

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr**

**CFDA # 84.282B**

**PR/Award # U282B140046**

**Grants.gov Tracking#: GRANT11701395**

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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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.).

There were problems converting one or more of the attachments. These are: [1241-GLA - Charter Contract.pdf](#)

**Application for Federal Assistance SF-424**

\* 1. Type of Submission:

- Preapplication  
 Application  
 Changed/Corrected Application

\* 2. Type of Application:

- New  
 Continuation  
 Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

07/11/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

**State Use Only:**

6. Date Received by State:

7. State Application Identifier:

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

Great Lakes Academy

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

46-1862158

\* c. Organizational DUNS:

0793792290000

**d. Address:**

\* Street1:

8401 S. Saginaw Ave

Street2:

\* City:

Chicago

County/Parish:

\* State:

IL: Illinois

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

60617-2029

**e. Organizational Unit:**

Department Name:

Division Name:

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

Prefix:

\* First Name:

Katherine

Middle Name:

\* Last Name:

Myers

Suffix:

Title:

Executive Director

Organizational Affiliation:

\* Telephone Number:

773-599-3614

Fax Number:

\* Email:

kmyers@glachicago.org

**Application for Federal Assistance SF-424**

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

N: Nonprofit without 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-052714-001

\* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2014-1

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Great Lakes Academy CSP Grant 2014

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.

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="249,625.00"/>
* 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="249,625.00"/>

**\* 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

Add Attachment

Delete Attachment

View Attachment

**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:

## 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.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL  <input type="text" value="Matthew Shaw"/>	TITLE  <input type="text" value="Consultant"/>
APPLICANT ORGANIZATION  <input type="text" value="Great Lakes Academy"/>	DATE SUBMITTED  <input type="text" value="07/11/2014"/>

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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: Great Lakes Academy * Street 1: 8401 S SAGINAW AVE    Street 2: _____ * City: Chicago    State: IL: Illinois    Zip: 60617 Congressional District, if known: IL-002		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>		
<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools CFDA Number, if applicable: 84.282	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix _____ * First Name: Not Applicable    Middle Name: _____ * Last Name: Not Applicable    Suffix: _____ * Street 1: Not Applicable    Street 2: _____ * City: Not Applicable    State: _____    Zip: _____		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix _____ * First Name: Not Applicable    Middle Name: _____ * Last Name: Not Applicable    Suffix: _____ * Street 1: Not Applicable    Street 2: _____ * City: Not Applicable    State: _____    Zip: _____		
<b>11.</b> 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: Matthew Shaw * Name: Prefix _____ * First Name: Matthew    Middle Name: _____ * Last Name: Shaw    Suffix: _____ Title: Consultant    Telephone No.: 773-680-0446    Date: 07/11/2014		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282B140046

## NOTICE TO ALL APPLICANTS

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.

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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

### Optional - You may attach 1 file to this page.

GLA - GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

Great Lakes Academy  
General Education Provisions Act Statement

Great Lakes Academy ensures equitable access to, and participation in our program for students and teachers and other program beneficiaries regardless of gender, race, national origin, color, disability.

As a community school, it is a priority to recruit a local student population that reflects the community in demographics, including students of all races, national origins, and color as well as students with disabilities, English Language Learners, or students in temporary living situations, including homeless families. Accordingly, we have a diverse and multi-faceted approach to our student recruitment efforts. In an effort to recruit a local student population that includes all demographics, including our most at-risk students, we have formed, and will continue to form, partnerships with a diversity of local organizations. We have been in consistent and productive communication with multiple local day care providers, local churches, and local nonprofit organizations to form partnerships for student recruitment. In addition, all of our recruitment and enrollment materials are translated into Spanish.

Consistent with state law, enrollment in GLA is open to any student who lives in Chicago without regard to disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. If there are more applicants than spaces available, GLA will hold a computerized, random lottery.

GLA is committed to hiring a diverse staff that is representative of the community we are educating. We have had great success at meeting this goal:

- Half of our founding teaching staff is African American.
- One fourth of our founding staff is of Asian descent.
- Twenty percent of our founding teaching staff is male, an underrepresented group in elementary schools.
- Our founding staff ranges in age from 22 to 41.

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## 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.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Great Lakes Academy"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Matthew"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Shaw"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Consultant"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Matthew Shaw"/>	* DATE: <input style="width: 150px;" type="text" value="07/11/2014"/>

## 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.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

Great Lakes Academy Abstract Narrative  
Non-SEA Planning, Program Design, and Implementation Grant 84.282B

Great Lakes Academy  
8401 S. Saginaw  
Chicago, IL 60617  
Katherine Myers, Project Director  
773-599-3614  
[kmyers@glachicago.org](mailto:kmyers@glachicago.org)

Great Lakes Academy will open in August 2014 with 128 students in kindergarten and first grade and will grow to 560 students in grades K-8 over the next eight years. The Great Lakes Academy mission is to prepare all of our students with the fundamental academic skills, critical thinking ability, and strength of character to excel in high school, college, and a career of their choice. We empower all of our students with the education today that they will need to change the world tomorrow. Every aspect of our school and all of our decisions are to ensure that students are ready to compete and succeed in college and in life.

Great Lakes Academy is a K-8, college preparatory charter school serving the greater Southeast neighborhood on Chicago's South Side. A firm belief in the power of education to empower individuals and provide them with increased opportunity in life guides our mission. Our school model draws from the best practices of the highest performing schools serving low-income, urban students across the country. We believe that all students, regardless of home circumstances, race, or economic status are able to learn and achieve at the highest levels when provided with a school that is designed and prepared to teach, support, and hold all students to high expectations. Our mission requires that we ensure that students on Chicago's Southeast can embrace the challenge and responsibility of high school by the end of eighth grade, and therefore have full access to the opportunities that college, our city, and our country provide.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

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

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

# Great Lakes Academy

## Planning, Program Design and Implementation Project Narrative

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8. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school	49

## I Absolute Priority

### ***Absolute Priority:***

*Improving Achievement and High School Graduation Rates. Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.*

Our mission is to ensure the success of all of our students in a college preparatory high school, and ultimately a four-year college of their choice. Every aspect of our school and all of our decisions are to ensure that students are ready to compete and succeed in college and in life.

Literacy is the foundation upon which all academic success is built. As the National Research Council states, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”<sup>1</sup>

The students that Great Lakes Academy (GLA) aims to serve will come predominately from low income households, and will arrive at school with academic challenges. We anticipate that more than 95% of our students will qualify for free or reduced price lunch (the Chicago Public Schools district average is 85%). Research indicates that, on average, our entering students will have heard 30 million fewer words than their affluent counterparts by the time they reach Kindergarten.<sup>2</sup> This deficit creates a vocabulary and pre-literacy gap before low-income five-year-

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1 Snow, Catherine, et al. “Preventing Reading Difficulties in Young Children.” National Research Council, National Academy Press Washington, DC. 1998.

2 Hart, Betty, and Risely, Todd. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” American Educator, Spring 2003.

olds have begun their formal education. We have designed GLA to close this literacy gap for every student within the first two years of their transformative elementary education with us.

Using the Illinois-adopted Common Core State Standards (CCSS) reading and writing standards as a bar, and building upon curriculum from high achieving elementary schools across the country, GLA ensures that every student acquires key reading and writing skills that push them to analyze and think critically about texts, and to write coherently about them.

Each day, we devote over five hours to literacy and mathematics instruction. We also assign time each Friday for whole-class re-teaching of core skills and concepts as needed. Finally, we dedicate time and staff each day for small group tutoring and intervention for any struggling students. From the moment students begin Kindergarten, they benefit from a comprehensive literacy program that is taught predominately in a small group setting, and includes phonics, decoding, fluency, and reading comprehension instruction, as well as spelling, vocabulary, handwriting and writing instruction. We teach students to analyze texts from day one, and to create their own voices as writers and analyzers of the world around them.

Our Middle School is departmentalized to allow teachers to develop greater subject matter expertise in order to push students to deeper, enduring understandings. Our grade 5–8 students have two ELA and Math blocks each day, for over 120 minutes of ELA instruction and 90 minutes of Math instruction daily, plus a daily Bridge to Greatness tutoring/study skills block. This ensures we are giving ample time to those core, foundational subjects throughout students' time at GLA, as well as ample time for remediation for any students needing additional help at any point in the year. Mastery of every standard is the goal.

In addition, we know that financial freedom and career choice in this country are predicated upon the completion of college. We also know that many students attending our school may have

limited exposure to college, and as such, we integrate a number of exposures to colleges and college careers. One aspect of college preparation is to build a mindset in students that they will attend college. We actively familiarize students and families with colleges across the country, and give them access to visit colleges from an early age. We do not want the question in our students' minds to be "if" college but "which" college they will attend. We do this in the following ways:

- **College Visits.** Every year, students and families go on a trip to local colleges. All grades visit a different college, so that by eighth grade, students have visited a minimum of nine colleges.
- **Colleges as Homerooms.** Every classroom is named after a college, and each grade is a different college division.
- **College Bulletin Boards.** Each classroom has a college bulletin board, and students learn facts about their school such as the school's majors, extra-curricular clubs and sports, graduate schools, areas of academic strength, campus layout, racial diversity, and more.
- **Role Models.** We host frequent visitors to discuss their careers and the colleges they attended during our Friday Community Celebrations.
- **College Mentors.** We partner with local universities, such as the University of Chicago, to pair students with mentors and tutors who are current college students.

Because our students will attend high school elsewhere, when our school grows to include a seventh grade, we hire a High School Placement Counselor whose full-time job is to build relationships with local selective high schools, to work with our seventh and eighth grade families to select appropriate college preparatory high schools, and to prepare students for the entry and application requirements as well as aggressively pursue scholarship opportunities. We understand that if we want our students to be successful in college, we must help them place into the top high schools in the city to stay on the path to college.

## **II Competitive Preference Priorities**

### *Competitive Preference Priority 1— Improving Achievement and High School Graduation Rates*

*[Rural Students, Students with Disabilities, and English Learners].*

GLA will provide a rigorous, college preparatory education to all students. All students receive robust supports within the school community in order for them to excel and meet our high academic performance standards. Our educational program, including a multi-tiered student support system, frequent assessments, and a college preparatory curriculum for all, is designed to effectively support each K–8 student in their education, including Students with Disabilities.

Beginning in year one, our staffing includes a Student Support Services Coordinator who is a fully licensed special educator. We devote prioritized and targeted time during our 37 full professional development days and 180 minutes per week of professional development to train teachers in ways to support and challenge students of all skill levels and abilities. All teachers receive full training each summer from our Student Support Services Coordinator in our referral process as well as in the successful implementation of modifications and accommodations within the classroom.

In serving students identified as having disabilities under the law or whom we suspect may have such disabilities, GLA provides a Free and Appropriate Public Education (FAPE) and complies with all applicable state and federal statutes, including Title II of the American with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. We provide students with disabilities the least restrictive environment (LRE) with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP). GLA does not discriminate in its admission and enrollment practices against students having or suspected to have disabilities.

To the greatest extent possible, GLA will implement an inclusive, heterogeneous educational model that serves all students in a manner that maximizes their academic potential. Our approach is based upon high-performing urban schools serving similar students with disabilities and/or special circumstances that put them at risk for academic failure. All of our special education students will participate in Illinois standardized state testing, unless they qualify for the Illinois Alternative Assessment (IAA) due to significant cognitive disabilities. Within the legal compliance requirements, we hold the following philosophy: all students can achieve at high levels given the proper supports. We work with *all* students who may be struggling to develop plans for them to minimize the impact of their individual challenges and/or disabilities and maximize their learning and academic achievement.

As we have welcomed students this summer, we have already begun working with our families and feeder schools to review our students' IEPs and allocate appropriate resources to meet their individual needs. We expect to receive IEPs that indicate a variety of educational needs, and will work with the district and its related service providers to best serve our students and attend to their individualized educational needs. We believe that every student should receive an individualized, personalized education that supports them in the mastery of every state standard in every subject area. We do this through frequent data collection and review at a school-wide, class-wide, group and individual basis. Regardless of label, any struggling student will receive additional supports and attention through small group or one on one tutoring, the enlisting of parent support and assistance, and through technology driven, and personalized learning programs on computers.

Our Student Support Service Coordinator will work with families as soon as they are enrolled to create plans that enlist parent support, and facilitate learning at home and at school.

Our extended day, integrated re-teaching blocks, and daily tutoring blocks ensure we have the time to provide individualized attention to all students.

Our entire staff, from classroom teachers to special education teachers to assistants to Deans of Curriculum and Culture will meet weekly with our Student Support Service Coordinator to analyze our academic and behavioral data, determine trends, and create action plans to address individual student needs. Our weekly agenda will include discussion of additional instructional resources, additional instructional strategies, social-emotional support and skill-building, family outreach, student academic data, student goal-setting, and the progress of any students in the RTI process or with an IEP, as well as any students on our “watch list” for failure to grow at the rate of their peers. Where a student is growing at a rate substantially below peers and is performing at a level substantially below peers, we will also convene additional meetings to discuss how best to support individually struggling students. Complying with all state policies and procedures, we will use the RTI process to determine special education eligibility. Families are informed of the RTI process, of their right to request a special education evaluation, and are kept closely involved in the decision making process. Our Saturday workshops will include informing parents of their procedural rights and safeguards and the IEP process. Our team will continue to review data and use information to make decisions regarding LRE and appropriateness of special education services.

We will measure our success in serving students with disabilities on the following criteria:

- 1) Individual growth,
- 2) Growth compared to similar populations,
- 3) LRE Movement,
- 4) Progress toward IEP goals (academic, behavioral, and/or socio-emotional),
- 5) Curriculum-based assessments and other progress monitoring data,
- 6) Student surveys, parents comments, and teacher observations.

*Competitive Preference Priority 2— Support for Military Families.*

GLA will actively recruit military connected students. Our broad based recruitment strategies described in response to Selection Criteria (4) are targeted to attract a diverse set of students including military connected students. We have already established strong connections to local faith based organizations, social service agencies, elected officials and community activists and will work with these partners to identify and recruit military connected students. Further, we will explore developing a partnership with the Naval Station Great Lakes which is located just 35 miles outside of Chicago to attract those students and families that live within Chicago's borders.

We will work diligently to meet the White House's stated goal to "ensure excellence in military children's education and their development." We understand the challenges faced by military families including the stress of having deployed parents, and the effects of multiple moves. We embrace the White House's three pronged approach of:

- Improving the quality of the educational experience for military children,
- Reducing the negative impact of frequent relocations and absences
- Encouraging the healthy development of military children (White House Report: Strengthening Our Military Families, 2011)

**Improving the quality of the educational experience:** GLA provides a rigorous and personalized college preparatory education to all students. As detailed in our response to Selection Criteria (1), the GLA program is aligned to the CCSS with a focus on mastery of the standards. We anticipate enrolling an academically diverse student body and have tailored our program to meet the needs of all learners including military connected students. For example, as highlighted in the White House Report, GLA will utilize technology to improve student

performance. As described throughout the application, students will utilize ST Math and iReady to provide students with personalized learning that gives students opportunities to practice key math and reading skills and concepts.

**Reducing the negative impact of frequent relocations and absences:** The instructional strategies detailed in Selection Criteria (1) will assist military connected students to remove barriers associated with frequent transfers from one school to another as well as absences. Students requiring additional academic support will benefit from the strategies and programs described in response to Selection Criteria (2). It is important to note that any student, including military connected students, who enters after kindergarten will be given a diagnostic test in literacy and math which will be used to determine if the student is below grade level. Any student entering below grade level will receive an Individual Action Plan that focuses on building their skills to grade level. Finally, we will hold professional development sessions that explicitly address the challenges faced by military connected students and their families.

**Encouraging the healthy development of military children:** At GLA, we believe strongly in the importance of balancing rigorous academics with teaching non-cognitive character skills that will allow our students to succeed. These skills are especially relevant to military children who, as a result of frequent moves and absences, may require additional support in their social-emotional development. Our focus on non-cognitive factors center around six categories: academic behaviors, academic perseverance, academic mindsets, learning strategies and social skills. In addition, we will seek outside partnerships with social service agencies and other community based organizations to provide medical and counseling services to military connected students and families who may need additional supports.

### III Application Requirements

**(a) Describe the educational program to be implemented by the proposed charter school;**

Please see Selection Criteria (1) for answers to this section

**(b) Describe how the charter school will be managed;**

Please see Selection Criteria (6) for answers to this section.

**(c) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;**

Please see Selection Criteria (3) for answers to this section.

**(d) Describe the administrative relationship between the charter school and the authorized public chartering agency;**

Please see Selection Criteria (7) and (8) for answers to this question.

**(e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;**

Please see Selection Criteria (4) for answers to this section.

**(f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired,**

The items requested in our budget are for start-up and implementation expenses related to opening the charter school. As we grow to full enrollment, the school will become financially

sustainable on recurring public revenue which includes a per pupil allocation, an independent facility supplement, state and federal poverty related funds, and special education funding.

**(g) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification.**

Great Lakes Academy is not requesting any waivers.

**(h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;**

Please refer to the budget narrative for this response.

**(i) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;**

GLA is a public charter school that will serve students in Chicago, Illinois. Consistent with state law, enrollment in GLA is open to any student who lives in Chicago without regard to disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. If there are more applicants than spaces available, GLA will hold a computerized, random lottery.

Please refer to Selection Criteria (4) for details related to informing students and parents about the charter school.

**(j) Describe how a charter school that is considered an LEA under State law, or an LEA 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 (IDEA)**

GLA will fully comply with the State Law and our Local Education Agency's mandates pertaining to section 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. GLA will meet all state and LEA requirements regarding the treatment and education of disabled students. As a charter school, GLA is required to make its services available to all students, regardless of achievement or ability. We will provide fair and equitable supplementary services to all disabled students. We will work closely with the LEA to ensure that all required accommodations are provided to students with disabilities and will either receive dedicated funding or in-kind services from the LEA for the provision of these accommodations.

**(k) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C 7221a(c)(2)(C)), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.**

Not applicable.

## IV Selection Criteria

(1) *Quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1))*

Great Lakes Academy (GLA) will open in August 2014 with 128 students in grades K-1 and will grow over the course of the next eight years to 576 students in grades K-8. GLA’s mission is to prepare every student for an academically rigorous college preparatory high school and for success in a college or university of their choice and in their career beyond.

