-automatic preferences described above are indicated in the chart below. Weights are additive, such that an application qualifying for multiple preferences will receive a number of chances equal to the sum of their weights.

Applicant Type	Number of Entries in the Lottery
All applicants	1
CSD	11
FRPL	1
ELL	2
Special Education	1

AF Brooklyn schools may adjust the weights assigned to each non-automatic preference in future years based on a number of factors, including analysis of the previous year’s lottery. AF Brooklyn will notify the relevant charter authorizer of any changes to the above weight assignments by March 15 prior to that year’s lottery.

Lottery Selection Process

Once all applicants with an automatic preference have been admitted, all other applicants will be considered.

Each of the applicant’s entries after any weighted preferences are applied will be drawn at random using blind computer algorithm and assigned a lottery number indicating the order in which they were drawn. All applicant entries will then be organized in the order in which they were drawn until there are no seats available. Remaining applicants will be added to a waitlist in the order in which they were drawn. Siblings applying to a lottery at the same school, where no sibling already attends the school, will be automatically admitted if one sibling is admitted, or if

no open seats remain, added to the waitlist in the order that the other sibling was selected in the lottery.

Any and all applications received after the application deadline will be automatically added to the bottom of the waitlist in the order in which they are received, except applications submitted by siblings of currently enrolled students. These sibling applicants will continue to receive preference and will be added to the waitlist behind any other sibling applicants already on the list, but ahead of all other students on the waitlist. In order to avoid such a situation, AF Brooklyn will make a concerted effort to inform current parents and teachers of the need to submit applications prior to the admissions deadline. The waitlist will be used to fill empty spaces as necessary.

Application Deadline

The deadline for all lottery applications to AF Brooklyn schools will be no earlier than April 1st. All applications must be received on or before the close of business on the date of the application deadline to be included in the admissions lottery.

Application to Waitlist

Students may apply for admission to enroll after the lottery deadline has passed by submitting a waitlist application which will be maintained for each lottery grade. Waitlist applications will be added to the list in order of application receipt, excepting new applicants with siblings already attending the school, who will be added to the waitlist behind any other sibling applicants already on the list, but ahead of all other students.

Effective with the 2015-16 school year, waitlist members from the prior year will *not* roll over to the subsequent year. The waitlist resulting from the 2015-16 lottery will remain active until the subsequent lottery in or around April 2016, and waitlists for subsequent lotteries will remain active until the lottery of the following year. After the initial lottery, this waitlist will be the only official source for identifying eligible applicants for admission to the school in the case of vacancy.

Families that are called off of the waitlist will be invited to enroll and will be asked to complete a family chat and required enrollment paperwork and assessment exams. Results of the assessment exam will be used solely for the purpose of class placement and in some cases, grade placement. If the results of the assessment reveal that the student is below grade level, the student may be asked to enter the grade at which the student performed, if said grade is offered within the charter.

Vacancy

Should a space become available in a class at a school operated by AF Brooklyn, the school will contact the parents or guardians of the next student on the waitlist. The school will make reasonable attempts to contact the parents or guardians of the first student on the waitlist to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waitlist and contact the next student on the waitlist.

Enrollment and Eligibility

All students who are accepted for enrollment must complete all of the school's enrollment forms, which may include an application for the Free and Reduced Price Lunch program (FRL), by the date required by the school, in order to reserve a seat in the school. Thereafter, students are required to submit admissions paperwork as directed by the school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school's baseline assessments as required, the results of which may require that the student be asked to enroll in a lower grade within the charter.

In addition to the requirements described above, a child is eligible for grades K-12 only if:

- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms timely and truthfully.

Parent/guardians will also be strongly encouraged to attend one orientations and/or family chats which will be offered at multiple times and dates to ensure convenience for parents.

Voluntary Withdrawal

AF Brooklyn is comprised of public charter schools of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from an AF Brooklyn school at any time. Parents may withdraw students verbally or in writing. A student who attends another school is subject to being automatically withdrawn from AF Brooklyn. If the parents or guardians wish to transfer their child to another school, the staff at the AF Brooklyn school will make reasonable efforts to help the student find a school that better serves the family's desires. AF Brooklyn will ensure the timely transfer of any necessary school records to the student's new school in accordance with applicable law and regulations. If the student wishes to return to AF Brooklyn, the student may, at the school's discretion, re-enroll if such request is made within a reasonable time, the student has maintained satisfactory academic standing and the seat has not been filled with a waitlisted applicant.

Limited and Temporary Withdrawal

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases the student's parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student's intent to return. The school will grant temporary withdrawal on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the parents' intent to return. If temporary withdrawal is granted, the school may re-admit the student at the conclusion of the agreed withdrawal period.

Achievement First Bridgeport Student Admissions Policy

Student Recruitment

Achievement First Bridgeport (“Bridgeport”) will execute on a broad student recruitment strategy including extensive community outreach to solicit applications from a wide variety of parents with students entering kindergarten to 12th grade. Bridgeport will pay particular attention to the recruitment of at-risk applicants including those qualifying for the federal free and reduced price lunch program (“FRPL”), students that require special education services and students with limited English proficiency or English Language Learners (“ELL”).

As a public charter school, Bridgeport will be open to all children who are eligible for admission to a public school under Connecticut law. All applicants must be Bridgeport residents and live in one of the pre-determined and traditionally underserved neighborhoods as defined by the neighborhood school that the scholar would normally attend. Additionally, Bridgeport will follow all applicable state and federal laws in admitting students.

In accordance with state and federal law governing charter schools, to enroll new students Bridgeport will conduct a blind admissions process requesting only basic information from parents about prospective students. Bridgeport will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

Bridgeport will open admissions through a lottery for grades K through 11. Prospective students must submit an application (“lottery application”) to be eligible. If Bridgeport receives more lottery applications than the school has seats available for that grade, then the school will conduct a blind lottery to determine which children will be admitted into that grade.

Qualifications for Admission through the Lottery

- All applicants must reside in Bridgeport;
- Kindergarten applicants must turn five years old on or before December 31st of the year in which they matriculate; and
- All applicants must submit a completed and valid lottery application by the designated application deadline which will be no earlier than April 1st.