GLA provides an academically rigorous K-8 program that teaches students to think deeply and critically. Every day, students work to attain mastery of our standards, based upon the Common Core aligned Illinois State Standards, and fundamental to their success in high school and college.

Our curriculum is designed to serve our mission of student success through college and beyond. We begin in Kindergarten, with a rigorous, college preparatory curriculum that includes 180 minutes of literacy and 90 minutes of math instruction each day.

Following are brief curricular outlines of the content and curriculum of each grade level and programmatic resources used by teachers.

	Grade				
	K	1	2	3	4
<b>Reading</b>	<b>Balanced Literacy</b>  Read Aloud (Teacher created Reading Comprehension scope and sequence based on CCSS)  Guided Reading (Teacher created, leveled, based on		<b>Balanced Literacy</b>  Read Aloud (Teacher created based on CCSS) Guided Reading (Teacher created), <i>Words Their            Way</i> (word study), Vocabulary, <i>iReady</i> (blended learning), Independent Reading ( <i>the Daily Five</i> literacy block philosophy). Reading		

	Grade				
	K	1	2	3	4
	CCSS), <i>Reading Mastery</i> (Phonics, Phonemic Awareness, Fluency), <i>Words Their Way</i> (word study), Vocabulary, <i>iReady</i> (blended learning, individualized online ELA program)		Comprehension across a variety of genres (teacher created).		
<b>Writing</b>	<i>Handwriting Without Tears</i> , The writing process, spelling, grammar & punctuation, Writing across multiple genres (Teacher created material based on <i>Lucy Calkins Units of Writing/Writer's Workshop</i> )		Grammar, spelling, the writing process, editing/revising, Writing across multiple genres (Teacher created based on <i>Lucy Calkins Units of Writing/Writer's Workshop</i> ).		
<b>Mathematics</b>	Triple focus on (1) Math Procedures (math computation, using <i>EnVisions Math</i> curriculum) and (2) Math Problem Solving (based on Cognitively Guided Instruction, teacher created using this formatting), and (3) Math Concept building (using personalized, online curriculum: <i>ST Math</i> ).				
<b>Science</b>	<i>Using both Core Knowledge Curriculum</i> , Listening and Learning Strand, and <i>Delta</i>			Teacher created material based on Next Generation Science Standards.	

	Grade				
	K	1	2	3	4
	<i>Science Kits</i> , and teacher created material based on Next Generation Science Standards.				
<b>Social Studies</b>	<i>Core Knowledge</i> , Listening and Learning strand. Supplemented with teacher created materials.	<i>Pearson myWorld Social Studies &amp; Teacher</i> created material on Early Native American Communities, and Early European Colonization of Americas	<i>Pearson myWorld Social Studies &amp; Teacher</i> created material on Geography, Map skills, states, capitals, countries, and IL History	<i>Pearson myWorld Social Studies &amp; Teacher</i> created materials on Civics- US Government	

	Grade			
	5	6	7	8
<b>English</b>	Reading Comprehension across genres (Teacher created based on CCSS.) , on level, Guided Reading groups based on CCSS, Student driven Book Clubs with Junior Great Books (Teacher created)			

	Grade			
	5	6	7	8
<b>Writing</b>	Writing in different genres and voices, (teacher created), Grammar, Punctuation, writing process, editing/revising <i>Grammar with Giggles, Shurley Grammar</i>		Research based writing & Literature response papers, Grammar, Punctuation, writing process, editing/revising, <i>Grammar with Giggles, Shurley Grammar</i>	
<b>Mathematics</b>	Triple focus on (1) Math Procedures (math computation, using <i>EnVisions</i> Math curriculum) and (2) Math Problem Solving (based on Cognitively Guided Instruction, teacher created using this formatting), and (3) Math Concept building (using personalized, online curriculum: <i>ST Math</i> ).			
<b>Science</b>	Teacher created material based on Next Generation Science Standards. Emphasis on the scientific process, and hands on approach. Use of <i>Delta Science</i> kits.			
<b>Social Studies</b>	US History, from indigenous peoples to present; nonfiction reading skills (Teacher created)		World History- study of ancient civilizations to modern times; nonfiction reading skills (Teacher created)	

**Literacy:** We prioritize developing strong, foundational literacy skills in all of our students. Research regarding the impact of strong literacy acquisition is unequivocal. Reading skills affect the entirety of a student’s academic life. Further, early reading ability is highly predictive of reading comprehension ability across a student’s courses. As such, we push literacy heavily from day one, spending over three hours daily in Kindergarten and first grade, and spiraling

key literacy skills into all subject areas. We use a balanced literacy approach that is recognized by the highest performing charter schools, and based explicitly on the work of the Uncommon Charter School Network and the Edward Brooke Schools, which have consistently posted among the highest reading scores in New Jersey, New York and Massachusetts while serving predominately low income, urban students of color. The approach is outlined in the recent book *Great Habits, Great Readers*, from Paul Bambrick-Santoyo of the Uncommon Charter School Network. It includes daily, whole-groups lessons in Read Aloud, writing, and daily small-group lessons in reading comprehension, guided reading, phonics, vocabulary, and word study. Small groups are dynamic and re-assigned every 6-8 weeks in accordance with interim STEP assessment data.

**Mathematics Program:** Literacy and Mathematics are at the core of our foundational approach to education. GLA has a comprehensive mathematics program, based upon the CCSS, that recognizes the importance of students being adept at fundamental calculation skills, as well as developing the critical thinking and problem solving skills with which to approach a variety of real world mathematics problems. Accordingly, our approach provides a comprehensive math program that develops strong foundational skills in procedural computation, as well as the accompanying conceptual understanding and capacity of multi-step applications. This approach is conducive to the CCSS, which emphasize problem solving skills, and has been used in several high performing charter schools including Uncommon Network Charter Schools, Cornerstone Preparatory, Memphis College Prep, Endeavor, Capitol Collegiate, and University Prep. In all grades students receive daily small group classes in Math Procedures, Math Problem Solving, and an online, personalized learning program that focuses on concept building: ST Math.

Math Procedures focuses on number sense and the procedural math computation skills that students need to have mastered to solve more difficult word problems. Our Math Procedures

program is based upon the Common Core aligned Illinois State Standards, and K-4 teachers use the Common Core aligned, research-based program *enVisions Math*.

Math Problem Solving focuses on students developing a deep understanding of math concepts and utilizing that deep knowledge to solve math word problems using a variety of approaches. Our Math Problem Solving program is based upon the Common Core aligned Illinois State Standards, and in grades 1-4 draws from *Cognitively Guided Instruction*, a research-based program used at several top performing charter schools nationally. In grade 5, we rely more heavily on an internally created scope and sequence that is similarly based upon the CCSS, and informed by top performing schools nationally, such as Edward Brooke in Boston.

In grades K and 1, we also have a 15 minute Calendar Math/Math Meeting, which is a daily math program that provides students in grades K-1 with the opportunity to quickly review concepts, and practice mental math problem solving.

Our multi-faceted math program in grades K-4 is taught in small groups, with students rotating through mini-lessons with a teacher as well as independent math work on a computer using an individualized, game-based math program such as ST Math. This blended learning approach allows us to individualize instruction for students at their level during both small group instruction and during independent practice.

**Science:** We will implement a rigorous science curriculum that maximizes student understanding and engagement with the world in which students live; to the extent possible we teach science by giving students hands-on experiences. We also draw upon philosophies of integrating science and social studies in cross-curricular units of study that emphasize reading and writing and field study. Teachers teach to Illinois State Standards, which are slated to adopt the Next Generation Science Standards (NGSS).

Students develop and master scientific knowledge and skills through the study of multiple scientific fields, apply the scientific method, conduct experiments, and present findings. We integrate nonfiction reading and writing skills into our science courses for additional practice and to push students to deeper levels of conceptual understanding.

**Social Studies:** To decode and understand a text, one must have basic vocabulary and contextual information assumed by the author. Our Social Studies courses incorporate non-fiction textual reading skills into grade-specific Social Studies standards; we use Social Studies as an opportunity to teach our students to learn when reading non-fiction texts as well as how to take clear notes: key skills for student success in high school and college. As with Science, we draw upon learning philosophies of integrating cross-curricular units of study that emphasize reading and writing and field study. In grade K-4, we draw heavily *Core Knowledge's Listening and Learning Social Studies curriculum* and supplement it with teacher created materials. In grades 5-8, our teachers create their own Social Studies curriculum from day one, focusing on both content and on teaching key non-fiction reading skills through historical texts. We integrate non-fiction, expository writing skills into Social Studies through frequent short-answer writing, as well as longer, thematic essays.

## **INSTRUCTIONAL STRATEGIES**

To best support our students' mastery of a K–8 college preparatory curriculum, and to reach the needs of diverse learners, teachers use a variety of instructional strategies so that every minute of every day is maximizing instruction. We draw heavily from Doug Lemov's *Teach Like a Champion*, Paul Bambrick-Santoyo's *Great Habits*, *Great Readers*, and *Driven by Data*, Jon Saphier's *The Skillful Teacher*, and Gail Boushey and Joan Moser's *The Daily Five*. These

strategies are used in numerous other high performing urban charter schools such as the Achievement First Network, Success Academies, and the Uncommon Schools Network.

We are constantly improving our practice and improving our repertoire of skills as educators, as well as constantly questioning which technique would be most effective for any given situation, course, grade-level, learner or objective. We draw from a variety of instructional strategies depending on the situation and student need. This ensures that students are given multiple opportunities to access materials. To guide us in our instructional decisions, we always ask four key questions:

1. Is this the most effective and efficient way to teach this objective?
2. Does this provide students with the opportunity to access higher order thinking?
3. Does this strategy engage students and ask them to do the heavy cognitive lifting?
4. Is this strategy appropriate for students of all levels, including those who may be below grade level, English Language Learners, or special needs?

At the heart of our early elementary model and in full support of our belief in the foundational power of early literacy skills is our small student to teacher ratio in grades K–4. In Kindergarten and first grade, we have two classrooms, each with two teachers serving 32 students, or a ratio of 16:1. Combined with an adaptive blended literacy model that is classroom-based, we are able to move students from whole group instruction to dynamic groupings of 6-10 students each throughout the day in guided reading, phonics instruction, word study, writing and reading comprehension. In the second grade through fourth grade, we move to a single teacher model with a small class size, approximately 21 students per teacher. By the time we move to block scheduling and a departmentalized middle school model in grade 5, students have spent five years in

classrooms with a student to teacher ratio averaging 18:1 and developing their literacy skills in small groups with an average student to teacher ratio averaging 7 to 1.

No matter the instructional methods used, we apply the following key principles to all of our teaching:

- **All students learn all standards to mastery.** Every student must be ready for success at a rigorous high school and four-year college.
- **All lessons are engaging for students.** Every lesson is paced and double-planned for students to be active learners, thus limiting potential for misbehavior by maximizing engagement.
- **All lessons include critical thinking components that push students to the highest level of Bloom's taxonomy and develop their conceptual framework within and across genres and subjects.** Students are building the tools necessary to apply their knowledge and learning to the world around them, and engage with the higher expectation of the CCSS frameworks.

Based upon the best practices from schools eliminating the achievement gap across the country, the following are some of the instructional strategies we utilize:

- **Extended Time.** We provide 182-190 days of instruction, from 7:30 a.m. to 3:45 p.m. Extended time has a high impact on academic outcomes for low-income, minority students.
- **Two-Teacher Model for Early Literacy.** We have two qualified teachers for our students' literacy block in grades K-1; along with our blended learning computer station, this ensures a ratio of 8:1 during all rotating blocks when children are learning to read.
- **Small Class Size.** Our small class size, as described above, allows teachers to provide individualized instruction to our students. In ELA and Math we employ small group instruction with opportunities for one-on-one conferencing.

- **Taxonomy of Teaching.** We use a variety of academic, behavioral, and advanced instructional techniques that reinforce student expectations and build high levels of student engagement.
- **Small Group/Individualized Tutoring.** Time is provided daily for targeted group re-teaching and individual remediation of skills and concepts. We use our assessment data to inform our formal and informal tutoring practices.
- **Kinesthetic Learning.** Physical activity maintains student engagement and is fun. Students learn new concepts with hand signals, and support one another with snapping and other friendly and ritualized gestures to build teamwork, engagement, and peer-to-peer academic support.
- **Blended Learning.** During our rotating literacy centers, small groups of students rotate between computers and teachers. We utilize engaging, individualized computer programs such as ST Math and iReady to give students opportunities to practice key math and reading skills and concepts.
- **Format Matters.** The manner in which a student responds and represents their thought, whether written or oral, is an important opportunity to build grammatical skills and self-presentation. Students are expected and supported to respond in grammatically correct, complete sentences whether responding to written or oral questions.
- **Flexible Ability Reading Groups.** Flexible grouping allows for more individualized instruction. These groupings are used in literacy instruction small reading groups, and are not tracking, but flexible and responsive, changing with testing cycles and student needs.
- **Oral Drill.** We begin each middle school math class with a 1 to 2 minute oral drill in which students stand and answer rapid-fire questions. This practice provides students with key oral speaking skills, the ability to think quickly on their feet, as well as practice with quickly recalling key ideas and skills.

- **Gradual Release: I Do/ We Do/ You Do** The lesson begins with a direct teacher demonstration/think aloud of the concept/skill (I Do), then provides opportunities to practice and learn the concept or skill together (We Do), and finally releases students to practice and internalize the skill/concept on their own with individually focused teacher support (You Do).
- **The J Factor.** We recognize the importance of infusing moments of joy in every lesson, both to engage and motivate students, and build their job of learning. We keep a constantly building “J-Factor” book that includes cheers, chants, and songs.

*(2) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).*

GLA will serve a predominantly educationally disadvantaged population as we anticipate that 95% of students will qualify for free and reduced price lunch. The Chicago Public Schools (CPS) district-wide average is 85% qualifying for free and reduced price lunch. As such, the curriculum and instructional practices described above in Selection Criteria (1) as well as the assessment plan described below in Selection Criteria (3) provide detailed explanations of how GLA will assist educationally disadvantaged students in meeting State academic content and achievement standards.

More specifically, we anticipate that a significant number of our entering Kindergarten students each year will have a number of skill gaps that necessitate active and consistent remediation. We also know that for the majority of our students, they will arrive with a well-documented word gap in terms of vocabulary, words read, and words spoken to. As such, we have a number of systems in place to support those students, bring them up to or above grade level, and

ensuring that they are prepared for success at an academically rigorous college preparatory high school and at a college or university of their choice.

Some remediation measures are built into our school model. For example:

- Our longer school day and school year gives us almost 20 percent more time instruction time with students than provided within a traditional CPS district school.
- Our schedule allows for weekly re-teach classes on Fridays, during which standards that over 75 percent of a class has not mastered can be re-taught.
- We have daily tutoring time built into our schedule called “Bridge to Greatness.”
- Our student to teacher ratio is approximately 16:1 in kindergarten and first grade, and 21:1 in second through fourth grade. We maintain the lowest student to teacher ratio is in our kindergarten and first grade classes in order to prioritize assistance to students as they enter the school and build critical literacy skills.
- We continually assess and monitor students’ growth and carefully track struggling students.
- We have dedicated time each week to be responsive to school-wide or classroom-wide data and have 5 full Data Days to review interim tests, create action plans, and develop dynamic reading groups and long term tutoring and intervention groups.

After enrolling into GLA, students are given diagnostic tests in reading, writing, and math. In Kindergarten we use these tests to ensure that our classrooms have a balanced, heterogeneous mix, as well as to create dynamic small groupings of students for guided reading, phonics groups, and tutoring. These dynamic groups continue throughout the year, and are modified every 6-8 weeks based on our interim assessments. When a student enrolls in GLA after kindergarten (after year one), the Dean of Curriculum gives the student diagnostic tests in literacy and math, and, if the student is below grade level, creates an Individual Action Plan for the student that focuses on

growing their skills to grade level. To support grades 2-4, there is one non-classroom assigned Associate Teacher who has a schedule that includes small group pull-outs of students in need of remediation in reading or math. Our enrichment teachers also pull out small groups of individual students during Bridge to Greatness, lunch or recess.

In grades K-1, the classroom's second teacher pulls groups of struggling readers for remediation during Bridge to Greatness, breakfast, lunch, Character and Fitness, and Social Studies and Science. In grades 5-8, we add one Associate Teacher per grade to support struggling students and to pull groups of students during non-core class time or at breakfast, lunch, or during Bridge to Greatness.

*(3) The quality of the strategy for assessing achievement of the charter school's objectives (20 U.S.C. 7221c(a)(4)).*

Our mission is to ensure the success for each of our students at a college preparatory high school and college or university of their choice, and thus to ensure that a foundational college preparatory education is firmly in place in grades K-8. A critical component of this mission, and therefore our primary responsibility, is to prepare our students academically in measurable and systematic ways and to report those results transparently with all stakeholders.

A detailed and rigorous accountability plan guides our academic and organizational goals. Students take criterion-referenced and norm-referenced standardized tests to assess and evaluate academic progress in the core content areas. Current goals include absolute measures, growth measures, comparative measures, and indicators for both organizational and academic progress. Our goals are all focused on our mission of readying our students for college completion.

The Board of Directors believes that setting ambitious goals prior to the school's opening will result in a culture of high expectations and high standards. The Board will hold the Executive Director responsible for achieving, meeting, and exceeding these goals. Progress towards these goals will be monitored on an ongoing basis as part of the Board's monthly dashboard. If the school is not on track to meet the goals, the Board and the Executive Director will create action plans to ensure that appropriate steps are being taken to address any gaps. If individual students are not on track to meet these goals, we have a variety of methods to remediate and address student needs as discussed in response to Selection Criteria (2).

## **Academic Goals**

### **GOAL 1: Students Achieve Mastery in English Language Arts.**

**Measure 1.01 (Absolute):** 75 percent of students in Kindergarten will be at a Step 3 by the end of the school year, demonstrating first grade reading readiness on the STEP assessment.

**Measure 1.02 (Absolute):** 80 percent of students in grade one will be at Step 6 by the end of the school year, demonstrating second grade reading readiness on the STEP assessment.

**Measure 1.03 (Absolute)** – 85 percent of students in grade two will be at Step 9 by the end of the school year, demonstrating third grade reading readiness on the STEP assessment.

**Measure 1.04 (Growth)** – 90 percent of students will grow a minimum of three steps of reading growth per year on the STEP assessment each year as tested.

**Measure 1.05 (Growth & Comparative):** In a cohort analysis of longitudinal growth, average annual increases of percentiles among students in Reading Comprehension on the NWEA MAP average a minimum of 5 percentiles of growth per year until the average reaches 85 percent.

**Measure 1.06 (Absolute):** 70 percent of all students will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment.

**Measure 1.07 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment.

**Measure 1.08 (Absolute):** 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Reading/Language Arts Assessment.

**Measure 1.09 (Comparative):** All students, on average, attain proficiency rates that are 10 percent higher than the surrounding district average as measured by the PARCC Assessment.

**GOAL 2: Students Achieve Mastery in Writing.**

**Measure 2.01 (Absolute):** 70 percent of all students will score Proficient or Advanced on the PARCC Writing Assessment.

**Measure 2.02 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Writing Assessment.

**Measure 2.03 (Absolute):** 90 percent of students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Writing Assessment.

**Measure 2.04 (Comparative):** All students, on average, attain proficiency rates on the PARCC Writing Assessment that are 10 percent higher than the surrounding district average.

**GOAL 3: Students Achieve Mastery in Mathematics.**

**Measure 3.01 (Growth & Comparative):** In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Mathematics on the NWEA MAP averages a minimum of five 5 percentiles of growth per year until the average percentile score reaches 85.

**Measure 3.02 (Absolute):** 70 percent of all students will score Proficient or Advanced on the PARCC Math Assessment.

**Measure 3.03 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the PARCC Math Assessment.

**Measure 3.04 (Absolute):** 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the PARCC Math Assessment.

**Measure 3.05 (Comparative):** All students, on average, attain proficiency rates that are 10 percent higher than the surrounding district average.

#### **GOAL 4: Students Achieve Mastery in Science.**

**Measure 4.01 (Growth & Comparative):** In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Science on the NWEA MAP averages a minimum of 5 percentiles of growth per year until the average percentile score reaches 85.

**Measure 4.02 (Absolute):** 70 percent of all students will score Proficient or Advanced on the ISAT or PARCC Science Assessment.

**Measure 4.03 (Absolute):** 80 percent of all students who have attended the school for three or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.

**Measure 4.04 (Absolute):** 90 percent of all students who have attended the school for four or more years will score Proficient or Advanced on the ISAT or PARCC Science Assessment.

**Measure 4.03 (Comparative):** All students will, on average, attain proficiency rates that are 10 percent higher than the surrounding district average.

#### **GOAL 5: Students Achieve Mastery in Social Studies.**

**Measure 5.01 (Growth & Comparative):** In a cohort analysis of longitudinal growth, average annual increase of percentiles among students in Social Studies on the Terra Nova averages a minimum of 5 percentiles of growth per year until the average percentile score reaches 85.

## **ORGANIZATIONAL GOALS**

### **GOAL 6: GLA demonstrates fiduciary and financial responsibility.**

**Measure 6.01:** External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.

**Measure 6.02:** Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets.

**Measure 6.03:** School operates with minimal discrepancy between budget and actuals.

**Measure 6.04:** All financial compliance requirements are met annually

### **GOAL 7: Board of Directors provides effective school oversight.**

**Measure 7.01:** Board conducts formal annual review of school leader.

**Measure 7.02:** Board conducts annual self-evaluation to assess strengths/weaknesses.

**Measure 7.03:** Board conducts formal annual review of by-laws and policies.

**Measure 7.04:** Board conducts formal annual review of school's strengths/weaknesses.

### **GOAL 8: GLA is fully enrolled, with high levels of attendance and re-enrollment.**

**Measure 8.01:** Waiting list equals 50 percent of kindergarten enrollment annually.

**Measure 8.02:** 90 percent of students who begin the school year remain throughout the year.

**Measure 8.03:** 90 percent of students who complete the school year re-enroll the following year.

**Measure 8.04:** School averages 95 percent (+) daily student attendance annually.

**GOAL 9: GLA rates highly on the Five Essentials Survey** (This survey measures the strength of schools in five key areas: 1. Effective leaders, 2. Collaborative teachers, 3. Involved Families, 4. Supportive Environment and 5. Ambitious Instruction).

**Measure 9.01:** School scores “strong” or “green” in each of the five key areas.

**GOAL 10: GLA maintains school wide systems for tracking student and school metrics.**

**Measure 10.01:** Attendance and student data is entered daily.

**Measure 10.02:** Interim tests are graded and entered into the data system within 7 days of exams.

**Measure 10.03:** Progress reports are sent to families on a weekly basis.

**Measure 10.04:** Individual student academic and behavioral data is updated on school’s student information system on a weekly basis.

*(4) The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).*

*(i) The extent of community support for the application*

It is our belief that community support is a critical component of a successful charter school. To this end, we engaged in developing broad based support for the GLA application and have continued to foster relationships with community stakeholders as we prepare to open our school this fall. Through our extensive outreach efforts, we have actively informed parents and community members about the school and solicited their involvement in and feedback on our school design. As a community school, it is a priority to recruit a local student population that

reflects the community in demographics, including students with disabilities, English Language Learners and students in temporary living situations. All applicants have an equal opportunity to attend GLA. Should the number of applicants exceed our available seats, we will conduct a blind lottery.

Our target community is the Southeast Side of Chicago. GLA has reached out to parents/guardians, community stakeholders, and residents of the Southeast Side in a variety of ways: hosting Community Meetings, participating in Community Events, organizing Stop and Chats and Sneakers on the Street canvassing events, distributing flyers and brochures on local commercial thoroughfares, speaking with daycare providers and church leaders, hosting booths at local festivals, and meeting with community stakeholders. Community support for our application is evidenced in several ways (please note that the figures and actions below represent activity prior to the submission of our charter application to the district):

- Our efforts generated 1600 signatures of support from Southeast Side residents
- We received 65 signatures of support from local Southeast Side businesses
- We collected 110 Intent to Enroll forms from parents/guardians of eligible students for 128 open seats prior to our charter being granted
- We received a letter of support from our local alderman, Natasha Holmes
- We also collected several letters of support from local community stakeholders including:
  - Dr. Laura Morgan, block club president and 30-year resident of the Southeast Side
  - Billy Powers, founder of the monthly community meeting, Exchange Ideas
  - South Shore resident Vicky Wooten a South Shore Community Action Council member and CPS teacher.

- We have created a Community Outreach Committee that meets monthly to engage the community and solicit feedback.

(ii) *The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school.*

Throughout the planning and program design process we worked with families, community organizations, and community stakeholders to learn what they identified as the educational needs of the community and incorporated their feedback into our school design. Starting in February, 2013, we began engaging community members in the greater South Shore in a dialogue about its educational opportunities. Since then, we have attended dozens of community meetings and events in the South Shore including CAPS meetings, Exchange Ideas Meetings, Reclaim South Shore Meetings, Connects South Shore meetings, South Shore Community Action Council Meetings, South Shore Block Club Connection meetings, South Shore Chamber of Commerce Meetings, Townhall Meetings for the 7<sup>th</sup> Ward, South Shore Peace Circles, the South Shore Festival, South Shore Farmer's Market, A.OK. Early Childhood Network Meetings and more. The feedback and input that they provided proved to be invaluable to our school planning and program design.

GLA has and will continue to encourage parent and community involvement at every stage of our planning, design and implementation process. Following are examples of how we have engaged and/or will engage parents and the community at large:

- We have actively solicited feedback from community members and parents during all of our outreach events.

- Our website, created by a South Shore website designer and community activist includes a link for community members to provide feedback and thoughts on the proposed school.
- We held 4 parent orientations over the summer to facilitate communication with enrolled families, as well as a family BBQ to introduce families to one another and build community.
- We conduct frequent, pro-active communication with all families, such as newsletters and phone calls, as well as create, partnership-building opportunities for parent/guardian involvement in their student's academics. We believe in parent/guardian partnerships and consistently implement systems and structures to engage families in our school and in their child's education.
- Our parent engagement efforts include, but are not limited to: home visits to all new families, annual information sessions for all new and returning families, a comprehensive Family Handbook, three formal parent-teacher conferences per year, three formal report cards per year, monthly family newsletters, monthly parent-student workshops hosted at the school, monthly school newsletters, biweekly phone calls home, weekly behavioral and grade updates for our grades 2-8 students, daily behavioral BE GREAT reports for our K-1 students, and nightly signed homework for all students in all grades K-8.
- GLA will solicit parental feedback annually through family surveys, and will continuously develop our family and community relationships.
- We welcome parents to visit the school and their child's classroom at any time, provided 24 hours of notice, and our administration has an open door policy.
- We look for families to get involved on a volunteer basis, from everything from drop-off and pick-up support to administrative assistance.

- One Saturday each month, we open the school for parent-student workshops that provide training to parents to increase their involvement in their child's education.
- In our first year of school operations, we will foster the creation of a Families and Friends for GLA, an organization comprised of parents/guardians, other family members and community members dedicated to supporting the school in the larger community and ensuring that parental voices are heard at the school on a regular basis.

It is important to note that we have also modified our school design based upon our conversations; for example, after speaking with many working parents about their concerns for after school care we committed to creating an after school partnership with the local YMCA that buses students there and engages our students until 6:00 p.m. We also added arts programming at the school based on request from parents through a partnership with the local South Chicago Arts Center.

We work hard to invest families in the school, and to provide multiple opportunities to be involved with the school. Families and Friends for GLA will welcome all families to join, or just attend the monthly meeting, if they want to be more closely involved with the school. Meeting each month, the group will work with the Executive Director, Dean of Culture, and Community Outreach Coordinator to identify and coordinate support for the school. For example, this group will coordinate a Teacher Appreciation Day, identify parent volunteers for field trips, organize an annual family BBQ, hold welcoming events for new families, and create and organize other events. Based upon strong family engagement practices observed at high performing schools, this group will also coordinate parent volunteers for everything from helping copy reading books for the school to organizing and labeling the school library, and from coordinating student pick-up and drop-off to establishing achievement rituals that incorporate the infusion of the community. We

recognize the importance of ensuring that we have parental voices heard at the school. As such, the Families and Friends for GLA will also serve as an advisory body to the Board, to whom they will present annually, as well as serves as a sounding board for parents who may not serve on the group, but who want a forum in which to voice their perspective. Finally, the group will organize and coordinate the annual completion of a parent satisfaction survey of the school.

*(5) Quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).*

*(A) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability*

GLA is committed to hiring a diverse staff that is representative of the community we are educating. We have had great success at meeting this goal:

- Half of our founding teaching staff is African American.
- One fourth of our founding staff is of Asian descent.
- Twenty percent of our founding teaching staff is male, an underrepresented group in elementary schools.
- Our founding staff ranges in age from 22 to 41.
- We also hired several independent contractors from the community to assist the school in its outreach efforts

Additionally, all four of our Master Teachers have experience on the founding staff of a new charter school and all of our Founding teachers with teaching experience (7 of 9 teachers) have taught in urban, low income schools.

*(B) The qualifications, including relevant training and experience, of key project personnel*

The GLA leadership team has demonstrated and robust experience as educational and charter school leaders and has the skills necessary to launch and operate a highly successful charter school. As the school will open with only 128 students in the fall, GLA has currently hired two members of the leadership team; the Executive Director and Director of Finance and Operations. Additional positions will be added over the next several years. Please see the response to Selection Criteria (6) for additional information related to the plan to expand the leadership team.

**Katherine Myers, Founder and Executive Director**, is a school leader and attorney with extensive experience as an urban educator and teacher coach. Ms. Myers has experience launching a high quality charter school and developing and implementing an effective curriculum. In 2010, Ms. Myers assisted in the launch of the John Dilbert Community School, a turnaround charter school in New Orleans managed by Firstline Schools. At the John Dilbert Community School, Ms. Myers served several roles including: the founding sixth grade team-lead, the ELA grade 5-8 team lead, and a sixth grade ELA teacher. In these capacities, Ms. Myers created the middle school ELA curriculum and assisted in developing the cultural and curricular vision for the middle school. In addition, Ms. Myers has extensive experience evaluating teachers and providing them with comprehensive professional development. In 2011, Ms. Myers helped found MATCH Nola, a teacher coaching organization, where she coached teachers in charter schools across New Orleans, from kindergarten through AP English.

Most recently, Ms. Myers was selected as a Fellow with Building Excellent Schools, a highly selective Fellowship that trains school leaders to design, found, lead, and sustain locally controlled charter schools in high-need urban neighborhoods around the country. As part of the

fellowship, Ms. Myers completed a highly successful leadership residency program at Capital Collegiate Charter School, a high-performing elementary school in Sacramento, CA. While there, she created a positively reinforced behavioral system and trained teachers on positive framing and reinforcement as a means of classroom management. The fellowship provided Ms. Myers with the opportunity to study over 50 high performing charter schools that work to great success with similar low-income, minority populations in Boston, New York City, Los Angeles, Newark, Washington D.C., Nashville, Memphis, New Orleans, Sacramento, Columbus, Cleveland, Troy, and Chicago. Among the schools visited and studied are well known names such as the Uncommon Network of Schools, the Noble Network of Schools, the Edward Brooke schools, the Excel Academy schools, and the Democracy Prep schools. Ms. Myers was inspired and informed by these schools, which share an educational philosophy with GLA.

Ms. Myers holds a BA from Duke University, MA in Elementary Education from St. John's University, and JD from the University of Chicago.

**Krystle Kim, Director of Finance and Operations**, is a seasoned charter school and non-profit leader with experience in fiscal management and school operations. Ms. Kim served as the Senior Project Manager to the CEO at LEARN Charter School Network, a highly successful network of K-8 charter schools in Chicago. In this capacity she: re-engineered the enrollment (recruiting and lottery) process for the network leading to an exponential increase in number of student applications and a reduction in process time by 50%; directed new school proposal processes spanning mission and vision, academic plan, performance goals and objectives, governance, organizational structure, facilities and finances which resulted in approval to open four new schools; built robust financial models to define fundraising goals necessary to achieve LEARN's ambitious growth plan; and initiated and implemented action plan to increase

productivity and combat low morale among school office staff, targeting communication, team building and professional development. In addition, Ms. Kim served as the treasurer of the New Community Covenant Church where she managed a \$1 million annual budget and developed robust financial systems. Ms. Kim also assisted in the design and development of Intrinsic Schools, a new network of blended learning schools in Chicago.

Ms. Kim holds a Bachelor of Arts from Northwestern University and a Master of Business Administration from the University of Chicago.

### **Board of Directors**

Our actively engaged Board of Directors has extensive leadership and oversight experience in both the corporate and non-profit sectors as well as significant experience in the education and charter school sectors. Further, they have a diverse set of skills and experience in: law, real estate/facilities, finance, accounting, marketing/public relations, development, governance, operations, education, community work, human resources, and strategic planning. Our board has the broad based expertise required to operating and governing a highly effective school. Following are brief bios for each board member:

**Aparupa Bhattacharya** is a Senior Manager at Deloitte Consulting, specializing in human capital and organizational strategies. Ms. Bhattacharya has worked in consulting for over 12 years, and focuses on working with CEOs of healthcare providers to develop organizational strategies and structures to maximize their abilities to act as integrated systems and improve upon the quality of care for patients. Ms. Bhattacharya's commitment to education in Chicago extends to her time in Business School when she was chosen as a Fund Fellow with the Chicago Public Education Fund (a program now part of Education Pioneers) to spend a summer developing a human capital

strategy for CPS to better recruit, hire, develop, measure, and retain teachers. Ms. Bhattacharya holds a BA from Vanderbilt University and MBA from Duke University's Fuqua School of Business. Ms. Bhattacharya provides strategic planning experience, financial and managerial expertise, and education expertise from her summer with CPS.

**Kit Chaskin** is a Partner at Reed Smith LLP where she is the Global Director of the Women's Initiative Network and was also a member of the firm's Executive Committee in 2012. Ms. Chaskin has worked as an attorney for 23 years and specializes in representing corporations, directors, and officers in disputes with insurance companies. Ms. Chaskin's commitment to community in Chicago has been demonstrated through her work with The Resource Center, an environmental nonprofit. In addition, with her husband and two children, Ms. Chaskin spent eight years, first as Resident Head and later as Resident Master living in residence halls at University of Chicago, mentoring and developing undergraduate residents. Ms. Chaskin holds a BA from Northwestern and JD from Northwestern University School of Law. Ms. Chaskin brings extensive governance, educational, and legal expertise to the Board.

**David Feinberg** is a the Midwest Regional Director for Turner Impact Capital, where he specializes in charter school real estate development for high performing charter schools invested in closing the achievement gap. Mr. Feinberg has extensive charter school and real estate experience; formerly he worked as the Director of Real Estate for Launchpad, a nonprofit charter school real estate developer that was spun out of Rocketship Education. He also taught third grade as a Teach For America corps member in Los Angeles. Mr. Feinberg is deeply committed to the success of low-income, urban students, with whom he has worked for years in various capacities. He holds a BA from Hampshire College, MEd from Arizona State University, and MA from the

University of Southern California. Mr. Feinberg brings extensive experience in charter school development, as well as elementary educational expertise from his time as a school teacher.

**Christopher Hoyes** is a Senior Consultant with Roland Berger Strategy Consultants specializing in strategy and operations. He has experience in the automotive industry and working for Fortune 400 companies. Prior to his work at Roland Berger, Mr. Hoyes worked at Consolidated Edison Company of New York as a senior analyst and strategic planner. Mr. Hoyes' experience with community service and development started with his time with the New York Urban League Young Professionals where he served on the community service committee. He is currently an active member of the University of Chicago's Undergraduate Mentorship Program. Mr. Hoyes holds a BS from Georgetown University and MBA from The University of Chicago Booth School of Business. Mr. Hoyes brings extensive financial expertise to the Board, and a wealth of strategic operational knowledge.