Automatic Admissions Preferences

Automatic admissions preferences will be given to eligible applicants in the following order:

- First preference is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply; and
- Second preference is given to siblings of students enrolled in the school. A sibling is defined as a brother, sister, or other child legally under the same parent/guardian’s care and residing in the same household. Siblings are automatically granted a space in a grade, if and only if, a seat is available seats. If not, they will be placed on the school’s waiting list as described in the waiting list policy below.

Lottery Selection Process

Once all applicants with an automatic preference have been admitted, all other applicants will be considered. Each of the applicant's entries will be assigned a computer generated random number. All applicant entries will then be organized in descending order and the applicants with the highest number will be admitted until there are no seats available. Siblings applying to the lottery where no sibling already attends the school will be automatically admitted if one sibling is admitted, in the order that the other sibling was selected in the lottery. All remaining applicants will be added to the waitlist in descending order based on their assigned random number.

Any and all applications received after the deadline will be automatically added to the bottom of the waiting list in the order in which they are received, except applications submitted by siblings of currently enrolled students. These sibling applicants will continue to receive preference and will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all other students on the waiting list. In order to avoid such a situation, Achievement First and Bridgeport will make a concerted effort to inform current parents of the need to submit sibling applications prior to the admissions deadline.

Application Deadline

The deadline for all lottery applications to Bridgeport will be no earlier than April 1st. All applications must be received on or before the close of business on the date of the application deadline to be included in the admissions lottery.

Application to Waiting List

Students may apply for admission to enroll in a lottery grade after lottery deadline has passed by submitting a waiting application which will be maintained for each lottery grade. Waiting list applications will be added to the list in order of application receipt, excepting new applicants with siblings already attending the school, who will be added to the waiting list behind any other sibling applicants already on the list, but ahead of all other students. This waiting list will be the only official source for identifying eligible applicants for admission to the school in the case of vacancy.

Families that are called off of the waitlist will be invited to enroll and will be asked to complete a family chat and required enrollment paperwork and assessment exams. Results of the assessment exam will be used solely for the purpose of class placement and in some cases, grade placement. If the results of the assessment reveal that the student is below grade level, the student may be asked to enter the grade at which the student performed, if said grade is offered within the charter.

Vacancy

Should a space become available in a class at Bridgeport, the school will contact the parents or guardians of the next student on the waiting list. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list.

Enrollment and Eligibility

All students who are accepted for enrollment must complete all of the school's enrollment forms by the date required by the school, in order to reserve a seat in the school. Thereafter, students are required to submit admissions paperwork as directed by the school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school's baseline assessments as required, the results of which may require that the student be asked to enroll in a lower grade within the charter.

In addition to the requirements described above, a child is eligible for grades K-11 only if:

- The student turns five years of age on or before December 31st of the year in which they enroll; or
- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms timely and truthfully.

Parent/guardians will also be strongly encouraged to attend one orientations and/or family chats which will be offered at multiple times and dates to ensure convenience for parents.

Voluntary Withdrawal

Bridgeport is a public charter school of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from Bridgeport at any time. Parents may withdraw students verbally or in writing. A student who attends another school is subject to being automatically withdrawn from Bridgeport. If the parents or guardians wish to transfer their child to another school, the staff at Bridgeport will make reasonable efforts to help the student find a school that better serves the family's desires. Bridgeport will ensure the timely transfer of any necessary school records to the student's new school in accordance with applicable law and regulations. If the student wishes to return to Bridgeport, the student may, at the school's discretion, re-enroll if such request is made within a reasonable time, the student has maintained satisfactory academic standing and the seat has not been filled with a waitlisted applicant.

Limited and Temporary Withdrawal

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases the student's parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student's intent to return. The school will grant temporary withdrawal on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the parents' intent to return. If temporary withdrawal is granted, the school may re-admit the student into Bridgeport.

2015-2016

Achievement First Rhode Island Student Admissions Policy

Student Recruitment

The schools operating under the Achievement First Rhode Island charter (AFRI) approved by the Rhode Island Department of Education (RIDE) AFRI will execute on a broad student recruitment strategy including extensive community outreach to solicit applications from a wide variety of parents with students entering grades that are holding a lottery to fill vacant seats. AFRI will pay particular attention to the recruitment of at-risk applicants including those qualifying for the federal free and reduced price lunch program, students that require special services and students with limited English proficiency.

Operating as a Mayoral Academy, AFRI will be open to all children living in Cranston, Warwick, North Providence and Providence who are eligible for admission to a public school. (See Appendix A for state law governing Mayoral Academies) Additionally, AFRI will follow all applicable state and federal laws in admitting students.

In accordance with the state and federal laws governing charter schools, to enroll new students AFRI will conduct a blind admissions process requesting only basic information from parents about prospective students. AFRI will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

Open Admissions Only to Designated Grades

AFRI will open admissions through a lottery for all school grades which have available seats (“lottery grades”). Prospective students must submit an application (“lottery application”) to be eligible. If AFRI receives more lottery applications than the school has seats available for that lottery grade, then the school will conduct a blind lottery to determine which children will be admitted into that lottery grade.

Qualifications for Admission through the Lottery

- The applicant must reside in Cranston, Providence, North Providence or Warwick.
- Kindergarten applicants must turn five years old on or before September 1st of the year in which they matriculate; and
- All applicants must submit a completed and valid lottery application by the designated application deadline which will be *no earlier* than February 22nd.

Automatic Admissions Preferences

Automatic admissions preferences will be given to eligible applicants in the following order:

- First preference is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply; and

- Second preference is given to siblings of students enrolled in the same school.
- Third preference is given to siblings of students enrolled in another school within the Achievement First Rhode Island charter. For both the second and third preferences, a sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings must complete a lottery application and will be automatically granted a space in a lottery grade, if and only if, the number of siblings does not exceed the number of available seats. If AFRI receives more sibling applications than there are seats available, a lottery will be held among just siblings who will be randomly selected to enroll. Siblings that are not selected to enroll via the lottery will be added to the waitlist in order that they were drawn. Siblings who apply to enroll after the lottery has completed, will be added to the waitlist behind any other sibling applicants already on the list, but ahead of all other students as detailed in the waitlist policy below.
- Fourth preference¹ is given to the children of current staff working at AFRI at the time of the application and children of original founding staff regardless of their employment status (Teacher/Founder Applicants). Founder is defined as a person who participated in the establishment of AFRI and was on staff at the end of the first year of operation, and of which there is a list is available in Appendix B. Teachers are defined as teacher or staff members who are employed by AFRI at the time of the application. Teacher/Founder Applicants are automatically granted a space in a lottery grade, if and only if, the number of Teacher/Founder Applicants does not exceed the number of available seats. If AFRI receives more Teacher/Founder Applications than there are seats available, a lottery will be held among just Teacher/Founder Applicants who will be randomly selected to enroll. Teacher/Founder Applicants that are not selected to enroll via the lottery will be added to the waitlist in order that they were drawn. Teacher/Founder Applicants who apply to enroll after the lottery has completed, will be added to the waitlist behind any other sibling or Teacher/Founder Applicants already on the list, but ahead of all other students as detailed in the waitlist policy below. The total number of Teacher/Founder applicants granted this preference will not exceed 10% of the open seats across the AFRI charter.