**Steven Kraus** worked for 25 years as a partner at Deloitte Consulting LLP. He was the firm's Midwest Human Capital Practice Leader for health care benefits strategy, and has worked with clients such as Walmart, State Farm, UAW Retiree Medical Benefits Trust, Comerica Bank, and numerous local hospitals including Northwestern Memorial, Alexian Brothers, and Northwest Community. He was also Deloitte's formal national leader on employer implications of health care reform. Mr. Kraus has taught graduate courses in a number of Human Resource and Compensation benefits areas. Mr. Kraus brings a strong commitment to student achievement and a deep desire to use his extensive professional expertise to make a difference in the lives of low-income students in Chicago. He has served on non-profit and governmental boards for over 25 years and was a founding member of a number of boards. Mr. Kraus holds a BA from St. Norbert's College and MA from the University of Texas at Austin, and is a Charter member of Certified Employee

Benefits Specialist (“CEBS”), a professional program sponsored by the Wharton School of the University of Pennsylvania. Mr. Kraus brings a wealth and diversity of skills from his professional and volunteer work experiences. Mr. Kraus has served before as a Board Chairperson, and has successfully created and managed multiple nonprofit budgets.

**Sherina Maye** is Commissioner at the Illinois Commerce Commission. Formerly, she worked as an attorney at Locke Lord LLP. Ms. Maye brings several years of business and commercial litigation experience to the team. She also brings a strong commitment to the students of Chicago; she served in the past on the associate board of Young Women's Leadership Charter School and has volunteered in several schools on the South Side of Chicago, including Dunbar High School, Jackie Robinson Elementary School, and Andrew Carnegie Elementary School. Additionally, Ms. Maye serves as a mentor to at-risk students in Chicago through numerous volunteer programs, including Delta Sigma Theta and the National Urban League. Ms. Maye holds a BA from Spelman College and JD from Howard University School of Law. Ms. Maye brings extensive professional and public sector experience to the Board.

**Wayne Moore** is a Vice President at Silver Chalice Ventures, a digital sports media company where he handles strategy, marketing, and sales. Mr. Moore’s extensive business experience comes from his past experience in several fields. After college, he spent four years as a Naval Officer, then worked as manager at a medical device manufacturer, and an associate at Morgan Stanley. He brings a strong commitment to giving back to children in Chicago; he spent several years as a big brother with the Big Brothers, Big Sisters organization in Chicago. Mr. Moore holds a BA from Stanford University and MBA from Kellogg School of Management at Northwestern. Mr. Moore brings a diversity of experience in finance, operations, business development, media and marketing to the Board

**Butch Trusty** is the Vice President, Network Impact, at CEE-Trust, a national non-profit dedicated to helping cities ensure that all students have access to high-quality public schools. Prior to that, Mr. Trusty was the Education Program Director at The Joyce Foundation, where he led the foundation's \$8-10M in annual grant-making. Prior to joining Joyce, Mr. Trusty was a manager with The Bridgespan Group where he advised foundations, advocacy organizations, and school districts on strategies to accelerate their impact. He has also worked for Washington, D.C.-based policy organizations and for a national education management organization. Mr. Trusty earned an AB in Public Policy from Brown University and an MBA and MA in Public Policy from Duke University. Mr. Trusty brings a strong foundation of education, policy, nonprofit strategic planning, and charter school start-up governance work to the Board.

**Ken Tsang** is the Director of Technology and Marketing and a member of the founding team at Standard Market, a startup food retail and restaurant group where he oversees print and online communications, brand identity, and public relations. Additionally, he leads all technology functions within the organization. Mr. Tsang has past experience as a consultant at the Monitor Group and Forsythe, as well as operational management experience at McMaster-Carr. Mr. Tsang holds a BA from Harvard University, MS in Computer Science from the University of Chicago, and MBA from the Kellogg School of Management at Northwestern University. Mr. Tsang brings a strong background in computers and digital media, as well as marketing to the Board.

*(6) Quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i))*

As evidenced above, our Board of Directors and management team have a depth of leadership and oversight experience which are invaluable to GLA as we collectively work to achieve our mission and realize our educational and operational objectives.

GLA will be governed by a Board of Directors that will maintain active and effective oversight of the school. The Board will hold the school to its mission, ensure that it remains true to the terms of the charter, and oversee the school's financial viability, regulatory compliance, and organizational health. The Board will establish and approve policies that guide the execution of all management responsibilities, including fiscal, personnel, and school policies. The Board will ensure that the Executive Director and her team achieve the objectives of this project on time and within budget. This will be accomplished through the following Board Committees:

- The **Governance Committee** will be responsible for ensuring the Board's compliance with all rules and regulations, and maintains and develops a healthy Board membership.
- **Finance Committee** provides financial oversight of GLA and ensures that the school can provide for its educational and support programs in a fiscally responsible way.
- **Community Outreach Committee** builds and maintains community support, ensuring that local residents are engaged and involved in the school, and ensuring that the school is a strong partner to community organizations.
- **Development Committee** builds community and business support and ensures that GLA attracts the necessary financial resources to remain viable and competitive.
- **Facilities Committee** identifies and acquires GLA's initial facility, as well as facilitates any renovation work necessary. It determines both short-term plans and long-term plans for acquiring a permanent facility as the school reaches capacity.
- **Academic Achievement Committee** works with GLA's Executive Director to analyze academic progress and ensures that the school is meeting the stated academic accountability goals of its charter application, as well as any additional measures of academic success that the Board and school leadership establish and deem appropriate.

- **Marketing Committee** maintains the school's public image and media presence, including website development, social media development, brochure creation, and monthly newsletters.

The Board will set compensation for, hire, support, and evaluate the Executive Director, and will delegate all day-to-day management decisions to the Executive Director.

As we are opening this fall with just 128 students in grades K-1, our current leadership team is made up of the Executive Director and the Director of Finance and Operations.

However, as we grow to scale, we will add a Dean of Curriculum and a Dean of Culture to the leadership team. The functions of the Dean of Curriculum and Dean of Culture will be the responsibility of the Executive Director until they are brought on staff.

The Executive Director is responsible for implementing the vision for GLA. She sets yearly and long-term strategies and goals for the school with the Board's input and approval and provides the Board with a monthly management report that includes financial, operational and academic dashboards. The Executive Director is responsible for hiring, supporting, and evaluating all school staff. She oversees the school's culture, academic achievement and financial well-being.

The Director of Finance and Operations is responsible for managing the school finances and operations. She administers the daily fiscal functions of the school and provides the Board with monthly reports on the school's financial status. Other responsibilities include facilities management, vendor relationships, and school compliance. She will be directly responsible for managing the finances related to this grant.

The Dean of Curriculum will be hired in the school's second year. S/he will be responsible for creating the college preparatory curriculum for each grade, including the assessments and scope and sequence. Further, s/he will coach teachers on executing daily,

weekly and interim assessments as well as the related data analysis. S/he will assist teachers in implementing highly responsive instructional action plans that bring 100% of scholars to mastery of 100% of objectives such that every single student masters every single standard.

The Dean of Culture will be hired in the school’s third year. S/he will be responsible for establishing and executing the vision for school culture and coaching teachers on classroom management. The Dean of Culture will communicate with families around all cultural aspects of the school and will be responsible for in-school disciplinary action.

GLA will open its doors in two months, and accordingly has already met the majority of its planning and design milestones. Over the next year, we are focusing on the following mission critical activities to realize the objectives detailed in the response to Selection Criteria (3):

<b>Key Success Factor</b>	<b>Milestone / Target</b>	<b>Timeline</b>	<b>Responsibility</b>
Design around individual students	Develop template for tracking and analyzing personalized learning plans	Fall 2014	Executive Director
	Define mastery based grading system and tie to an online grading and reporting system	Fall 2014	Executive Director
	Finalize master schedule	Summer 2014	Executive Director
Provide real time feedback	Select and purchase learning management system	Summer 2014	Executive Director

<b>Key Success</b>			
<b>Factor</b>	<b>Milestone / Target</b>	<b>Timeline</b>	<b>Responsibility</b>
	Finalize data systems and annual data tracking progress	Spring 2014	Director of Operations & Executive Director
Create Culture of Student Ownership	Define measures for tracking and reporting out core values (Bravery, Enthusiasm, Growth, Responsibility Endurance, Achievement, Team)	Summer 2014	Director of Operations & Executive Director
	Select a tool for student digital portfolios	Summer 2014	Director of Operations
	Lead Parent Orientations and Monthly Parent Workshops with parents about how they can support their child's academics	Ongoing	Executive Director
Foster Intellectual Curiosity	Establish hands on projects that deepen student learning and student research skills.	Ongoing	Executive Director and Master Teachers
	Define curriculum that requires students to think critically and articulate their thinking process.	Ongoing	Executive Director and Master Teachers

<b>Key Success</b>			
<b>Factor</b>	<b>Milestone / Target</b>	<b>Timeline</b>	<b>Responsibility</b>
Cultivate Instructional Talent and Build Capacity	Research and target universities and teacher preparation programs with graduates who have the skills we need	Ongoing	Executive Director
	Hold 5 week Summer Institute focused on capacity building, coaching through practice, and curriculum development.	Every Summer	Executive Director and Master Teachers
	Create annual scope and sequence to build staff capacity during monthly and weekly PD	Ongoing	Executive Director and Master Teachers
	Hold events to cultivate teacher interest in blended learning	Every Summer	Executive Director and Master Teachers
Constantly Iterate and Improve	Develop processes for evaluating model anchors through data collection and analysis.	Fall 2014	Executive Director and Master Teachers
	Evaluate, iterate and improve curricula, instructional practices and technology integration.	Ongoing	Executive Director and Master Teachers

<b>Key Success</b>			
<b>Factor</b>	<b>Milestone / Target</b>	<b>Timeline</b>	<b>Responsibility</b>
	Evaluate, iterate and improve student assessment strategies	Ongoing	Executive Director and Master Teachers
	Evaluate, iterate and improve professional development program	Ongoing	Executive Director and Master Teachers
	Establish focus on what is and is not producing student outcomes and the willingness to abandon programs or ideas that are not producing results	Ongoing	Executive Director and Master Teachers
	Advise Board of Directors regarding all substantive changes to the educational program.	Ongoing	Executive Director
Sound financial management and school operations	Develop an annual balanced budget	Ongoing	Executive Director
	Manage spending not to exceed board approved budget	Ongoing	Executive Director
	Maintain a minimum of 30 days cash on hand	Ongoing	Executive Director

<b>Key Success</b>			
<b>Factor</b>	<b>Milestone / Target</b>	<b>Timeline</b>	<b>Responsibility</b>
	Meet authorizer compliance requirements	Ongoing	Executive Director & Director of Operations
	Retain a minimum of 80% of teaching staff	Ongoing	Executive Director
	Meet student recruitment target of 2 applicants for every open seat.	Ongoing	Executive Director

*(7) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).*

Attached, please find a letter of support from our authorizer, our approved charter, and the School Quality Rating Policy (SQRP) which serves as the GLA performance contract.

*(8) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7721c(b)(2)).*

The flexibility and autonomy afforded by the SEA, Illinois State Board of Education, and the LEA, CPS, is outlined in the Illinois School Code. (105 ILCS 5/Art. 27A), Illinois State Charter Schools Law. The law specifically states that its purpose is to provide an avenue for the creation of innovative educational techniques and programs.

Illinois State Charter School law exempts charter schools from nearly all state rules that inhibit flexible operation and management. This law exempts charter schools from all other state laws and regulations in the School Code governing public schools and local school board policies with a the following exceptions:

- The requirement to conduct background checks
- Portions of the code related to student discipline
- Portions of the code related to school report cards
- The Tort Immunity Act
- The section of the General Not for Profit Corporation Act regarding indemnification of officers directors, employees, and agents
- The Abused and Neglected Child Reporting Act
- The Illinois Student Records Act
- The P-20 Longitudinal Education Data Systems Act
- The Educational Labor Relations Act.

In addition, the law specifically states that a charter school is responsible for the management and operations of its fiscal affairs. Further, charter schools are granted autonomy to select vendors and service providers. The law also provides charter schools with tremendous autonomy regarding personnel. The only restrictions related to hiring are that a minimum of 75% of instructional staff must be state certified and those who are not state certified must meet certain minimum requirements. As a charter school, GLA has the freedom and flexibility to establish its own: school calendar and schedule, curricula, employment policies, student discipline policies and manage its own operations.

## Other Attachment File(s)

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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# KATHERINE P. MYERS

[kmyers@glachicago.org](mailto:kmyers@glachicago.org)

## EDUCATION

---

### University of Chicago Law School

Chicago, Illinois

*J.D.: June 2006*

- Co-Head Streetlaw, a program whereby law students teach high school students legal principles
- Co-Head Women's Law Caucus; Student Law Association; 1L student representative

### St. John's University

New York, New York

*M.A. in Elementary Education: May 2003*

### Duke University

Durham, North Carolina

*B.A. in English, Certificate in Gender and Sexuality Studies: May 2001*

- Study abroad at New York University in Florence, Italy, Fall Semester 1999

## EDUCATION FIELD EXPERIENCE

---

### Great Lakes Academy Charter School

Chicago, IL

*Founder & Executive Director, September 2012-present*

Founder of Great Lakes Academy Charter School, a K-8 charter school serving students on the Southeast side of Chicago. Drafted 850 page charter proposal that was sole recipient of unconditional charter approval by the CPS BOE in January, 2014. Recruited and trained Founding Board, recruited and trained founding staff, recruited founding students. Created school design including school culture, professional development, & curriculum. Obtained facility lease and renovation loan; oversaw renovation process.

### Building Excellent Schools

Chicago, IL

*Building Excellent Schools Fellow & Founder of Great Lakes Academy, September, 2012-September 2013*

Selected for national BES Fellowship. Trained in nationally recognized charter school creation program in finance, management, curriculum and leadership development. Visited and analyzed over 50 high performing charter schools nationally. Completed school leadership residency in high performing elementary charter school. Founded Great Lakes Academy Charter School. Chosen from a national pool of applicants with under 3% acceptance rate.

### MATCH NOLA

New Orleans, LA

*Founding Teacher Coach, July 2011-August 2012*

Founding coach in pilot program (part of Harvard study) for ongoing teacher professional development. Coached teachers in charter schools all over New Orleans from kindergarten through 12<sup>th</sup> grade A.P. English. Co-created and led summer P.D. for Classroom Management skills. Coordinated scheduling and communications with school leaders.

### John Dibert Community Charter School (Firstline Schools)

New Orleans, LA

*Founding Middle School Teacher, ELA Team Lead, Sixth Grade Lead, June 2010-July 2011*

Co-created middle school ELA curriculum, including reading comprehension, writing and grammar scope and sequence and objectives. Assisted in developing cultural and curricular vision for 5-8 turnaround middle school. Taught sixth grade literacy block.

### New Orleans College Preparatory Charter School

New Orleans, LA

*Middle School Teacher, August 2009-June 2010*

Created scope, sequence, and curriculum for Eighth Grade writing class. Taught middle school reading comprehension, reading decoding, phonics and writing in third year charter school for grades 6, 7, and 8.

### New York City Teaching Fellow, New York Dept. of Education

Brooklyn, NY

*Second Grade Teacher, June 2001-August 2003*

Taught self-contained second grade at Public School 16, District 14 in Brooklyn, New York. Created Second-Sixth grade buddy program. Developed and wrote semester long study on daily silent writing and silent reading period based on "Read to Win" program. Created parent-student weekly reading program.

## LEGAL EXPERIENCE

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### Grippo & Elden LLC

Chicago, IL

*Associate, June 2007-July 2009*

Member of trial team for two multi-month trials from discovery through post trial briefing. Primary counsel for national corporation in landlord/tenant dispute. Obtained favorable settlement in harassment litigation.

### Reed Smith LLP (formerly Sachnoff & Weaver LLP)

Chicago, IL

*Associate, Litigation Department, Summer 2005, September 2006-June 2007*

Represented clients in all areas of complex litigation. Obtained asylum for Mauritanian asylum seeker.

## Cover Page for Katherine Myers Resume

Lead Founder and proposed Executive Director Katherine Myers is a native Chicagoan, and an educator and attorney with extensive experience as an urban educator and teacher coach. She has experience teaching in urban elementary school and middle schools, in Brooklyn and New Orleans, respectively. She has taught in both district and charter schools, and was a founding sixth grade team-lead and ELA grade 5-8 team lead, and sixth grade ELA teacher at the K-8 turnaround charter school, John Dibert Community School. She also helped found MATCH Nola, a teacher coaching organization, where she coached teachers in charter schools across New Orleans, from Kindergarten through AP English. Between working as an educator in Brooklyn and New Orleans, Ms. Myers attended law school and practiced civil litigation for several years in Chicago. Most recently, Ms. Myers was selected as a Fellow with Building Excellent Schools, a highly selective Fellowship that trains school leaders to design, found, lead, and sustain locally controlled charter schools in high-need urban neighborhoods around the country. Ms. Myers holds a BA from Duke University, a MA in Elementary Education from St. John's University, and a JD from the University of Chicago. She is the Lead Founder, proposed Executive Director, and *ex officio* member of the Great Lakes Academy Board of Directors.

# KRYSTLE GOH KIM

• kkim@glachicago.org

## EDUCATION

---

### **The University of Chicago Booth School of Business**

*Master of Business Administration*

**Chicago, IL**

2012 – 2014

- Graduation with Honors
- Awarded 1898 Scholarship, a merit-based award for academic achievement and leadership potential
- 2013 LEAD Facilitator selected by faculty to teach full-credit course on leadership effectiveness and development
- Member: BoothEd (Co-Chair), Net Impact, Board Fellows, Dean's Student Admissions Committee

### **Northwestern University, Weinberg College of Arts & Sciences**

*Bachelor of Arts in Mathematical Methods in the Social Sciences and Economics (GPA: 3.8/4.0)*

**Evanston, IL**

2002 – 2006

- Cum Laude with Departmental Honors

## PROFESSIONAL EXPERIENCE

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### **Great Lakes Academy Charter School**

*Director of Operations*

**Chicago, IL**

March 2014 – Present

- Create and implement operational policies and systems for all areas of start-up charter school including compliance, finance, foodservice, procurement, real estate and daily school systems
- Manage and supervise operational staff, as well as coordinate external vendor relationships

### **Chicago Public Schools, Office of Diverse Learners Supports and Services**

*Education Pioneer Fellow*

**Chicago, IL**

June 2013 – August 2013

- Identified key metrics to assess district progress on academic and outcomes goals for diverse learners
- Proposed recommendations for process changes and internal reporting based on compliance requirements and Illinois State Board of Illinois corrective actions and complaints

### **Intrinsic Schools**

*Project Consultant*

**Chicago, IL**

June 2012 – August 2012

- Developed business plan to establish a 6<sup>th</sup> – 12<sup>th</sup> blended learning school in collaboration with founding team
- Authored sections of proposal submitted to Chicago Public Schools in August 2012 to obtain school charter approval

### **LEARN Charter School Network**

*Senior Project Manager to the CEO*

**Chicago, IL**

September 2010 – June 2012

- Re-engineered enrollment (recruiting and lottery) process for the network leading to an exponential increase in number of student applications and a reduction in process time by 50%
- Directed new school proposal process spanning mission and vision, academic plan, performance goals and objectives, governance, organizational structure, facilities and finances; resulted in approval to open four new schools
- Built robust financial models to define fundraising goals necessary to achieve LEARN's ambitious growth plan
- Initiated and implemented action plan to increase productivity and combat low morale among school office staff, targeting communication, team building and professional development

### **New Community Covenant Church**

*Treasurer, Leadership Team Member*

**Chicago, IL**

April 2009 – April 2011

- Managed over \$1 million in annual budget and supplemental funds, dedicating over 20 hours per week of volunteer time
- Revamped and created finance and other office systems including management / supervision of accounts receivables team, bookkeeper and office administrator
- Member of Leadership Team representing the 550-person congregation on church business and strategy

### **Adams Street Partners, Partnership Investment Team – Primary Investments**

*Associate*

**Chicago, IL**

August 2008 – August 2010

- Developed investment memos evaluating quantitative and qualitative advantages and risks of potential new investments
- Facilitated weekly U.S. Primary Team meetings to organize and manage team deal flow / projects
- Instituted and managed formal on-boarding and training process for new Primary Team Associates across offices
- Coordinated best practices with global Associate staff (Europe/Asia) to increase efficiency and standardize work product

## ADDITIONAL INFORMATION

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- Co-founder and chairman of the Advisory Board for *Project:VISION*, an after-school program in Chinatown/Bridgeport, helping to focus strategy and reinvigorate fundraising
- Mentor to Nicole (age 14) 2009-2013 through *Horizons for Youth*, committed to investing in her education and development through one-on-one time together and monthly group outings

P.O. BOX 2508  
CINCINNATI OH 45201

In reply refer to: 9999999999  
May 23, 2013 LTR 3367C SO  
46-1862158 000000 00

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BODC: TE

GREAT LAKES ACADEMY INC  
C/O KATHERINE P MYERS  
415 E NORTH WATER ST STE 604W  
CHICAGO IL 60611

Employer Identification Number: 46-1862158  
Tax Form: 1023  
Document Locator Number: 17053-120-33202-3  
For assistance, call: 1-877-829-5500

Dear Applicant,

We received your application for exemption from Federal income tax and your user fee payment.

During the initial review process, applications for exemption are separated into three groups:

1. Those that can be processed immediately based on information submitted,
2. Those that need minor additional information to be resolved, and
3. Those that require additional development.

If your application falls in the first group or second group, you will receive your determination letter stating that you are exempt from Federal income tax or a request for information via phone, fax, or letter. If your application falls within the third group, you will be contacted when your application has been assigned to an Exempt Organizations specialist for technical review. You can expect to be contacted within approximately 90 days from the date of this notice.

IRS does not issue "tax exempt numbers" or "tax exempt certificates" for state or local sales or income taxes. If you need exemption from these taxes, contact your state or local tax offices.

General information about the application process and tax-exemption can be found by visiting our website, [www.irs.gov/eo](http://www.irs.gov/eo). If you are unable to locate the information needed, you may call our toll free number shown above Monday through Friday. When communicating with us, please refer to the employer identification number and document locator number shown above.

Sign up for Exempt Organizations' EO Update, a regular e-mail newsletter that highlights new information posted on the Charities pages of [irs.gov](http://irs.gov). To subscribe, go to [www.irs.gov/eo](http://www.irs.gov/eo) and click on "EO Newsletter."

Date of this notice: 01-25-2013

Employer Identification Number:  
46-1862158

Form: SS-4

Number of this notice: CP 575 A

GREAT LAKES ACADEMY INC  
% KATHERINE MYERS  
415 E NORTH WATER ST APT 604W  
CHICAGO, IL 60611

For assistance you may call us at:  
1-800-829-4933

IF YOU WRITE, ATTACH THE  
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-1862158. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	01/31/2014
Form 940	01/31/2014

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.



May 23, 2013 LTR 3367C SO  
46-1862158 000000 00

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GREAT LAKES ACADEMY INC  
C/O KATHERINE P MYERS  
415 E NORTH WATER ST STE 604W  
CHICAGO IL 60611

For other general information, tax forms, and publications, visit  
[www.irs.gov](http://www.irs.gov)

Sincerely yours,



Lois G. Lerner  
Director, Exempt Organizations

**CHARTER SCHOOLS PROGRAM ASSURANCES**

**NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION**

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) 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;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

MATTHEW SHAW  
NAME OF AUTHORIZED OFFICIAL

  
SIGNATURE OF AUTHORIZED OFFICIAL

GREAT LAKES ACADEMY  
APPLICANT ORGANIZATION

CONSULTANT  
TITLE

7/11/14  
DATE

7/11/14  
DATE SUBMITTED



**Office of Innovation and Incubation**

Education Options • Innovative Models • New Schools

---

Brian Martin  
Charter Schools Program  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-5970  
July 9, 2014

To Whom It May Concern,

Chicago Public Schools has received a letter under Section 5203(d)(3) of the Elementary and Secondary Education Act (ESEA) providing notice that Great Lakes Academy is applying for the Charter Schools Program federal grant (Catalog of Federal Domestic Assistance (CFDA) 84.282B). The Office of Innovation and Incubation (I&I) fully supports the grant application for these important funds, which will help Great Lakes Academy Charter School operationalize plans for its proposed educational programming and provide much needed access to high quality school options for the students in the South Shore area of Chicago.

On May 28, 2014, the Chicago Board of Education approved Chicago Public Schools to enter into a Charter School Agreement with Great Lakes Academy, Inc. to open Great Lakes Academy Charter School in the fall of 2014 and operate the charter school for a five-year period. (The Board Report is publicly available at the following link: [http://www.cpsboe.org/content/actions/2014\\_05/14-0528-EX8.pdf](http://www.cpsboe.org/content/actions/2014_05/14-0528-EX8.pdf).) The Charter School Agreement (or “contract”) has been executed and is available for review upon request. This Charter School Agreement defines a robust academic, financial, and compliance accountability framework for Great Lakes Academy Charter School, on which the school will be evaluated over the course of the five-year charter contract and assessed in the District’s renewal process.

The Illinois State Board of Education (ISBE) is still in the process of reviewing GLA’s application to certify the charter school under the Illinois Charter Schools Law, but is on track to certify the school by the time of school opening in the fall of 2014. This timeline for ISBE certification is consistent with all previous years’ certification processes for new school openings and Chicago Public Schools is confident that Great Lakes Academy will receive certification.

If the United States Department of Education has any additional questions regarding Great Lakes Academy, please reach out to me directly.

Best,

Jack J. Elsey Jr.  
Chief of Innovation and Incubation  
Chicago Public Schools

Office of Innovation and Incubation • Jack J. Elsey Jr., Chief  
125 South Clark Street, 10<sup>th</sup> Floor • Chicago, IL 60603 • Phone: 773-553-2522 • Fax: 773-553-3225

There was a problem attaching a file(s).

The attached file can be viewed as an individual component using Application Log menu option.

# School Quality Rating Policy (SQRP) Handbook

## Guide to the Policy, Indicators, and Ratings

This document provides details related to the calculation of ratings under the School Quality Rating Policy (SQRP), as well as additional information on how Remediation and Probation status is intended to be implemented in Chicago Public Schools. This document is specific to the policy adopted on August 28, 2013.



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# Introduction to the SQRP

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## PURPOSE AND GUIDING PRINCIPLES

The School Quality Rating Policy (SQRP) is the Board of Education's policy for evaluating school performance. It establishes the indicators of school performance and growth and the benchmarks against which a school's success will be evaluated on an annual basis. Through this policy, each school will receive a **School Quality Rating** and an **Accountability Status**. This rating and status serve several purposes:

1. Communicating to parents and community members about the academic success of individual schools and the district as a whole;
2. Recognizing high achieving and high growth schools and identifying best practices;
3. Providing a framework for goal-setting for schools;
4. Identifying schools in need of targeted or intensive support; and
5. Guiding the Board's decision-making processes around school actions and turnarounds.

The SQRP will take effect beginning with a School Quality Rating and Accountability Status issued in Fall 2014 based on school performance data gathered during the 2013-2014 school year. The Accountability Status the school receives will be the school's status for the duration of the 2014-2015 school year.

The Board recognizes that an effective and fair School Quality Rating system considers a broad range of indicators of success, including, but not limited to, student test score performance and student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor, and assist schools with low student performance in these areas, as well as provide a framework for action to intervene in schools with stagnant or insufficient rates of student improvement. The School Quality Rating system also provides a means for recognition of schools that have demonstrated distinguished levels of performance.

## LEGAL BACKGROUND

Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of schools and requires the CEO of the Chicago Public Schools to monitor the performance of each school. In doing so, the CEO is required to use criteria and a rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased dropout rate, a decreased graduation rate, or a decrease in the rate of student attendance; or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or applicable Board rules and policies. The SQRP is the policy that lays out the criteria for making these determinations.

By state law, charter schools are exempt from Section 5/34-8.3. However, CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board and will receive a School Quality Rating and Accountability Status. All other CPS schools are subject to this policy, including, but not limited to: neighborhood schools, magnet schools, selective enrollment schools, contract schools, Option Schools, and schools with non-traditional grade structures.

### [HOW THE SQRP WORKS \(HIGH LEVEL OVERVIEW\)](#)

The SQRP is based on a weighted point system. Schools earn between 1 and 5 points for each indicator, which are then weighted and added together to compute an overall weighted score that is also between 1 and 5 points. It is with this overall weighted score that the school's School Quality Rating and Accountability Status are determined. Below is an overview of the main elements of the SQRP.

Points	For each indicator in the SQRP, schools can earn between 1 and 5 points for reaching progressive benchmarks of performance. More information on the indicators and point values used in the SQRP is on page 7.
Weighting	Each indicator has a specific weight in the SQRP. Weights may be different based on the number and type of indicators that are available to a particular school, but the sum of the weights for the school will always be 100%. More information on weighting is on page 11.
Weighted Score	The points received for each indicator are multiplied by their weight and then added together. The resulting weighted score will be between 1 and 5. Indicators with larger weights will play a bigger role in determining the school's overall weighted score. More information on calculating a weighted score is on page 17.
School Quality Rating	Based on the overall weighted score, schools are assigned a rating of Tier 1 (4 – 5 points), Tier 2 (3.5 – 3.9 points), Tier 3 (3 – 3.4 points), Tier 4 (2 – 2.9 points), or Tier 5 (1 – 1.9 points). Schools can also achieve a Tier 1 rating by being in the 90 <sup>th</sup> percentile or higher nationally on the attainment indicator set out in the policy. More information on School Quality Ratings is on page 17.
Accountability Status	The School Quality Rating is used to determine the school's Accountability Status. In general, schools receiving a Tier 1, Tier 2 or Tier 3 rating are in Good Standing status, schools receiving a Tier 4 rating are in Remediation (aka "Provisional Support") status, and schools receiving a Tier 5 rating are in Probation (aka "Intensive Support") status. More information on the Accountability Rating is in the following section and on page 18.

## ACCOUNTABILITY STATUS

While the school's rating (its "level" under the Performance Policy and its "tier" under the new SQRP) may seem like it is better known and more often discussed than the school's Accountability Status, the primary purpose of the SQRP is to determine the school's Accountability Status. It is from the school's Accountability Status that school accountability is made actionable. Specifically, when a school is placed on Remediation or Probation in accordance with Section 5/34-8.3, certain authority is granted to the Board of Education and the CEO to take steps to intervene in the school in order to correct the school's academic deficiencies.

One important change in how school performance information is communicated is related to the terms surrounding the school's Accountability Status. While the terms "Probation" and "Remediation" are a part of the Illinois School Code, CPS will in its general communication use terms that better reflect the types of support a school needs. Probation will be referred to as "Intensive Support" while Remediation will be referred to as "Provisional Support." The terms Probation and Remediation will continue to be used in internal documents, the SQRP itself, and direct notice to principals and Local School Council (LSC) members of the school's Accountability Status, so as to avoid any confusion over the school's status under Illinois School Code and CPS policy. However, the terms "Intensive Support" and "Provisional Support" will be used in communication and reports intended for the general public.

Below is a summary of each Accountability Status and what it means for school autonomy and governance.

### *Good Standing*

This is the default status for a school. Schools in Good Standing status remain bound by federal and state law and CPS policies, but retain certain autonomy with regard to school improvement planning and budgets. LSCs retain all legislated authority in a Good Standing school, including approval of the Continuous Improvement Work Plan (CIWP) and budget, and principal contracting authority.

### *Remediation/Provisional Support*

Schools in this status are in need of support. When a school is placed on Remediation, the CEO may take the following actions:

- a) Draft a new school improvement plan;
- b) Require additional training for the LSC;
- c) Direct the implementation of the CIWP; and/or
- d) Mediate disputes or other obstacles to reform or improvement at the school.

In practice, this means that the CEO or designee – usually the Chief of Schools for the Network – will work with the school to develop a Remediation Plan. This plan may include changes to curriculum and student support services, required professional development, expenditure plans, or other mechanisms that the Chief of Schools believes is necessary to improve student performance. The plan should be articulated in the school's CIWP and should be supported by the school's budget. Amendments to the CIWP and/or budget may be necessary. While LSC input into the plan is still valued, LSC approval of the

CIWP is no longer required. However, it is a requirement that LSC's be provided an opportunity to review and provide feedback on the CIWP, and LSCs retain their principal contracting authority.

#### *Probation/Intensive Support*

Schools in this status are in need of a more intensive support than can be provided through a Remediation Plan. Similar to the Remediation Plan, the CEO or designee will work with the school to develop and implement a Probation Plan, which may require amendments to the school's CIWP and/or budget. For schools on Probation, Board approval of the CIWP is required. LSCs must have an opportunity to review and provide input into the plan, but LSC approval of the CIWP and budget is not required. LSCs retain principal contracting authority, except as noted below.

When a school has been on Probation for at least one year, the Board of Education is authorized under Section 5/34-8.3 to take additional corrective measures. These measures require a hearing and Board vote. They include:

- a) Ordering new LSC elections;
- b) Removing and replacing the principal;
- c) Replacing faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d) Reconstituting the attendance center and replacement and reassignment by the CEO of all employees of the attendance center (also known as a "turnaround");
- e) Intervening under Section 34-8.4 of the Illinois School Code;
- f) Operating an attendance center as a contract turnaround school;
- g) Closing of the school; or
- h) Any other action authorized under Section 34-8.3 of the Illinois School Code.

The actions above are sometimes referred to as "8.3 actions." When a school undergoes an action under 8.3(b) (principal removal) or 8.3(d) (reconstitution or "turnaround"), the school is automatically placed on Probation for a minimum of five years. The LSC's principal contracting authority is suspended until the school is removed from Probation. The purpose of these provisions is to ensure that the 8.3 action has time to be implemented before the school is eligible for Good Standing status and the default governance structure is restored.

#### COMMUNICATION OF RESULTS

Each school's School Quality Rating and Accountability Status will be communicated in multiple ways to ensure that principals, LSCs, staff, families, and the community understand how each school is performing on the SQR. The primary ways in which this information will be communicated are:

1. **Direct Principal Notification:** Principals will receive a letter and SQR report notifying them of the school's rating and status. The letter may be mailed to the school or posted on the CPS Dashboard.

2. **Direct LSC Notification:** LSC members will receive a letter and SQRP report, which will be sent to the LSC members' homes.
3. **The CPS Website:** Each school's rating, status, and complete SQRP report will be included on the school's profile page at [cps.edu](https://cps.edu), as well as on the School Data page at [cps.edu/schooldata](https://cps.edu/schooldata).
4. **School Progress Reports:** Families will receive these reports annually in the fall. The School Progress Report includes information on the school's performance on a variety of indicators, including, but not limited to, the SQRP.

# Policy Scoring

## ASSIGNING POINTS

Points are assigned to each indicator based on the tables published in the SQRP and included on the next three pages. A definition for each indicator is provided in Appendix A. In order to receive points for an indicator, the indicator must be based on at least 10 students, with the exception of priority group indicators, which must be based on at least 30 students. For the My Voice, My School Survey, the school must have a minimum participation rate of 50% to receive points.

### *Elementary School Performance Indicators*

<b>Elementary School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
National School Growth Percentile on the NWEA Reading and Math Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Priority Group National Growth Percentile on the NWEA Reading and Math Assessment (evaluated separately for African-American students, Hispanic students, English Language Learners (ELLs), and Diverse Learners)	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	70% or higher	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
National School Attainment Percentile on the NWEA Reading & Math Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	55% or higher	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
Average Daily Attendance Rate (Grades K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

*High School Performance Indicators*

<b>High School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American students, Hispanic students, English Language Learners (ELLs), and Diverse Learners)	70 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 29 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments	90 <sup>th</sup> percentile or higher	Between 70 <sup>th</sup> and 89 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 69 <sup>th</sup> percentile	Between 10 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 10 <sup>th</sup> percentile
Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

*Option School Performance Indicators*

<b>Option School Performance Indicator</b>	<b>5 points</b>	<b>4 points</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
Average Growth Percentile on STAR Reading Assessment	60 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 59 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 30 <sup>th</sup> percentile
Average Growth Percentile on STAR Math Assessment	60 <sup>th</sup> percentile or higher	Between 50 <sup>th</sup> and 59 <sup>th</sup> percentile	Between 40 <sup>th</sup> and 49 <sup>th</sup> percentile	Between 30 <sup>th</sup> and 39 <sup>th</sup> percentile	Below 30 <sup>th</sup> percentile
Percent Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
Percent Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
Stabilization Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Average Daily Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Growth in Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%

*Participation Rate Minimums*

Points for the assessment indicators listed on the following pages assume a 95% participation rate on the assessment. For schools with a participation rate below 95%, the following adjustments will be applied:

<b>Participation Rate for Elementary and High School</b>	<b>Participation Rate for Option Schools</b>	<b>Point Adjustment</b>
Greater than or equal to 95%	Greater than or equal to 90%	No adjustment
93% to 94%	85% to 89%	-1 point
92% to 93%	80% to 84%	-2 points
90% to 91%	75% to 79%	-3 points
Less than 90%	Less than 75%	-4 points

A separate participation rate will be calculated for each assessment indicator. This means that a school may receive an adjustment for one indicator (for example, the 2<sup>nd</sup> grade indicator, or for a specific priority group), even if the overall participation rate is above 95%.