Non-Automatic (“weighted”) Admissions Preference

There are no Non-Automatic preferences being applied for the 2015-16 school year.

Lottery Selection Process

Once all applicants with automatic preferences have been admitted or waitlisted, all other applicants will be considered. Each of the applicant's entries after any weighted preferences are applied will be drawn at random using blind computer algorithm and assigned a lottery number indicating the order in which they were drawn. All applicant entries will then be organized in the order in which they were drawn until there are no seats available. Remaining applicants will be added to a waitlist in the order in which they were drawn. Siblings applying to a lottery at the same school, where no sibling already attends the school, will be automatically admitted if one sibling is admitted, or if no open seats remain, added to the waitlist in the order that the other sibling was selected in the lottery.

¹ The Teacher/Founder preference is a tool to recruit and retain the highest level of talent available. Based on the current staffing and candidate pool, we do not anticipate employing this preference for the 2015-16 lottery.

Any and all applications received after the application deadline will be automatically added to the bottom of the waitlist in the order in which they are received, except applications submitted by siblings of currently enrolled students and Teacher/Founder Applicants. These sibling and Teacher/Founder applicants will continue to receive preference and will be added to the waitlist behind any other sibling applicants already on the list, but ahead of all other students on the waitlist. In order to avoid such a situation, Achievement First and AFRI will make a concerted effort to inform current parents and teachers of the need to submit applications prior to the admissions deadline. The waitlist will be used to fill empty spaces as necessary.

Application Deadline

Each year the deadline for all lottery applications to AFRI will be no earlier than February 22nd and the lottery will be held on March 1st or the first business after if the March 1st falls on a Saturday or Sunday. All applications must be received on or before the close of business on the date of the application deadline to be included in the admissions lottery.

Application to Waitlist

Students may apply for admission to enroll in a lottery grade after the lottery deadline has passed by submitting a waitlist application to the waitlist which will be maintained for each lottery grade. Waitlist applications will be added to the list in order of application receipt, excepting new applicants with siblings already attending the school or Teacher/Founder Applicants, who will be added to the waitlist behind any other sibling or Teacher/Founder applicants already on the list, but ahead of all other students. This waitlist will be the only official source for identifying eligible applicants for admission to the school in the case of vacancy.

Families that are called off of the waitlist will be invited to enroll and will be asked to complete a family chat and required enrollment paperwork and assessment exams. Results of the assessment exam will be used solely for the purpose of class placement and in some cases, grade placement. If the results of the assessment reveal that the student is below grade level, the student may be asked to enter the grade at which the student performed, if said grade is offered within the charter.

Vacancy

Should a space become available in a grade at AFRI, the school will contact the parents or guardians of the next student on the waitlist. The school will make reasonable attempts to contact the parents or guardians of the first student on the waitlist to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waitlist and contact the next student on the waitlist.

Enrollment and Eligibility

All students who are accepted for enrollment must complete all of the schools' enrollment forms, which may include the federal free and reduced price lunch application, by the date required by the school, in order to reserve a seat in the schools. Thereafter, students are required to submit admissions paperwork as directed by the each school. Students may forfeit their right to enroll if forms are not returned by the designated date. All new students must take the school's baseline assessments as required, the results of which may require that the student be asked to enroll in a lower grade within the charter.

In addition to the requirements described above, a child is eligible for grades K-8 only if:

- The student turns five years of age on or before September 1 of the year in which they enroll; or
- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms timely and truthfully.

Parent/guardians will also be strongly encouraged to attend one orientations and/or family chats which will be offered at multiple times and dates to ensure convenience for parents.

Voluntary Withdrawal

AFRI is a public charter school of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from AFRI at any time. Parents may withdraw students verbally or in writing. A student who attends another school is subject to being automatically withdrawn from AFRI. If the parents or guardians wish to transfer their child to another school, the staff at AFRI will make reasonable efforts to help the student find a school that better serves the family's desires. AFRI will ensure the timely transfer of any necessary school records to the student's new school in accordance with applicable law and regulations. If the student wishes to return to AFRI, the student may, at the school's discretion, re-enroll if such request is made within a reasonable time, the student has maintained satisfactory academic standing and the seat has not been filled with a waitlisted applicant.

Limited and Temporary Withdrawal

In certain and limited instances, a parent or guardian may request a temporary withdrawal from the school for reasonable personal circumstances. In these cases the student's parent and/or guardian must give the school written notice at the time of withdrawal of the temporary withdrawal and the student's intent to return. The school will grant temporary withdrawal on a case by case basis. In assessing whether to grant temporary withdrawal, the school will review the validity of the request and the parents' intent to return. If temporary withdrawal is granted, the school may re-admit the student into AFRI.

Achievement First Logic Model for CSP 2015 Application

Goals: To provide approximately 5,000 additional students in Connecticut, New York and Rhode Island with an achievement gap-closing education and to grow AF's network of schools into the equivalent of a high-performing, urban public school "district."

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short	Medium	Long
<p>Programming: -Develop and sustain curriculum and assessments that are aligned to the Common Core to serve our students by closing the achievement gap -Recruit students and open schools based on demand of high-quality schools in our existing geographies</p> <p>Talent: - Continue to develop school leaders through the Principal-In-Residence Program – a 2-year training program for aspiring principals -Continue multi-channel recruiting techniques that have proven to be successful so far to ensure recruitment of a talented and diverse cohort of teachers and staff -Work toward high retention rates through our Teacher Career Pathway, AF's Teacher evaluation and compensation program</p> <p>Funding Sources: -Per-pupil funding from the states in which we operate -Funding from CSP to provide for startup costs of expansion and replication of new AF public charter schools -Private philanthropy from foundations, corporations and individuals to meet remaining operating need</p>	<p>Student Academic Achievement -Provide high quality daily instruction to students that is aligned to the Common Core -Create a school atmosphere that is conducive to high academic achievement, including positive school culture, high attendance, and high student and teacher retention. -Work with families to develop strong parents engagement and reinforcing a strong sense of community</p> <p>Talent: -Develop existing teachers through high-quality professional development -Expand teacher recruitment pipelines, enhance internship opportunities and develop new systematic teacher supports during the first 3 months of teaching</p> <p>Programming: -Train teachers on Common Core, Next Generation Science Standards, and AP standards -Maximize partnerships with external organizations, to design assessments</p> <p>Network: -scale with excellence while making sure network can support growth of schools</p>	<p>Network Support: -Support existing schools and "green light" new schools to open -Raise funds required to support existing and new schools -Provide resources for programming and talent development</p> <p>Schools: -Leverage resources provided by the network to ensure successful operations of individual schools and strong and consistent academic programming across all schools</p> <p>Families: -Engage with schools and support student's education at home</p> <p>Funders & Authorizers: -Provide funding and regulate/ensure AF's compliance with federal, state, and local regulations</p>	<p>Within the next year, AF will:</p> <ul style="list-style-type: none"> -Open one new school in the 2015-16 school year and continue grade growth at schools still growing to scale - By final year of testing at an AF school (4th, 8th, and 11th grade), student test scores exceed host district averages by 20 percentage points and meet or exceed state averages -Facilitate a college acceptance rate of 100%, a college matriculation rate of 95% for graduation seniors, and a college persistence/graduation rate of 75% within 6 years -Ensure that student attendance rates meet or exceed 96%, student retention meets or exceeds 90%, new teacher acceptance rate meets or exceeds 75% and retention of teachers and principals exceed 80%. -Ensure that the number of students on the wait list is at least 100% of enrollment target, and that all schools operate within their board-approved budget 	<p>Within the next five years, AF will:</p> <ul style="list-style-type: none"> -Create a strong 'proof point' about what is really possible by continuously improving our performance with an unwavering commitment to both excellence and to serving educationally disadvantaged students well - Open more schools to serve more than 14,000 students across 42 schools, thus demonstrating that gap-closing excellence is possible at 'district' scale - Geographically concentrate our growth so that we can, working together with others, transform district practice, family expectations and ultimately, community-wide results - Extending our impact through open-source sharing and strategic partnerships with others who are trying to do the same critical work 	<p>In the next 10+ years:</p> <ul style="list-style-type: none"> -AF alumni will successfully graduate from college and become leaders of our communities -AF will be an established proof point in the education reform movement to change community expectations about what low-income, minority students can accomplish, inspire other high-performing school operators to enter high-need areas, and inspire districts to adopt our successful reforms to change the educational outcomes for thousands more students not directly served by AF.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

**Achievement First: Expansion and Replication of High-Achieving Charter Schools in
Connecticut, New York and Rhode Island**

Budget Narrative

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I. OVERVIEW OF TYPES OF EXPENSES BEING SUBMITTED

Achievement First (AF) finds that the most significant areas of cost specifically related to the expansion and replication of its schools fall into two areas:

- School-based costs: The purchase of initial equipment and supplies for new seats created for students and new positions created for staff.
- Network Support costs: Professional development and new teacher training for new positions created for staff.

AF's central office, Network Support, provides a range of services to schools, including: finance and budgeting, staff recruitment, curriculum development, technology support, human resources, special education support, teacher professional development, operations support, facilities, marketing, fundraising, and school leadership selection, training, ongoing coaching and evaluation.

a. School-based costs

Significant expenditures are allocated for the new equipment and supplies needed to deliver AF's educational program to new students, as well as for staff positions created through the expansion and replication of schools. These costs are unique to expansion and replication. Once a school is fully operational and has grown to scale (K-4 for elementary schools, 5-8 for middle schools and 9-12 for high schools) only a fraction of the cost for equipment and supplies is needed, as most of these items can be used for many years before being replaced. In addition, when equipment and supplies are replaced, they do not all need to be replaced for all students and staff simultaneously. The primary costs related to equipment, supplies and personnel required to add new student seats and staff positions are as follows:

School based expenses				
Budget Category	Item	Description	Unit	Cost per unit project year 1
Equipment	Staff computers	Computers and software for new staff seats	New staff seats	\$750
Equipment	Student computers	Computers and software for new student seats	New student seats	\$500
Equipment	Other IT equipment	Peripheral equipment (printers, scanners, projectors, smart boards)	New staff seats	\$300
Supplies	Furniture and Fixtures	Furniture for use for new student seats	New student seats	\$350
Supplies	Curricula	Curricular materials for new student seats	New student seats	\$450

b. Network Support costs

One of AF Network Support’s most significant costs related to the expansion and replication of schools is the provision of professional development to teachers filling newly created teaching positions. AF creates and implements the majority of its staff professional development “in house,” meaning that it is delivered by AF Network Support’s own professional development staff. Prior to the start of the school year each summer, AF conducts extensive professional development for both new and existing teachers and leaders. New school leaders will participate in 10 days of New Leader Training and 9 days of All Leaders Training. Similarly, new teachers will participate in 9 days of New Teacher Training and 13.5 days of All Teacher Training. The costs of providing professional development for new leaders and teachers can be summarized by the following table:

Oversight/management expenses				
Budget Category	Item	Description	Unit	Cost per unit project year 1
Travel	Professional development costs for new teachers	Travel and lodging costs for new teacher training	New teachers	\$875

Equipment	Professional development costs for new teachers	Costs of A/V and other equipment rentals for new teacher training	New teachers	\$280
Supplies	Professional development costs for new teachers	Cost of printed materials for new teacher training	New teachers	\$245
Other	Professional development costs for new teachers	Food, conference space rental, and other costs related to new teacher training	New teachers	\$2,100

II. OVERVIEW OF SCHOOLS IDENTIFIED FOR REPLICATION AND EXPANSION

Currently, AF operates 29 schools. During the grant period, AF will add 17 new schools within the next five years. The table below lists school names, locations, and dates of opening, and identifies whether a school is expanding or replicating:

Achievement First Expansion/Replication Schools: 2015 -16 to 2019-20				
	School	Location	Year Launched	Expansion/Replication
1	AF Summit MS	Hartford, CT	2014-15	Expansion
2	AF Apollo MS	Brooklyn, NY	2014-15	Expansion
3	AF Linden ES	Brooklyn, NY	2014-15	Expansion
4	AF N. Brooklyn Prep ES	Brooklyn, NY	2014-15	Expansion
5	AF Iluminar Mayoral Academy ES	Providence, RI	2015-16	Replication
6	AF Brownsville HS	Brooklyn, NY	2016-17	Replication
7	AF New York ES #10	Brooklyn, NY	2016-17	Replication
8	AF New York MS #10	Brooklyn, NY	2016-17	Replication
9	AF Rhode Island MS	Providence, RI	2017-18	Replication
10	AF Bridgeport ES #2	Bridgeport, CT	2017-18	Replication
11	AF Aspire MS	Brooklyn, NY	2017-18	Replication
12	AF Bridgeport MS #2	Bridgeport, CT	2018-19	Replication
13	AF Linden MS	Brooklyn, NY	2018-19	Replication
14	AF N. Brooklyn Prep MS	Brooklyn, NY	2018-19	Replication
15	AF Hartford ES #2	Hartford, CT	2019-20	Replication
16	AF New York ES #11	Brooklyn, NY	2019-20	Replication
17	AF New York ES #12	Brooklyn, NY	2019-20	Replication

The grades served by each school drive enrollment and staff totals, as well as equipment and supplies costs. Please note that the project years in the four tables below refers to the federal fiscal year (October 1 – September 30). For example, Project Year 1 refers to the time period from October 1, 2015 – September 30, 2016, Project Year 2 refers to the time period from October 1, 2016 – September 30, 2017, etc. However, the AF fiscal year runs from July 1 – June 30. Since most costs related start up activities for a new school are incurred in the summer prior to school opening in August, the AF fiscal year overlaps with the federal fiscal year in the following way: Federal Project Year 1, October 1, 2015 – September 30, 2016, equates to the AF Fiscal Year from July 1, 2016 – June 30, 2017. The grades served annually by each school are as follows:

Overview of Expansion/Replication Schools: Grades						
	School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1	AF Summit MS	5-7	5-8	5-8	5-8	5-8
2	AF Apollo MS	5-7	5-8	5-8	5-8	5-8
3	AF Linden ES	K-3	K-4	K-4	K-4	K-4
4	AF N. Brooklyn Prep ES	K-3	K-4	K-4	K-4	K-4
5	AF Illuminar Mayoral Academy ES	K-2	K-3	K-4	K-4	K-4
6	AF Brownsville HS	9	9-10	9-11	9-12	9-12
7	AF New York ES #10	K-1	K-2	K-3	K-4	K-4
8	AF New York MS #10	5	5-6	5-7	5-8	5-8
9	AF Rhode Island MS		5	5-6	5-7	5-8
10	AF Bridgeport ES #2		K-1	K-2	K-3	K-4
11	AF Aspire MS		5	5-6	5-7	5-8
12	AF Bridgeport MS #2			5	5-6	5-7
13	AF Linden MS			5	5-6	5-7
14	AF N. Brooklyn Prep MS			5	5-6	5-7
15	AF Hartford ES #2				K-1	K-2
16	AF New York ES #11				K-1	K-2
17	AF New York ES #12				K-1	K-2

The projected student enrollment at each school by project year is as follows:

Overview of Expansion/Replication Schools: Enrollment						
	School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1	AF Summit MS	285	380	380	380	380
2	AF Apollo MS	276	368	368	368	368
3	AF Linden ES	364	456	456	456	456
4	AF N. Brooklyn Prep ES	364	456	456	456	456
5	AF Illuminar Mayoral Academy ES	250	364	456	456	456
6	AF Brownsville HS	58	105	151	195	195
7	AF New York ES #10	180	250	364	456	456
8	AF New York MS #10	92	184	276	368	368
9	AF Rhode Island MS		92	184	276	368
10	AF Bridgeport ES #2		180	275	370	465
11	AF Aspire MS		92	184	276	368
12	AF Bridgeport MS #2			95	190	285
13	AF Linden MS			92	184	276
14	AF N. Brooklyn Prep MS			92	184	276
15	AF Hartford ES #2				180	275
16	AF New York ES #11				180	250
17	AF New York ES #12				180	250

The projected number of teachers at each school by project year is as follows:

Overview of Expansion/Replication Schools: Teachers						
	School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1	AF Summit MS	24	31	31	31	31
2	AF Apollo MS	24	31	31	31	31
3	AF Linden ES	31	39	39	39	39
4	AF N. Brooklyn Prep ES	31	39	39	39	39
5	AF Illuminar Mayoral Academy ES	23	31	39	39	39
6	AF Brownsville HS	4	8	13	17	17
7	AF New York ES #10	15	23	31	39	39
8	AF New York MS #10	8	16	24	31	31
9	AF Rhode Island MS		8	16	24	31
10	AF Bridgeport ES #2		15	23	31	36
13	AF Aspire MS		8	16	24	31

11	AF Bridgeport MS #2			8	16	24
15	AF Linden MS			8	16	24
16	AF N. Brooklyn Prep MS			8	16	24
12	AF Hartford ES #2				15	23
14	AF New York ES #11				15	23
17	AF New York ES #12				15	23

The projected number of staff at each school by project year is as follows:

Overview of Expansion/Replication Schools: All Staff						
	School	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
1	AF Summit MS	39	47	47	47	47
2	AF Apollo MS	40	48	48	48	48
3	AF Linden ES	47	56	56	56	56
4	AF N. Brooklyn Prep ES	47	56	56	56	56
5	AF Illuminar Mayoral Academy ES	36	47	56	56	56
6	AF Brownsville HS	9	15	22	28	28
7	AF New York ES #10	24	36	47	56	56
8	AF New York MS #10	14	27	40	48	48
9	AF Rhode Island MS		14	27	40	48
10	AF Bridgeport ES #2		24	35	46	51
13	AF Aspire MS		14	27	40	48
11	AF Bridgeport MS #2			14	27	39
15	AF Linden MS			14	27	40
16	AF N. Brooklyn Prep MS			14	27	40
12	AF Hartford ES #2				24	35
14	AF New York ES #11				24	36
17	AF New York ES #12				24	36