Participation rates are based on the school's enrollment at the *end of the posttest assessment window*. This means that if a student transfers into the school during the testing window, the school is expected to administer the test, unless a test was administered at the student's previous school. While this student may not be included in the school's assessments (see page 22 for information on "annualized" enrollment), the student *will be* included in the school's participation rate.

Because Option School growth measures rely on a pretest and posttest taken during the same year, participation rate is calculated as the percentage of students who were enrolled during both the pretest window, and posttest window and tested in both windows. For calculation of this rate, each student's participation is evaluated using the test administrations that are used in that student's growth measure (i.e., the fall and winter, winter and spring, or fall and spring administrations).

Students with an IAA indicator on their IEP or whose previous year's ACCESS Literacy score was less than 3.5 are excluded from the NWEA, EXPLORE, PLAN and ACT calculations in the SQRP, and are therefore excluded from the participation rate. **ELL students who are in 11<sup>th</sup> grade are still required to take the PSAE under state law.**

## WEIGHTING SYSTEM

Each school will be measured on each indicator for which it has sufficient data. However, the school will only be evaluated on the indicators that are deemed applicable for that school. **In most cases, if the school has sufficient data for an indicator, that indicator is applicable.** For schools that have all available data, the following weights will be applied to calculate the weighted score for each indicator:

### *Standard Elementary School Model*

Elementary School Indicator	Weight
National School Growth Percentile on the NWEA Reading Assessment	12.5%
National School Growth Percentile on the NWEA Math Assessment	12.5%
Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5%*
Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5%*
Percentage of Students Meeting or Exceeding National Average Growth Norms	10%
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 2	2.5%
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%
Average Daily Attendance Rate	20%
My Voice, My School 5 Essentials Survey	10%
Data Quality Index Score	5%

\*The priority group percentile is measured separately for African-American students, Hispanic students, ELL and Diverse Learners. Each priority group calculation is worth 1.25% in reading and 1.25% in math. If there are fewer than 30 students in the priority group, the indicator is not used and the weight is reallocated to whole-school NWEA growth indicators.

### *Standard High School Model*

High School Indicator	Weight
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	20%
Priority Group National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	Up to 10%*
National School Attainment Percentile on EXPLORE, PLAN and ACT Assessments	10%
Average Daily Attendance Rate	10%
Freshman On-Track Rate	10%
1-Year Dropout Rate	5%
4-Year Cohort Graduation Rate	10%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%
College Enrollment Rate	5%
College Persistence Rate	5%
My Voice, My School 5 Essentials Survey	5%
Data Quality Index Score	5%

\*The priority group percentile is measured separately for African-American students, Hispanic students, ELL and Diverse Learners. Each priority group calculation is worth 2.5%. If there are fewer than 30 students in the priority group, the indicator is not used and the weight is reallocated to whole school growth indicator.

### *Standard Option School Model*

Option School Indicator	Weight
Average Growth Percentile on STAR Reading Assessment	10%
Average Growth Percentile on STAR Math Assessment	10%
Percent Making Growth Targets on STAR Reading Assessment	15%
Percent Making Growth Targets on STAR Math Assessment	15%
One-Year Graduation Rate	15%
Credit Attainment Rate	5%
Stabilization Rate	10%
Average Daily Attendance Rate	10%
Growth in Attendance Rate	10%

### *Schools Fitting Multiple Models*

In cases where more than one of the models above are applicable to the school – most commonly a school serving both elementary school and high school grades – the school will receive a separate School Quality Rating under each of the applicable models, but will also receive a combined School Quality Rating based on the weighted scores earned under each model. The weighted scores for each model will be weighted by the number of students in each of the two programs (based on 20<sup>th</sup> day enrollment) and averaged. The combined School Quality Rating will be used to determine the school’s Accountability Status. This process will ensure that all students in the school are included in the school’s rating and status.

### *Schools With Missing Indicators*

There are four common reasons for an indicator to be missing:

1. There are too few students included in the indicator. Most indicators must include a minimum of 10 students, with the exception of the priority group indicators, which must include a minimum of 30.
2. The school does not serve the grade levels being measured. For example, a school that serves only grades 7-8 will not have data for the indicator titled “National School Attainment Percentile for NWEA Assessment in Grade 2.”
3. The school is serving a unique student population, such as schools primarily serving diverse learners, or schools located in a correctional facility, where the indicator may be available but not a reliable indicator of the school’s performance.
4. Data quality issues are compromising the integrity of the indicator being included. These issues may be brought to light in an audit of the school’s data or assessment practices, in which case the indicator may not be included in the school’s scoring.

In the case where an indicator is missing, the weight of the missing indicator will be reassigned to other indicators. The general principle for reassigning an indicator’s weight is to reassign to the closest related indicator, or if there is no closely related indicator, to reassign to the overall student growth indicator. If the overall student growth indicator is not available, the school will not be considered as having sufficient

data to receive a rating under this policy.<sup>1</sup> The tables on the following pages provide specific rules to be used to reassign weight.

*Reassignment Rules for Missing Elementary Indicators*

<b>Missing Elementary Indicator</b>	<b>Standard Weight</b>	<b>Reassignment Rule*</b>
National School Growth Percentile on the NWEA Reading Assessment	12.5%	School will not receive a rating.
National School Growth Percentile on the NWEA Math Assessment	12.5%	School will not receive a rating.
Priority Group National Growth Percentile on the NWEA Reading Assessment	5%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the NWEA Reading Assessment.
Priority Group National Growth Percentile on the NWEA Math Assessment	5%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the NWEA Math Assessment.
Percentage of Students Meeting or Exceeding National Average Growth Norms	10%	School will not receive a rating.
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8
National School Attainment Percentile on the NWEA Math Assessment for Grades 2	2.5%	National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	School will not receive a rating.
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	School will not receive a rating.
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	In the case that any of these indicators are missing, the weight for that indicator will be split evenly between National School Growth Percentile on the NWEA Reading Assessment and National School Growth Percentile on the NWEA Math Assessment.
Average Daily Attendance Rate	20%	
My Voice, My School 5 Essentials Survey	10%	
Data Quality Index Score	5%	

\*See *Special Case* box on page 14 for reassignment of weights for schools serving a highest grade level of Grade 3.

<sup>1</sup> The scenarios here represent cases where the school is missing certain indicators from the standard model, but for which most of the metrics are still available. For schools where a substantial proportion of the indicators are not available, or where the CEO determines that the set of indicators in the model are not a valid way of measuring the school's performance, the CEO and Office of Accountability will develop and propose to the Board a set of indicators and a system for rating the school using those indicators. This will affect only a small number of schools, primarily those serving very unique populations or grade levels.

### **Special Case – Schools with a highest grade level of Grade 3**

In these schools, all metrics from the standard model should be available. However, because the standard model would put a very high weight on 3<sup>rd</sup> grade performance and growth, the School Quality Rating Policy includes a specific weighting model for this case, which redistributes some of this weight to 2<sup>nd</sup> grade and some to attendance. The resulting weighting is as follows:

- National School Growth Percentile on NWEA Reading (Grade 3): 5%
- National School Growth Percentile on NWEA Math (Grade 3): 5%
- Priority Group National School Growth Percentile on NWEA Reading (Grade 3): 5%
- Priority Group National School Growth Percentile on NWEA Math (Grade 3): 5%
- Percentage of Students Meeting National Average Growth on NWEA (Grade 3): 10%
- National School Attainment Percentile on NWEA Reading (Grade 2): 5%
- National School Attainment Percentile on NWEA Math (Grade 2): 5%
- National School Attainment Percentile on NWEA Reading (Grade 3): 2.5%
- National School Attainment Percentile on NWEA Math (Grade 3): 2.5%
- Percentage Making Sufficient Annual Progress on ACCESS: 5%
- Average Daily Attendance Rate: 35%
- My Voice, My School 5 Essentials Survey: 10%
- Data Quality Index Score: 5%

*Reassignment Rules for Missing High School Indicators*

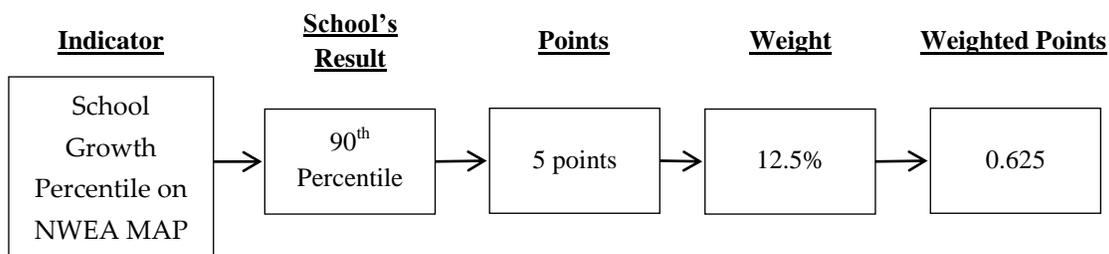
<b>Missing High School Indicator</b>	<b>Standard Weight</b>	<b>Reassignment Rule</b>
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	20%	School will not receive a rating.
Priority Group National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	10%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments.
National School Attainment Percentile on EXPLORE, PLAN and ACT Assessments	10%	School will not receive a rating.
Freshmen On-Track Rate	10%	Weight will be split evenly between Average Daily Attendance Rate and 1-Year Dropout Rate.
4-Year Cohort Graduation Rate	10%	If the school has prior graduates, weight will be evenly split between College Enrollment Rate and Persistence Rate. If not, the combined 20% from Graduation Rate, College Enrollment Rate, and College Persistent Rate will be split as follows: 5% to Average Daily Attendance Rate; 5% to Freshman On-Track Rate; 10% to 1-Year Dropout Rate.
College Enrollment Rate	5%	4-year Cohort Graduation Rate
College Persistence Rate	5%	College Enrollment Rate
Average Daily Attendance Rate	10%	In the case that any of these indicators are missing, the weight for that indicator will be reassigned to the National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments.
1-Year Dropout Rate	5%	
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%	
My Voice, My School 5 Essentials Survey	5%	
Data Quality Index Score	5%	

*Reassignment Rules for Missing Option School Indicators*

<b>Missing High School Indicator</b>	<b>Standard Weight</b>	<b>Reassignment Rule</b>
Average School Growth Percentile on the STAR Assessment in Reading	10%	School will not receive a rating.
Average School Growth Percentile on the STAR Assessment in Math	10%	School will not receive a rating.
Percent Making Growth Targets on STAR Assessment in Reading	15%	School will not receive a rating.
Percent Making Growth Targets on STAR Assessment	15%	School will not receive a rating.
1-Year Graduation Rate	15%	Weight will be split evenly between Average Daily Attendance Rate, Stabilization Rate, and Credit Attainment Rate.
Credit Attainment Rate	5%	Weight will be split evenly between Reading and Math scores for Average School Growth Percentile on the STAR Assessment.
Stabilization Rate	10%	
Average Daily Attendance Rate	10%	Weight will be split evenly between Stabilization Rate and Credit Attainment Rate.
Growth in Attendance Rate	10%	Average Daily Attendance Rate

## CALCULATION OF THE SCHOOL QUALITY RATING

The School Quality Rating is based on the number of points the school receives for each of the applicable indicators (see the Weighting System section on page 11 for more information on applicability of indicators). The school will receive between 1 and 5 points for each indicator, which will then be multiplied by the weight of that indicator to calculate the **weighted points** for each indicator. For example:



The weighted points the school receives for each indicator will then be added together to calculate an **overall weighted score**. Because each indicator is worth between 1 and 5 points, the school's overall weighted score will also fall between 1 and 5. A rating will then be determined based on the following:

Overall Weighted Score	School Quality Rating
4.0 or more	Tier 1
Between 3.5 and 3.9	Tier 2
Between 3.0 and 3.4	Tier 3
Between 2.0 and 2.9	Tier 4
Less than 2.0	Tier 5

Regardless of the school's overall weighted score, the school will receive a Tier 1 rating if it meets the following requirements:

1. For high schools, being at the 90<sup>th</sup> percentile or higher on the National School Attainment Percentile for EXPLORE, PLAN and ACT Composite with a participation rate of at least 95%.
2. For elementary schools, being at the 90<sup>th</sup> percentile or higher on the National School Attainment Percentile for NWEA MAP in both reading and math with a participation rate of at least 95%.
3. For schools serving both elementary and high school grades, meeting both of the above criteria.

### Notes on rounding

Rounding will only take place at the end of the calculation of the overall weighted score. The weighted points for each indicator will be reported to the second decimal place (0.00) but will not actually be rounded numbers. For this reason, adding the weighted points for each indicator as they are displayed on your SQRP report may result in a number that is slightly different than the overall weighted score that is reported. The overall weighted score will be rounded to the first decimal place (0.0) before the determination of the School Quality Rating is made. For example, an overall weighted score of 1.95 will be rounded to 2.0 and the school will receive a Tier 4 rating.

## ASSIGNMENT OF ACCOUNTABILITY STATUS

A school's accountability status is based on a combination of the School Quality Rating (the school's "tier") and the school's Probation and Remediation history. The next two pages contain flow charts illustrating how the School Quality Rating and Accountability Status history are used in combination to determine the school's Accountability Status.

In general, a school receiving a rating of Tier 5 is placed on Probation (aka "Intensive Support"), a school receiving a rating of Tier 4 is placed on Remediation (aka "Provisional Support"), and a school receiving a rating of Tier 3 or higher is in Good Standing. However, there are several reasons a school may be placed on or retained in Probation or Remediation even if they have met a higher rating tier. Specifically:

1. A school that has been on Probation for two or more consecutive years needs a Tier 4 or higher rating for two consecutive years to be eligible to be removed from Probation.
2. A school that has been on Remediation for two or more consecutive years, or has been in a combination of Probation or Remediation for the last two or more consecutive years, needs a Tier 3 or higher rating for two consecutive years to be eligible to be removed from Remediation.
3. A school where the Board has taken action under ILSC 105 5/34-8.3(b) or (d) – meaning a principal removal or turnaround – is not eligible to be removed from Probation for at least five years. The school at that point must also meet AYP through the state for two consecutive years, and it must meet the other requirements of this policy (e.g., receive a Tier 3 or higher rating for two or more consecutive years).
4. A school may be placed on Probation regardless of the school's School Quality Rating if there is a failure or refusal to comply with the provisions of the Illinois School Code, other applicable laws, collective bargaining agreements, court orders, or Board rules and policies. One example of this may include a school that is in state or federal school improvement status but has not developed a CIWP and budget that address the AYP deficiencies that led to that status. Another example may include a school that has not complied with state and federal requirements for serving students with disabilities or English Language Learners. In such cases, the CEO would notify the school in writing of the reasons that the school was placed on Probation and the steps the school must take to be removed.
5. A school in Remediation where the CEO has decided that the Remediation Plan is insufficient to address the school's problems may be placed on Probation. This may include a school that has been in Remediation for multiple consecutive years but has shown very little improvement, or a school that does not have the appropriate conditions for improvement in place and needs more significant support to improve. In making this determination, the CEO will consider various factors including the length of time the school has had a Tier 4 rating status, long-term academic trends, school culture and climate, and quality of school leadership. In such cases, the CEO would notify the school in writing of the reasons that the school was placed on Probation and the steps the school must take to be removed.

The "Accountability Status" section starting on page 4 of describes what each status means for the school's governance and autonomy.