III. SCHOOL BASED COSTS PER PROJECT YEAR

Based on the assumptions and inputs above, the below tables show individual school forecasts for costs in each of the areas impacted by increases in grades served, student enrollment and staffing needs:

1. AF Summit Middle School

AF Summit Middle School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$9,000	\$6,000	\$0	\$0	\$0
Student computers	\$47,500	\$47,500	\$0	\$0	\$0
Other IT equipment	\$3,600	\$2,400	\$0	\$0	\$0
Total Equipment	\$60,100	\$55,900	\$0	\$0	\$0
Supplies					
Furniture and Fixtures	\$33,250	\$33,250	\$0	\$0	\$0
Curricula	\$42,750	\$42,750	\$0	\$0	\$0
Total Supplies	\$76,000	\$76,000	\$0	\$0	\$0
TOTAL	\$136,100	\$131,900	\$0	\$0	\$0

AF Summit Middle School was also included AF's 2010 Charter School Programs (CSP) grant, and budgeted for \$75,000 in project year 4 (October 1, 2013 – September 30, 2014) and \$125,805 in project year 5 (October 1, 2014 – September 30, 2015) of the 2010 CSP grant. AF Summit Middle School opened in August 2014 and is therefore considered an expansion school. Even though AF Summit Middle School has already received previous CSP funding, the total funding received from the 2010 CSP grant in addition to the amount budgeted in this application is below the limit of \$800,000 per school, and \$3,000 per seat. Also, at the beginning of the 2015 CSP grant, AF Summit Middle School will be expanding by two or more grades, which makes it eligible to receive additional CSP funds according to the application instructions.

2. AF Apollo Middle School

AF Apollo Middle School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$9,750	\$6,000	\$0	\$0	\$0
Student computers	\$46,000	\$46,000	\$0	\$0	\$0

Other IT equipment	\$3,900	\$2,400	\$0	\$0	\$0
Total Equipment	\$59,650	\$54,400	\$0	\$0	\$0
Supplies					
Furniture and Fixtures	\$32,200	\$32,200	\$0	\$0	\$0
Curricula	\$41,400	\$41,400	\$0	\$0	\$0
Total Supplies	\$73,600	\$73,600	\$0	\$0	\$0
TOTAL	\$133,250	\$128,000	\$0	\$0	\$0

AF Apollo Middle School was also included AF's 2010 Charter School Programs (CSP) grant, and budgeted for \$75,000 in project year 4 (October 1, 2013 – September 30, 2014) and \$125,805 in project year 5 (October 1, 2014 – September 30, 2015) of the 2010 CSP grant. AF Apollo Middle School opened in August 2014 and is therefore considered an expansion school. Even though AF Apollo Middle School has already received previous CSP funding, the total funding received from the 2010 CSP grant in addition to the amount budgeted in this application is below the limit of \$800,000 per school, and \$3,000 per seat. Also, at the beginning of the 2015 CSP grant, AF Apollo Middle School will be expanding by two or more grades, which makes it eligible to receive additional CSP funds according to the application instructions.

3. AF Linden Elementary School

AF Linden Elementary School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$8,250	\$6,750	\$0	\$0	\$0
Student computers	\$57,000	\$46,000	\$0	\$0	\$0
Other IT equipment	\$3,300	\$2,700	\$0	\$0	\$0
Total Equipment	\$68,550	\$55,450	\$0	\$0	\$0
Supplies					
Furniture and Fixtures	\$39,900	\$32,200	\$0	\$0	\$0
Curricula	\$51,300	\$41,400	\$0	\$0	\$0
Total Supplies	\$91,200	\$73,600	\$0	\$0	\$0
TOTAL	\$159,750	\$129,050	\$0	\$0	\$0

AF Linden Elementary School was also included AF’s 2010 Charter School Programs (CSP) grant, and budgeted for \$75,000 in project year 4 (October 1, 2013 – September 30, 2014) and \$75,000 in project year 5 (October 1, 2014 – September 30, 2015) of the 2010 CSP grant. AF Linden Elementary School opened in August 2014 and is therefore considered an expansion school. Even though AF Linden Elementary School has already received previous CSP funding, the total funding received from the 2010 CSP grant in addition to the amount budgeted in this application is below the limit of \$800,000 per school, and \$3,000 per seat. Also, at the beginning of the 2015 CSP grant, AF Linden Elementary School will be expanding by two or more grades, which makes it eligible to receive additional CSP funds according to the application instructions.

4. AF North Brooklyn Prep Elementary School

AF North Brooklyn Prep Elementary School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$8,250	\$6,750	\$0	\$0	\$0
Student computers	\$57,000	\$46,000	\$0	\$0	\$0
Other IT equipment	\$3,300	\$2,700	\$0	\$0	\$0
Total Equipment	\$68,550	\$55,450	\$0	\$0	\$0
Supplies					
Furniture and Fixtures	\$39,900	\$32,200	\$0	\$0	\$0
Curricula	\$51,300	\$41,400	\$0	\$0	\$0
Total Supplies	\$91,200	\$73,600	\$0	\$0	\$0
TOTAL	\$159,750	\$129,050	\$0	\$0	\$0

AF Linden Elementary School was also included AF’s 2010 Charter School Programs (CSP) grant, and budgeted for \$75,000 in project year 4 (October 1, 2013 – September 30, 2014) and \$75,000 in project year 5 (October 1, 2014 – September 30, 2015) of the 2010 CSP grant. AF Linden Elementary School opened in August 2014 and is therefore considered an expansion school. Even though AF Linden Elementary School has already received previous CSP funding,

the total funding received from the 2010 CSP grant in addition to the amount budgeted in this application is below the limit of \$800,000 per school, and \$3,000 per seat. Also, at the beginning of the 2015 CSP grant, AF Linden Elementary School will be expanding by two or more grades, which makes it eligible to receive additional CSP funds according to the application instructions.

5. AF Iluminar Mayoral Academy Elementary School

AF Iluminar Mayoral Academy Elementary School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$9,000	\$8,250	\$6,750	\$0	\$0
Student computers	\$35,000	\$57,000	\$46,000	\$0	\$0
Other IT equipment	\$3,600	\$3,300	\$2,700	\$0	\$0
Total Equipment	\$47,600	\$68,550	\$55,450	\$0	\$0
Supplies					
Furniture and Fixtures	\$24,500	\$39,900	\$32,200	\$0	\$0
Curricula	\$31,500	\$51,300	\$41,400	\$0	\$0
Total Supplies	\$56,000	\$91,200	\$73,600	\$0	\$0
TOTAL	\$103,600	\$159,750	\$129,050	\$0	\$0

AF Iluminar Mayoral Academy Elementary School was also included AF’s 2010 Charter School Programs (CSP) grant, and budgeted for \$212,903 in project year 5 (October 1, 2014 – September 30, 2015) of the 2010 CSP grant. AF Iluminar Mayoral Academy Elementary School will opened in August 2015 and is therefore considered a replication school since it has not yet opened as of the submission of this application. Even though AF Iluminar Mayoral Academy Elementary School has already received previous CSP funding, the total funding received from the 2010 CSP grant in addition to the amount budgeted in this application is below the limit of \$800,000 per school, and \$3,000 per seat. Also, at the beginning of the 2015 CSP grant, AF

Illuminar Mayoral Academy Elementary School will be expanding by two or more grades, which makes it eligible to receive additional CSP funds according to the application instructions.

6. AF Brownsville High School

AF Brownsville High School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$6,750	\$4,500	\$5,250	\$4,500	\$0
Student computers	\$29,000	\$23,500	\$23,000	\$22,000	\$0
Other IT equipment	\$2,700	\$1,800	\$2,100	\$1,800	\$0
Total Equipment	\$38,450	\$29,800	\$30,350	\$28,300	\$0
Supplies					
Furniture and Fixtures	\$20,300	\$16,450	\$16,100	\$15,400	\$0
Curricula	\$26,100	\$21,150	\$20,700	\$19,800	\$0
Total Supplies	\$46,400	\$37,600	\$36,800	\$35,200	\$0
TOTAL	\$84,850	\$67,400	\$67,150	\$63,500	\$0

7. AF New York Elementary School #10

AF New York Elementary School #10					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$18,000	\$9,000	\$8,250	\$6,750	\$0
Student computers	\$90,000	\$35,000	\$57,000	\$46,000	\$0
Other IT equipment	\$7,200	\$3,600	\$3,300	\$2,700	\$0
Total Equipment	\$115,200	\$47,600	\$68,550	\$55,450	\$0
Supplies					
Furniture and Fixtures	\$63,000	\$24,500	\$39,900	\$32,200	\$0
Curricula	\$81,000	\$31,500	\$51,300	\$41,400	\$0
Total Supplies	\$144,000	\$56,000	\$91,200	\$73,600	\$0
TOTAL	\$259,200	\$103,600	\$159,750	\$129,050	\$0

8. AF New York Middle School #10

AF New York Middle School #10					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$10,500	\$9,750	\$9,750	\$6,000	\$0
Student computers	\$46,000	\$46,000	\$46,000	\$46,000	\$0
Other IT equipment	\$4,200	\$3,900	\$3,900	\$2,400	\$0
Total Equipment	\$60,700	\$59,650	\$59,650	\$54,400	\$0
Supplies					
Furniture and Fixtures	\$32,200	\$32,200	\$32,200	\$32,200	\$0
Curricula	\$41,400	\$41,400	\$41,400	\$41,400	\$0
Total Supplies	\$73,600	\$73,600	\$73,600	\$73,600	\$0
TOTAL	\$134,300	\$133,250	\$133,250	\$128,000	\$0

9. AF Rhode Island Middle School

AF Rhode Island Middle School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$10,500	\$9,750	\$9,750	\$6,000
Student computers	\$0	\$46,000	\$46,000	\$46,000	\$46,000
Other IT equipment	\$0	\$4,200	\$3,900	\$3,900	\$2,400
Total Equipment	\$0	\$60,700	\$59,650	\$59,650	\$54,400
Supplies					
Furniture and Fixtures	\$0	\$32,200	\$32,200	\$32,200	\$32,200
Curricula	\$0	\$41,400	\$41,400	\$41,400	\$41,400
Total Supplies	\$0	\$73,600	\$73,600	\$73,600	\$73,600
TOTAL	\$0	\$134,300	\$133,250	\$133,250	\$128,000

10. AF Bridgeport Elementary School #2

AF Bridgeport Elementary School #2					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$18,000	\$8,250	\$8,250	\$3,750
Student computers	\$0	\$90,000	\$47,500	\$47,500	\$47,500

Other IT equipment	\$0	\$7,200	\$3,300	\$3,300	\$1,500
Total Equipment	\$0	\$115,200	\$59,050	\$59,050	\$52,750
Supplies					
Furniture and Fixtures	\$0	\$63,000	\$33,250	\$33,250	\$33,250
Curricula	\$0	\$81,000	\$42,750	\$42,750	\$42,750
Total Supplies	\$0	\$144,000	\$76,000	\$76,000	\$76,000
TOTAL	\$0	\$259,200	\$135,050	\$135,050	\$128,750

11. AF Aspire Middle School

AF Aspire Middle School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$10,500	\$9,750	\$9,750	\$6,000
Student computers	\$0	\$46,000	\$46,000	\$46,000	\$46,000
Other IT equipment	\$0	\$4,200	\$3,900	\$3,900	\$2,400
Total Equipment	\$0	\$60,700	\$59,650	\$59,650	\$54,400
Supplies					
Furniture and Fixtures	\$0	\$32,200	\$32,200	\$32,200	\$32,200
Curricula	\$0	\$41,400	\$41,400	\$41,400	\$41,400
Total Supplies	\$0	\$73,600	\$73,600	\$73,600	\$73,600
TOTAL	\$0	\$134,300	\$133,250	\$133,250	\$128,000

12. AF Bridgeport Middle School #2

AF Bridgeport Middle School #2					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$0	\$10,500	\$9,750	\$9,000
Student computers	\$0	\$0	\$47,500	\$47,500	\$47,500
Other IT equipment	\$0	\$0	\$4,200	\$3,900	\$3,600
Total Equipment	\$0	\$0	\$62,200	\$61,150	\$60,100
Supplies					
Furniture and Fixtures	\$0	\$0	\$33,250	\$33,250	\$33,250
Curricula	\$0	\$0	\$42,750	\$42,750	\$42,750
Total Supplies	\$0	\$0	\$76,000	\$76,000	\$76,000