Chart: Assignment of Accountability Status based on 2013-2014 data

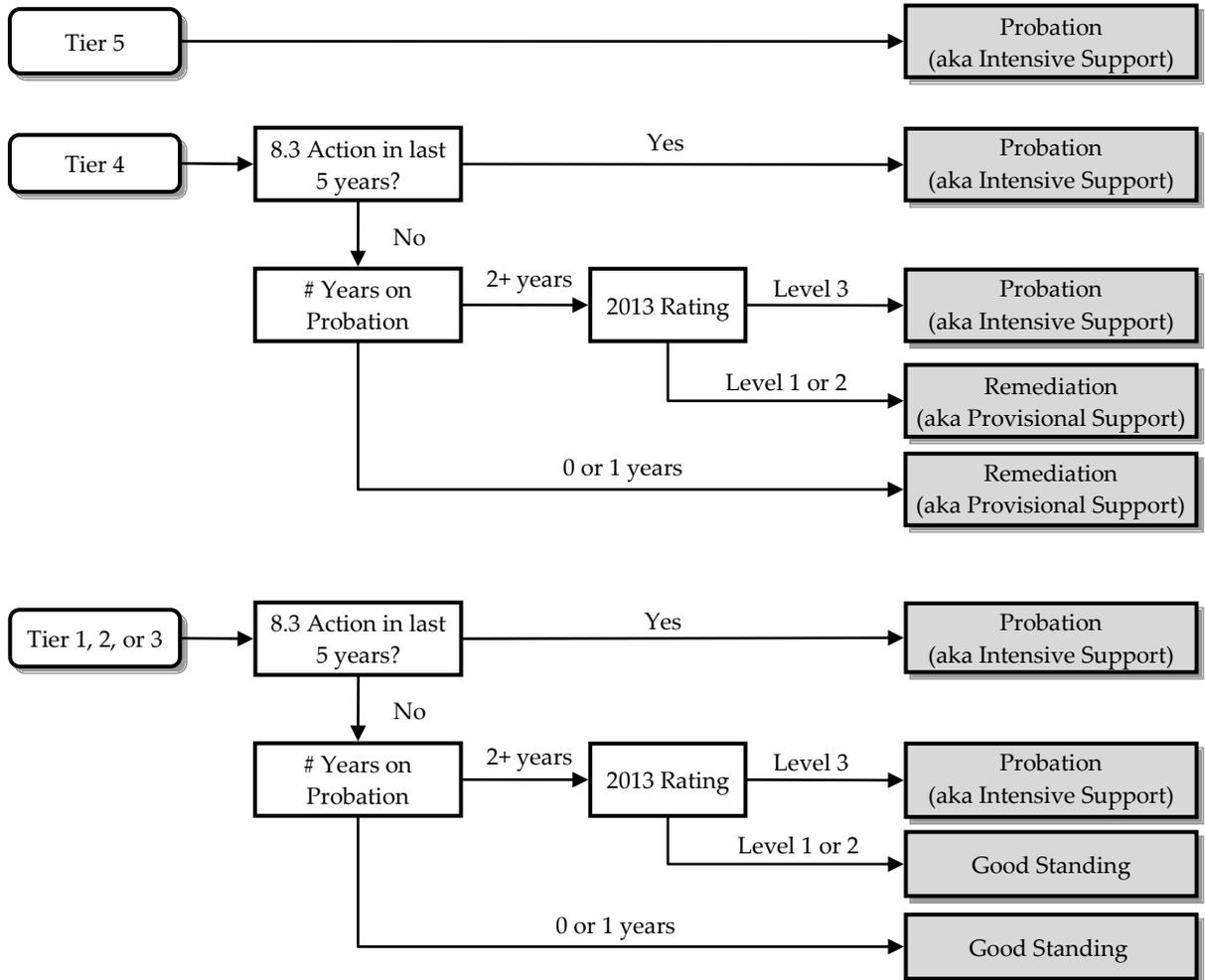
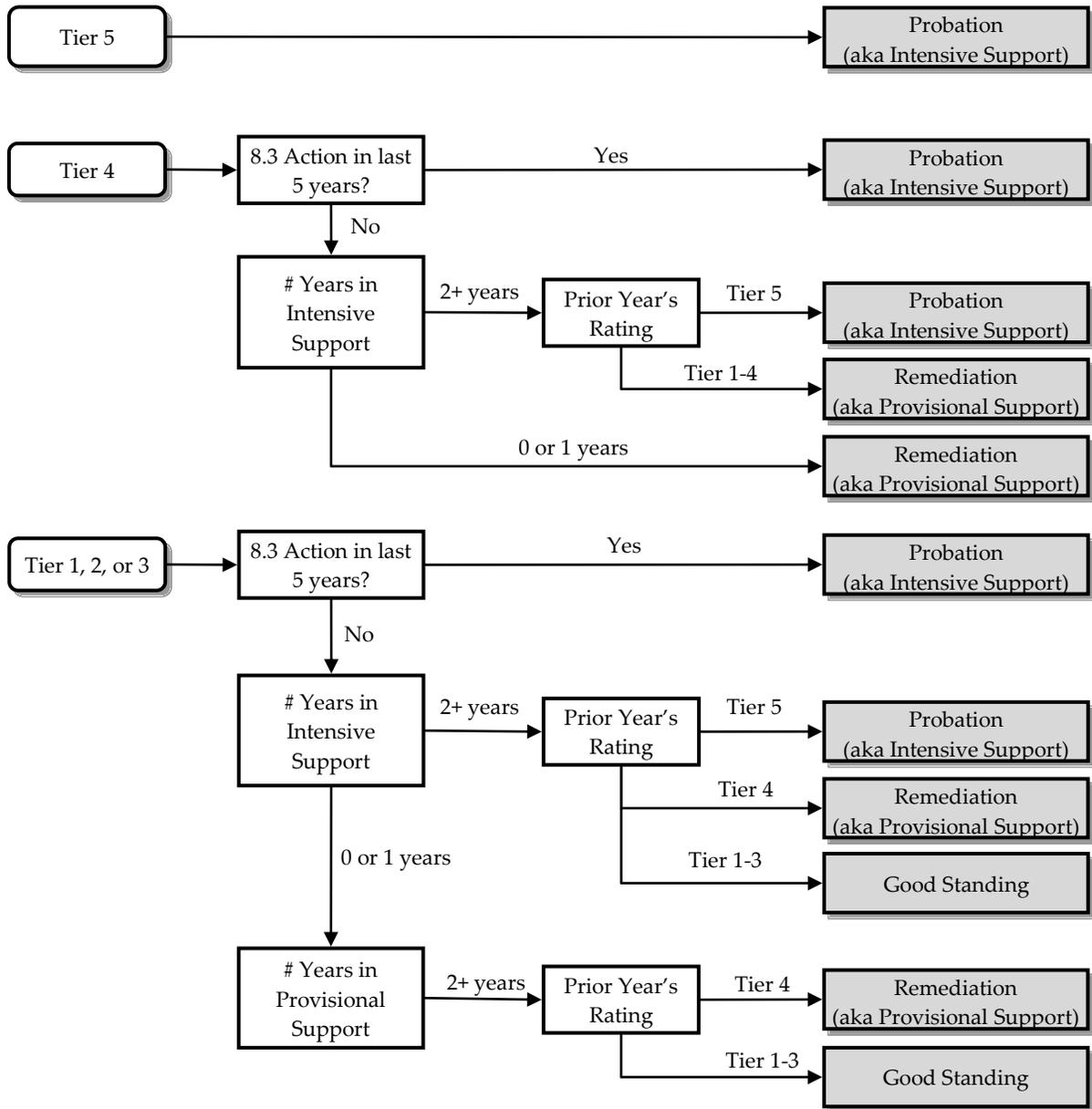


Chart: Assignment of Accountability Status in Years after 2014-2015



# Data Quality Initiative

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We recognize that for School Quality Ratings to be fair and accurate, they must be based on the highest quality data. To that end, CPS is committed to taking certain steps to maintain high standards for data quality. The Data Quality Initiative will consist of three major components:

1. Data Quality Index      The DQI was developed in 2009 to help schools improve their data quality by flagging common data errors in the IMPACT system. The inclusion of the DQI as an indicator in the SQRP is intended to heighten awareness of the tool and provide a mechanism for schools to improve the quality of their data. While the DQI is not comprehensive of all possible data errors, it does cover common errors that play a significant role in the indicators used in this policy.
2. Training      CPS will invest in the training of school clerks, counselors, and other school-based staff who play an important role in maintaining data in the IMPACT system. CPS will also develop a comprehensive set of online resources and a contact list to provide staff with the information and support they need to understand the correct procedures for data entry.
3. Audits      While the two steps above will help schools correct the most common data quality issues, the need may still exist for CPS to conduct audits of school data to ensure that proper procedures are being followed. This may include a combination of site visits during test administrations; examination of attendance, enrollment and transfer records; and/or interviews.

A Data Quality Hotline will be made available for callers to report suspected improprieties with regard to testing; My Voice, My School survey administration; enrollment and transfer record keeping; or other areas of data quality. Callers can remain anonymous.

# Appendix A: Guide to Indicators Used in the SQRP

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**A note on “annualized enrollment”:** Many of the indicators used in the SQRP use “annualized enrollment” to attribute students to schools, which is a new concept for CPS. In previous years, most indicators attributed students to the school in which they were enrolled on a specific day, such as the 20<sup>th</sup> day or at the time of the test. Annualization determines the school at which each student was enrolled for the greatest amount of time during the year and assigns the student to that school. The result is that the school that has the most amount of time with the student during the year will be evaluated on that student’s performance. Not all indicators in the SQRP use “annualized enrollment”, but the definitions below note where it will be used.

## INDICATORS USED IN ALL MODELS

### Average Daily Attendance Rate

Definition	Average daily attendance rate of the school, adjusted for students with medically fragile conditions and early graduation for 8 <sup>th</sup> and 12 <sup>th</sup> graders
How it is calculated	<b>Numerator:</b> Total number of present days for students during the year <b>Denominator:</b> Total number of membership days for students during the year
Included Students	All students in grades K-12. For schools serving elementary and high school grades, the K-8 and 9-12 attendance rates will be calculated separately and applied to the school’s elementary and high school ratings, respectively. For Option Schools, only one attendance rate will be calculated that will include all students. Students are attributed to each school in which they were enrolled, but only for the days in which they were enrolled in that school.
Notes	For the SQRP rating only, students are removed from the calculation if they are homebound, “medically fragile” per their IEP, or in 8 <sup>th</sup> or 12 <sup>th</sup> grade subsequent to the first date on which CPS permits graduation. These adjustments will only be made if they improve the school’s attendance rate.

INDICATORS USED IN BOTH THE ELEMENTARY AND HIGH SCHOOL MODELS

**National School Growth Percentile**

Definition	Average spring-to-spring scale score growth of students on an assessment (NWEA MAP, EXPLORE, PLAN or ACT), compared to average national growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution.
How it is calculated	<p>Step 1: The average pretest and posttest scale scores are computed at each grade level in the school (grades 3-8 for NWEA and grades 9-11 for EXPLORE/PLAN/ACT).</p> <p>Step 2: For each grade level, the national 50th percentile posttest score is determined using school-level norms provided by the assessment publisher. The posttest norm for each grade level is adjusted for the average pretest score, meaning it is the national average score for a school with the same average pretest score at that grade level.</p> <p>Step 3: The 50th percentile posttest scores for each grade level are weighted by the number of students in the grade level and averaged in order to calculate an all-grades score. This score represents the 50th percentile nationally for a school that had the same pretest scores and the same proportion of students in each grade level. This “national average comparison score” will be different for every school, based on the school’s unique makeup.</p> <p>Step 4: The school’s actual posttest scores for each grade level will be weighted by the number of students in the grade level and averaged. The resulting score will be compared to the “national average comparison score” to determine the school’s percentile.</p> <p>Specifically, CPS will calculate the difference in terms of standard deviation units using a school-wide standard deviation. The standard deviations are then converted to percentiles using a normal distribution curve. The benchmarks in the SQRP correlate with the following standard deviations:</p> <p style="text-align: center;">10<sup>th</sup> percentile = -1.28155  40<sup>th</sup> percentile = -0.25335  70<sup>th</sup> percentile = 0.52440  90<sup>th</sup> percentile = 1.28155</p>
Included Students	Includes students in grades 3-8 for NWEA or grades 9-11 for EXPLORE/PLAN/ACT, or whichever grade levels the school serves in those ranges. Students must have a valid pretest and posttest result to be included in the calculation. For EXPLORE/PLAN/ACT, the student must have a valid pretest and posttest value for each subject to be included. A student is attributed to their “annualized” school. Students are excluded from the calculation if they are repeating a grade, if they have an IAA indicator in their IEP, or if their most recent ACCESS Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year in time to make this determination before

	the spring test, the student’s ACCESS results from the prior year will be used.
Notes	<p>This indicator is calculated separately for reading and math for NWEA, and calculated using the Composite score for EXPLORE, PLAN and ACT. It is calculated at the following levels:</p> <ol style="list-style-type: none"> <li>1. All students</li> <li>2. African-American students</li> <li>3. Hispanic students</li> <li>4. English Language Learners (ELLs), excluding those with a previous year’s ACCESS Literacy score below 3.5.</li> <li>5. Diverse Learners (students with an IEP), excluding those with an IAA indicator on their IEP. This does not include students with a 504 plan only.</li> </ol> <p>For each priority group – as with the overall school group – pretest and posttest averages are calculated using the set of students in the school’s “annualized cohort” as defined above. The calculation follows the logic described above, treating the priority group as a “school-within-a-school.” The resulting priority group percentile represents how that priority group would compare nationally in terms of growth if those students made up their own school.</p> <p>In 2013-2014, 8<sup>th</sup> grade EXPLORE scores from Spring 2013 will be used as the pretest for 9<sup>th</sup> graders. In subsequent years, 8<sup>th</sup> grade NWEA reading and math scores will be used to derive an equivalent score on the EXPLORE scale based on the historical relationship between NWEA and EXPLORE. This equivalent score will serve as the student’s pretest score.</p>

## National School Attainment Percentile

Definition	Average spring scale score of students on an assessment (NWEA MAP, EXPLORE, PLAN or ACT), compared to the average national score. The school is assigned a percentile representing where the school would fall on the national distribution.
How it is calculated	<p>Step 1: The average spring scale scores are computed at each grade level in the school (grades 3-8 for NWEA and grades 9-11 for EXPLORE/PLAN/ACT).</p> <p>Step 2: For each grade level, the national 50th percentile score is determined using school-level norms provided by the assessment publishers. Unlike the growth percentile, the attainment norm for each grade level is not adjusted for the average pretest score, meaning that the 50<sup>th</sup> percentile for each grade will be the same at all schools.</p> <p>Step 3: The 50th percentile spring scores for each grade level are weighted by the number of students in the grade level and averaged in order to calculate an all-grades score. This score represents the 50th percentile nationally for a school that has the same proportion of students in each grade level. Even though the grade-level norms will be the same for all schools, this “national average comparison score” will be different for every school based on the proportion of students the school has at each grade level.</p> <p>Step 4: The school’s actual spring scores for each grade level will be weighted by the number of students in the grade level and averaged. The resulting score will be compared to the “national average comparison score” to determine the school’s percentile.</p> <p style="text-align: center;">Specifically, CPS will calculate the difference in terms of standard deviation units using a school-wide standard deviation. The standard deviations are then converted to percentiles using a normal distribution curve. The benchmarks in the SQRP correlate with the following standard deviations:</p> <p style="text-align: center;">10<sup>th</sup> percentile = -1.28155  40<sup>th</sup> percentile = -0.25335  70<sup>th</sup> percentile = 0.52440  90<sup>th</sup> percentile = 1.28155</p>
Included Students	Includes students in grades 2-8 for NWEA and grades 9-11 for EXPLORE/PLAN/ACT, or whichever grade levels the school serves in those ranges. A student is attributed only to their “annualized” school. Students are excluded from the calculation if they have an IAA indicator in their IEP or if their most recent ACCESS Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year in time to make this determination before the spring test, the student’s ACCESS results from the prior year will be used.
Notes	This indicator is calculated separately for reading and math for NWEA, and calculated using the Composite score for EXPLORE, PLAN and ACT. In addition, the NWEA indicator will be calculated separately for grade 2 and for grades 3-8 combined. The purpose is to establish the grade 2 measure as an outcome measure

	<p>for the early grades and to evaluate that measure separately from the overall attainment percentile of the remaining tested grade levels.</p> <p>While percentiles for priority groups may be calculated and reported to schools, priority group attainment percentiles will not be included in the SQRP.</p>
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### My Voice, My School 5 Essentials Survey

Definition	Overall rating of the school on the 5 Essentials survey (a primary component of the My Voice, My School survey for students and teachers) administered in the spring.
How it is calculated	Ratings are calculated by the Consortium on Chicago School Research at the University of Chicago. The overall rating of the school is determined using data from all 5 Essentials, or from whatever combination of essentials for which the school has sufficient data. For more information on the 5 Essentials survey, visit <a href="http://ccsr.uchicago.edu/surveys">http://ccsr.uchicago.edu/surveys</a> .
Included Students	Students in grades 6-12 and all teachers are given the opportunity to complete the survey.
Notes	A school must have a 50% response rate to receive a rating. If the school has a 50% response rate among teachers but not students, the school will only have sufficient data for three of the five Essentials. If the school has a 50% response rate among students but not teachers, the school will only have sufficient data for two of the five Essentials and cannot receive a rating higher than "Organized".

### Data Quality Index (DQI)

Definition	The percentage of data quality indicators that are correct in CPS data systems. The DQI used in the SQRP will include a subset of the data quality sections reported on the Dashboard. DQI will be calculated at the end of the year, before year-end processing (YEP).
How it is calculated	<p>On the last day before YEP, the percent of errors is calculated as follows for each of the data quality categories:</p> <ul style="list-style-type: none"> <li>▪ <b>Numerator:</b> Number of outstanding data quality errors that need to be corrected for the category</li> <li>▪ <b>Denominator:</b> Total number of data quality checks performed for the category</li> </ul> <p>The DQI scores used in the SQRP will be 100% minus this percentage. The percentages for each of the categories will be weighted and averaged based on the following weights:</p> <ul style="list-style-type: none"> <li>▪ Attendance: 40%</li> <li>▪ Registration and Enrollment: 40%</li> <li>▪ Student Contact Information: 15%</li> <li>▪ Student Health: 5%</li> </ul>
Included Students	All students
Notes	<p>The DQI refreshes on a daily basis; changes made to student records on IMPACT may not be visible on the Dashboard until the following day. The SQRP will use DQI data as of the last day before YEP, which is on or about June 30 of each year.</p> <p>The DQI on the Dashboard includes additional categories that will not be included in the SQRP calculation. These remain important categories for maintaining high-quality data and should still be tracked by schools.</p>

INDICATORS IN THE ELEMENTARY SCHOOL MODEL

**Percent of Students Making National Average Growth on NWEA Reading and Math**

Definition	The percentage of reading and math tests taken in grades 3-8 where students met the national 50 <sup>th</sup> percentile student growth score for students with the same pretest score
How it is calculated	<p><b>Numerator:</b> Number of students meeting national spring-to-spring growth norms on the NWEA reading test plus number meeting growth norms on the math test. Growth norms are the national average growth of students with the same pretest score based on NWEA research.</p> <p><b>Denominator:</b> Number of students taking the NWEA MAP reading test in both periods plus number taking the NWEA MAP math test in both periods</p>
Included Students	Includes students in grades 3-8, or whichever grade levels the school serves in that range. Students must have a valid pretest and posttest result to be included in the calculation. A student is attributed only to their “annualized” school. Students are excluded from the calculation if they are repeating a grade, if they have an IAA indicator in their IEP, or if their most recent ACCESS Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year in time to make this determination before the spring test, the student’s ACCESS results from the prior year will be used.
Notes	This indicator measures the percentage of <i>tests</i> where students made national average growth, not the percent of <i>students</i> . This means a student does not have to make national average growth in both subjects to count positively in the numerator. For example, a student who makes national average growth in reading but not in math will count as 1 in the numerator and 2 in the denominator.

**English Language Learner Growth on ACCESS**

Definition	Percentage of ELL students meeting individual growth targets on the ACCESS Composite score.
How it is calculated	<p>Each student’s ACCESS Composite score is compared to a target score based on the student’s prior year score. Schools are rated in the SQRP on the percentage of students meeting their individual target score as follows:</p> <p><b>Numerator:</b> Number of students meeting individual growth target on ACCESS Composite</p> <p><b>Denominator:</b> Number of students taking the ACCESS assessment</p>
Included Students	Students are included only if they have a valid ACCESS score in both years. Students are attributed to the school where they spent the most time between the pretest and posttest ACCESS assessments.
Notes	Target scores will represent reasonable annual progress and will be adjusted for the student’s score in the prior year. <i>These targets are currently under development by CPS and will be communicated to schools as soon as they are available.</i>

## INDICATORS IN THE HIGH SCHOOL MODEL

### Freshman On-Track Rate

Definition	Percent of students earning five or more credits and failing no more than 0.5 core course during their 9 <sup>th</sup> grade year
How it is calculated	<b>Numerator:</b> Number of first-time freshmen meeting the above criteria  <b>Denominator:</b> Number of first-time freshmen enrolled at the school
Included Students	Students are attributed to their annualized school. Includes first-time freshmen only. Students who are verified out-of-district transfers at the end of the year are excluded from the calculation. Unverified out-of-district transfers and students with a dropout leave code are considered off-track.
Notes	Valid dropout and leave codes are available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a> .  Charter schools that do not use IMPACT to schedule classes or assign grades will be required to provide CPS with the student data necessary to calculate the FOT rate. This data format must be submitted in the format requested by CPS by a deadline that will be established and communicated to schools.

### 1-Year Dropout Rate

Definition	Percent of students in grades 9-12 dropping out during the year.
How it is calculated	<b>Numerator:</b> Number of students whose end-of-year status is a dropout status or who have transferred out of district and whose transfer has not been verified  <b>Denominator:</b> Number of students enrolled in grades 9-12 or who were last enrolled at the school, excluding students with a non-dropout leave code or a verified out-of-district transfer
Included Students	Students are assigned to the school where they were most recently enrolled. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the school year are not counted as dropouts in this rate. The rate used in the SQRP excludes students who were considered dropouts in the 1-year dropout rate in either of the previous two years.
Notes	Valid dropout and leave codes are available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a> .  The purpose of excluding students with a prior dropout history is to provide a “hold harmless” period for schools re-enrolling dropouts during which the school will not be penalized in the SQRP if the student drops out again. These students are included in the school’s official dropout rate, but are not included in the rate used in the SQRP.

#### 4-Year Cohort Graduation Rate

Definition	Percent of students who were first-time freshmen four years prior that have graduated
How it is calculated	<p><b>Numerator:</b> Number of students in the 4-year cohort who have graduated, including students who have completed the requirements for graduation but remain enrolled under their IEP. Graduates are identified by a leave code of 55 in SIM.</p> <p><b>Denominator:</b> Number of students who were first-time freshmen in the school four years prior, excluding students with a non-dropout leave code or a verified out-of-district transfer</p>
Included Students	<p>Students are attributed to the school where they were enrolled as first-time freshmen. Students who transferred into CPS after the freshman year are not included in a cohort. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the most recent school year are excluded in this rate.</p> <p>This rate includes summer graduates. Transcripts must be updated in SIM by <u><b>[DATE TBD]</b></u> for students to be considered as graduates.</p>
Notes	<p>Valid dropout and leave codes are available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a>.</p> <p>CPS will continue to calculate and publish a 5-year cohort graduation rate in addition to the 4-year rate.</p>

#### Early College & Career Credentials

Definition	Percent of students graduating from the school in the most recent year who have earned at least one credit from an approved early college course, a 3+ on an AP exam, a 4+ on an IB exam, or an approved career certification
How it is calculated	<p><b>Numerator:</b> Number of students graduating from the school with one of the credentials listed above</p> <p><b>Denominator:</b> Number of students graduating from the school</p>
Included Students	The denominator includes all graduates in the most recent year, regardless of their freshman cohort. Students meeting multiple criteria are only counted once in the measure.
Notes	Early college courses and career certifications will need to be pre-approved to count in the indicator. Schools will have the opportunity to view pre-approved courses and certification or apply for approval for additional offerings.

### College Enrollment and Persistence Rates

Definition	<p><b>College Enrollment:</b> The percentage of students enrolled in college in the fall after graduation from high school</p> <p><b>College Persistence:</b> The percentage of students enrolled in college in the fall after graduation from high school that remain enrolled in college the following fall</p>
How it is calculated	<p>For college enrollment rate:  <b>Numerator:</b> Number of students enrolled in a 2-year or 4-year college in the fall after graduating from high school  <b>Denominator:</b> Number of students graduating from the school in the prior year</p> <p>For college persistence rate:  <b>Numerator:</b> Number of students enrolled in a 2-year or 4-year college in the fall after graduating from high school that remain enrolled in college in the following fall  <b>Denominator:</b> Number of students enrolled in a 2-year or 4-year college in the fall after graduating from high school</p>
Included Students	Students are attributed to the school from which they graduated. Students are included in the calculation based on the year they graduated, regardless of their freshman cohort.
Notes	College enrollment is determined based on the National Student Clearinghouse.

### INDICATORS IN THE OPTION SCHOOL MODEL

#### Average Student Growth Percentile on STAR Assessment

Definition	Average fall-to-spring, fall-to-winter, or winter-to-spring growth percentile of students on the STAR reading and math assessments
How it is calculated	For each school, an average student growth percentile will be calculated from available individual growth percentiles from fall-to-spring, fall-to-winter, or winter-to-spring windows.
Included Students	Students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and winter-to-spring percentiles are not used.
Notes	An average student growth percentile is calculated separately for reading and math.

#### Percent of Students Making National Average Growth on STAR Reading and Math

Definition	Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments
How it is calculated	<p><b>Numerator:</b> Number of students with a growth percentile of 40 or higher on the STAR assessment</p> <p><b>Denominator:</b> Number of students with valid pretest and posttest scores on the STAR assessment</p>
Included Students	Students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and Winter-to-Spring percentiles are not used.
Notes	This indicator is calculated separately for reading and math.

### 1-Year Graduation Rate

Definition	Percent of graduation-eligible students who graduate by the end of the school year
How it is calculated	<b>Numerator:</b> Number of graduation-eligible students who graduate at any point during the school year <b>Denominator:</b> Number of students who, at the beginning of the school year or at the time of enrollment, have sufficient credits such that they could graduate by the end of the school year if they took a full course load
Included Students	Verified transfers are excluded from the calculation. This rate includes summer graduates. Transcripts must be updated in SIM by <b>[DATE TBD]</b> for students to be considered as graduates.
Notes	Valid dropout and leave codes are available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a> .

### Credit Attainment Rate

Definition	Percent of students who earn the total credits possible during their time of enrollment
How it is calculated	<b>Numerator:</b> Number of students earning the total credits possible during their time of enrollment <b>Denominator:</b> Number of students receiving grades during their time of enrollment
Included Students	Students who have not been enrolled long enough to earn credits are excluded.
Notes	The total credits possible are individualized per the program model.

### Stabilization Rate

Definition	Percent of stable students who are enrolled at the end of the school year, completed the program, or successfully transitioned to another CPS school
How it is calculated	<b>Numerator:</b> Number of stable students who enrolled at any time during the year and are enrolled at the end of the year, complete the program, or successfully transition to another CPS school <b>Denominator:</b> Number of stable students enrolled at any time during the year, excluding students with a non-dropout leave code or a verified out-of-district transfer
Included Students	Stable refers to students who have accumulated at least 42.5 membership days.
Notes	Unverified out-of-district transfers are counted as dropouts in this rate. Valid dropout and leave codes are available at <a href="http://impact.cps.k12.il.us">http://impact.cps.k12.il.us</a> .

### Growth in Attendance

Definition	Percent of students who show an improvement of at least three percentage points in their individual daily attendance rates at an Alternative School compared to their daily attendance rate in the previous school year
How it is calculated	<p><b>Numerator:</b> Number of stable students whose current year attendance rate at their school of enrollment is at least three percentage points greater than their average year-end attendance rate during the previous school year, or who have maintained a 90% attendance rate in the current year</p> <p><b>Denominator:</b> Number of stable students with documented current year attendance</p>
Included Students	Stable refers to students who have accumulated at least 42.5 membership days. Students are attributed to the school only for the days in which they were enrolled in the school.
Notes	<p>Students without documented attendance from the previous school year who have at least 42.5 days of membership are counted positively.</p> <p>Students with at least 42.5 days of membership are included in the calculation of the rate even if they subsequently transfer out. The rate calculated for the students will only include membership days accumulated at the Option School.</p> <p>Attendance rates will be adjusted for students with medically fragile conditions and early graduation for 8<sup>th</sup> and 12<sup>th</sup> grade graduation consistent with Average Daily Attendance Rate. These adjustments will only be made if they improve the school's Growth in Attendance Rate.</p>

# Appendix B: Weighting Models

The Weighting System section starting on page 11 articulates the process used when missing indicators cause the standard weighting model to be inapplicable to a school. The tables below provide the most likely alternative models that will result when indicators are missing due to the grade structure of the school. Refer to the Weighting System section for information on how weightings will be reassigned when any single indicator is missing for another reason. Because we may not have anticipated all of the possible scenarios that will face schools, these tables are not intended to be an exhaustive list. If a school does not fit into any of the categories below, a specific weighting model for that school will be developed by the CEO’s Office and the Office of Accountability, and will be communicated to the school.

<b>Elementary School Performance Indicators</b>	<b>Standard Model: Schools serving any combination of grades from 2-8, including grade 2</b>	<b>Schools serving any combination of grades 3-8 with no grade 2</b>	<b>Schools with a highest grade level of grade 3</b>
National School Growth Percentile on the NWEA Reading Assessment	12.5%	12.5%	5%
National School Growth Percentile on the NWEA Math Assessment	12.5%	12.5%	5%
Priority Group National Growth Percentile on the NWEA Reading Assessment	5%	5%	5%
Priority Group National Growth Percentile on the NWEA Math Assessment	5%	5%	5%
Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%	10%
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	0%	5%
National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	0%	5%
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	7.5%	2.5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	7.5%	2.5%
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%	5%
Average Daily Attendance Rate	20%	20%	35%
My Voice, My School 5 Essentials Survey	10%	10%	10%
Data Quality Index Score	5%	5%	5%

<b>High School Performance Indicators</b>	<b>Standard Model: Schools serving grades 9-12 with 2 or more graduating classes</b>	<b>School serving grades 11-12 only with no freshman cohorts (e.g., DeVry HS)</b>	<b>Schools serving grade 9, grades 9-10 or grades 9-11 (phasing in)</b>	<b>Schools serving grades 9-12 with no prior graduating classes (new school)</b>	<b>Schools serving grades 9-12 with only 1 prior graduating class (new school)</b>	<b>Schools serving grades 10-12 or grades 11-12 with 2 or more previous graduating classes (phasing out)</b>
National School Growth Percentile Based on EXPLORE, PLAN and ACT	20%	20%	25%	20%	20%	20%
Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT	10%	10%	10%	10%	10%	10%
National School Attainment Percentile Based on EXPLORE, PLAN and ACT	10%	10%	10%	10%	10%	10%
Average Daily Attendance Rate (Grades 9-12)	10%	15%	15%	10%	10%	15%
Freshman On-Track Rate	10%	0%	15%	10%	10%	0%
1-Year Dropout Rate	5%	10%	15%	5%	5%	10%
4-year Cohort Graduation Rate	10%	0%	0%	20%	10%	10%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%	5%	0%	5%	5%	5%
College Enrollment Rate	5%	10%	0%	0%	10%	5%
College Persistence Rate	5%	10%	0%	0%	0%	5%
My Voice, My School 5 Essentials Survey	5%	5%	5%	5%	5%	5%
Data Quality Index Score	5%	5%	5%	5%	5%	5%

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Great Lakes Academy

### Budget Narrative

#### Personnel

	Year 1	Year 2	Year 3	Total
Dean of Curriculum	\$15,000	60,000	60,000	\$135,000
Teaching Staff – Summer Training	31,500	40,500	49,500	121,500
Community Outreach Coordinator	50,000,	50,000	50,000	150,000
Total Personnel	96,500	150,500	159,500	406,500

#### Curriculum Coordinator

The Great Lakes Academy curriculum development process is highly iterative and is dependent on the guidance and support of school leadership. Although the school will only open with 128 students, the role of the Dean of Curriculum is a necessary addition in the summer of 2015. The Dean of Curriculum will drive the curriculum development process each summer and will focus on analysis and curricular revisions during the course of each school year. During this grant period, the Dean of Curriculum will spend approximately 75% of his/her time working with teachers and school leadership to create, implement, analyze and revise the curriculum. The annual salary for the Dean of Curriculum is \$80,000 and s/he will be hired in July 2015.

#### Teaching Staff – Summer Training

Great Lakes Academy holds a 4-5 week summer institute which focuses on professional development, cultural alignment and the preparation of the curriculum for the following school year. Approximately 50% of summer training will be dedicated to curricular development and refinement. This request is to provide teachers with salary support for the portion of their work associated with curriculum development. The average cost per full-time teacher for 4 weeks is \$4,500. In year one we will have 14 teachers, year two we will have 18 teachers and in year three we will have 22 teachers

### **Community Outreach Coordinator**

A core component of the planning and implementation of our school is further developing our connection to the community. The Community Outreach Coordinator will establish partnerships with social service and community based organizations, lead all student recruitment efforts and coordinate all parent engagement activities. This role is especially important during our first three years of operation as we launch our school and build our reputation as an integral part of the community in the Southeast Side of Chicago. As such, we are requesting salary support of \$50,000 for the Community Outreach Coordinator for all three years of the grant. In the years following this grant, the position will be funded through per pupil funding.

**Benefits**

	Year 1	Year 2	Year 3	Total
Benefits	24,125	37,625	39,875	101,625

Our benefits are calculated at 25% of total salaries.

**Travel**

	Year 1	Year 2	Year 3	Total
Travel – School Visits	17,000	22,000	27,000	66,000
Travel – Training	7,000	7,000	7,000	21,000
Travel – CSP Grant Meetings	2,500	2,500	2,500	7,500
Total Travel	26,500	31,500	36,500	94,500

At the beginning of each school year, all staff travel to visit a high performing model charter school. This critical component of our professional development program is especially important during our first three years as we align our vision and further develop and refine our program. We have budgeted this expense at \$1,000 per staff member for these school visits. In year one we will send 17 staff members, in year two we will send 22 staff members and in year three we will send 27 staff members on school visits.

Each school year we will send 14 members of our teaching staff to a training conference. The travel costs associated with the training conference is \$500 per person. In addition, we have included \$2,500 per year for two staff members to attend the CSP grant meeting in Washington DC.

**Equipment**

	Year 1	Year 2	Year 3	Total
Chromebooks	7,500	7,500		15,000
Staff Computers	6,000	6,000		12,000
Total Equipment	13,500	13,500		27,000

In years one and two we will purchase an additional 25 chromebooks at a cost of \$250 per device and six staff computers at a cost of \$1,000 per device. These purchases will help Great Lakes reach its goal of a 2:1 device to student ratio, and will give staff additional tools to support this move.

**Supplies**

	Year 1	Year 2	Year 3	Total
Curricular Materials	11,500			11,500
Guided Reading and Classroom Libraries.	21,000			21,000
General supplies	7,500	2,500		10,000
Total Supplies	40,000	2,500	0	42,500

In year one we will purchase science a social studies curriculum materials for approximately \$90 per pupil (we will have 128 students in our first year). We will also invest in classroom libraries and guided reading libraries for approximately \$164 per pupil. We are also requesting \$7,500 in year one and \$2,500 in year two for general operating supplies.

**Contractual**

	Year 1	Year 2	Year 3	Total
Data Analysis Consultant	20,000			20,000
Curriculum Consultant	15,000			15,000
Training Conferences	14,000	14,000	14,000	42,000
Total Contractual	49,000	14,000	14,000	77,000

In year one of the grant we will hire a consultant to establish the internal processes to capture, analyze and utilize student data in an efficient and effective manner. Further, this individual will conduct extensive teacher training in the integration of data into the daily teacher routine. In addition, we will hire a curriculum consultant in year one to supplement the school leadership in the review of lesson plans, unit plans and teacher created assessments. As we are not hiring the Dean of Curriculum until July 2015, this consultant will serve a critical role in our first year.

Each year, we will sent 14 teachers to a training workshop or conference at a cost of \$1,000 per person. These training will provide teachers with the necessary foundational tools in literacy and math to deliver rigorous, high quality instruction.

**Total Request**

	Year 1	Year 2	Year 3	Total
Personnel	96,500	150,500	159,500	406,500
Benefits	24,125	37,625	39,875	101,625
Travel	26,500	31,500	36,500	94,500
Equipment	13,500	13,500		27,000
Supplies	40,000	2,500	0	42,500
Contractual	49,000	14,000	14,000	77,000
<b>Total</b>	<b>249,625</b>	<b>249,625</b>	<b>249,875</b>	<b>749,125</b>

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Great Lakes Academy

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	96,500.00	150,500.00	159,500.00			406,500.00
2. Fringe Benefits	24,125.00	37,625.00	39,875.00			101,625.00
3. Travel	26,500.00	31,500.00	36,500.00			94,500.00
4. Equipment	13,500.00	13,500.00				27,000.00
5. Supplies	40,000.00	2,500.00				42,500.00
6. Contractual	49,000.00	14,000.00	14,000.00			77,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	249,625.00	249,625.00	249,875.00			749,125.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	249,625.00	249,625.00	249,875.00			749,125.00

**\*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 Great Lakes Academy	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	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

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

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Katherine	<input type="text"/>	Myers	<input type="text"/>

Address:

Street1:	8401 S Saginaw Ave
Street2:	<input type="text"/>
City:	Chicago
County:	<input type="text"/>
State:	IL: Illinois
Zip Code:	60617
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
773-599-3614	<input type="text"/>

Email Address:

**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) #:

No Provide Assurance #, if available:

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.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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