TOTAL	\$0	\$0	\$138,200	\$137,150	\$136,100
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13. AF Linden Middle School

AF Linden Middle School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$0	\$10,500	\$9,750	\$9,750
Student computers	\$0	\$0	\$46,000	\$46,000	\$46,000
Other IT equipment	\$0	\$0	\$4,200	\$3,900	\$3,900
Total Equipment	\$0	\$0	\$60,700	\$59,650	\$59,650
Supplies					
Furniture and Fixtures	\$0	\$0	\$32,200	\$32,200	\$32,200
Curricula	\$0	\$0	\$41,400	\$41,400	\$41,400
Total Supplies	\$0	\$0	\$73,600	\$73,600	\$73,600
TOTAL	\$0	\$0	\$134,300	\$133,250	\$133,250

14. AF North Brooklyn Prep Middle School

AF North Brooklyn Prep Middle School					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$0	\$10,500	\$9,750	\$9,750
Student computers	\$0	\$0	\$46,000	\$46,000	\$46,000
Other IT equipment	\$0	\$0	\$4,200	\$3,900	\$3,900
Total Equipment	\$0	\$0	\$60,700	\$59,650	\$59,650
Supplies					
Furniture and Fixtures	\$0	\$0	\$32,200	\$32,200	\$32,200
Curricula	\$0	\$0	\$41,400	\$41,400	\$41,400
Total Supplies	\$0	\$0	\$73,600	\$73,600	\$73,600
TOTAL	\$0	\$0	\$134,300	\$133,250	\$133,250

15. AF Hartford Elementary School #2

AF Hartford Elementary School #2

Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$0	\$0	\$18,000	\$8,250
Student computers	\$0	\$0	\$0	\$90,000	\$47,500
Other IT equipment	\$0	\$0	\$0	\$7,200	\$3,300
Total Equipment	\$0	\$0	\$0	\$115,200	\$59,050
Supplies					
Furniture and Fixtures	\$0	\$0	\$0	\$63,000	\$33,250
Curricula	\$0	\$0	\$0	\$81,000	\$42,750
Total Supplies	\$0	\$0	\$0	\$144,000	\$76,000
TOTAL	\$0	\$0	\$0	\$259,200	\$135,050

16. AF New York Elementary School #11

AF New York Elementary School #11					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$0	\$0	\$18,000	\$9,000
Student computers	\$0	\$0	\$0	\$90,000	\$35,000
Other IT equipment	\$0	\$0	\$0	\$7,200	\$3,600
Total Equipment	\$0	\$0	\$0	\$115,200	\$47,600
Supplies					
Furniture and Fixtures	\$0	\$0	\$0	\$63,000	\$24,500
Curricula	\$0	\$0	\$0	\$81,000	\$31,500
Total Supplies	\$0	\$0	\$0	\$144,000	\$56,000
TOTAL	\$0	\$0	\$0	\$259,200	\$103,600

17. AF New York Elementary School #12

AF New York Elementary School #12					
Budget Category	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5
Equipment					
Staff computers	\$0	\$0	\$0	\$18,000	\$9,000
Student computers	\$0	\$0	\$0	\$90,000	\$35,000
Other IT equipment	\$0	\$0	\$0	\$7,200	\$3,600

Total Equipment	\$0	\$0	\$0	\$115,200	\$47,600
Supplies					
Furniture and Fixtures	\$0	\$0	\$0	\$63,000	\$24,500
Curricula	\$0	\$0	\$0	\$81,000	\$31,500
Total Supplies	\$0	\$0	\$0	\$144,000	\$56,000
TOTAL	\$0	\$0	\$0	\$259,200	\$103,600

IV. NETWORK SUPPORT COSTS PER PROJECT YEAR

Based on the assumptions and inputs above, the table below shows the network support forecasts in years one through five of the project. In particular, professional development for new teachers and leaders is provided through New Teacher Training and New Leader Training, which takes places each summer prior to the start of the school year. The costs associated with supporting the new teacher seats created by this project will be driven by the number of new staff added each year and the costs associated with their professional development.

AF Network Support					
CSP Project Years	Project Year 1 Total	Project Year 2 Total	Project Year 3 Total	Project Year 4 Total	Project Year 5 Total
AF Fiscal Year					
Travel	\$58,625	\$77,875	\$67,375	\$98,000	\$58,625
Equipment	\$18,760	\$24,920	\$21,560	\$31,360	\$18,760
Supplies	\$16,415	\$21,805	\$18,865	\$27,440	\$16,415
Other	\$140,700	\$186,900	\$161,700	\$235,200	\$140,700
TOTAL AFNS	\$234,500	\$311,500	\$269,500	\$392,000	\$234,500

V. TOTAL PROJECT COSTS

Combining the school-based and Network Support expenses gives the following total costs related to AF's expansion and replication program:

SECTION A - BUDGET SUMMARY U.S. DEPARTMENT OF EDUCATION FUNDS						
Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Project Year 5	Total
1. Personnel						

2. Fringe Benefits						
3. Travel	\$58,625	\$77,875	\$67,375	\$98,000	\$58,625	\$360,500
4. Equipment	\$537,560	\$688,320	\$597,510	\$873,910	\$513,960	\$3,211,260
5. Supplies	\$668,415	\$868,205	\$740,465	\$1,088,240	\$650,815	\$4,016,140
6. Contractual						
7. Construction						
8. Other	\$140,700	\$186,900	\$161,700	\$235,200	\$140,700	\$865,200
9. Total Direct Costs (lines 1-8)	██████████	██████████	██████████	██████████	██████████	██████████
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	██████████	██████████	██████████	██████████	██████████	██████████

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Jenna		Blashek	

Address:

Street1:	403 James Street
Street2:	
City:	New Haven
County:	
State:	CT: Connecticut
Zip Code:	06513
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

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2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Achievement First, Inc.

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	58,625.00	77,875.00	67,375.00	98,000.00	58,625.00	360,500.00
4. Equipment	537,560.00	688,320.00	597,510.00	873,910.00	513,960.00	3,211,260.00
5. Supplies	668,415.00	868,205.00	740,465.00	1,088,240.00	650,815.00	4,016,140.00
6. Contractual						
7. Construction						
8. Other	140,700.00	186,900.00	161,700.00	235,200.00	140,700.00	865,200.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Achievement First, Inc.	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)