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**Section I. Academic Capacity (Past, Present, Future)**

**1.1:Mission**

**a. Organization Mission:** What is the mission of your organization?

The mission of the Noble Network of Charter Schools (Noble) is to prepare low-income students with the scholarship, discipline, and honor necessary to succeed in college and lead exemplary lives, and to serve as a catalyst for education reform in Chicago. Noble achieves this mission through the commitment of our teachers and school leaders as they work closely with students to close the academic gap and build the foundation necessary for college success. Our students have met the high expectations of our program for academic rigor and personal responsibility and use these tools as they go on to achieve their college aspirations. All Noble high schools with junior classes have consistently ranked among the top ten of all open enrollment high schools in Chicago over the last contract term. Noble’s work is important to the communities we serve because Noble prepares students – academically, socially, and behaviorally – for success in college and beyond.

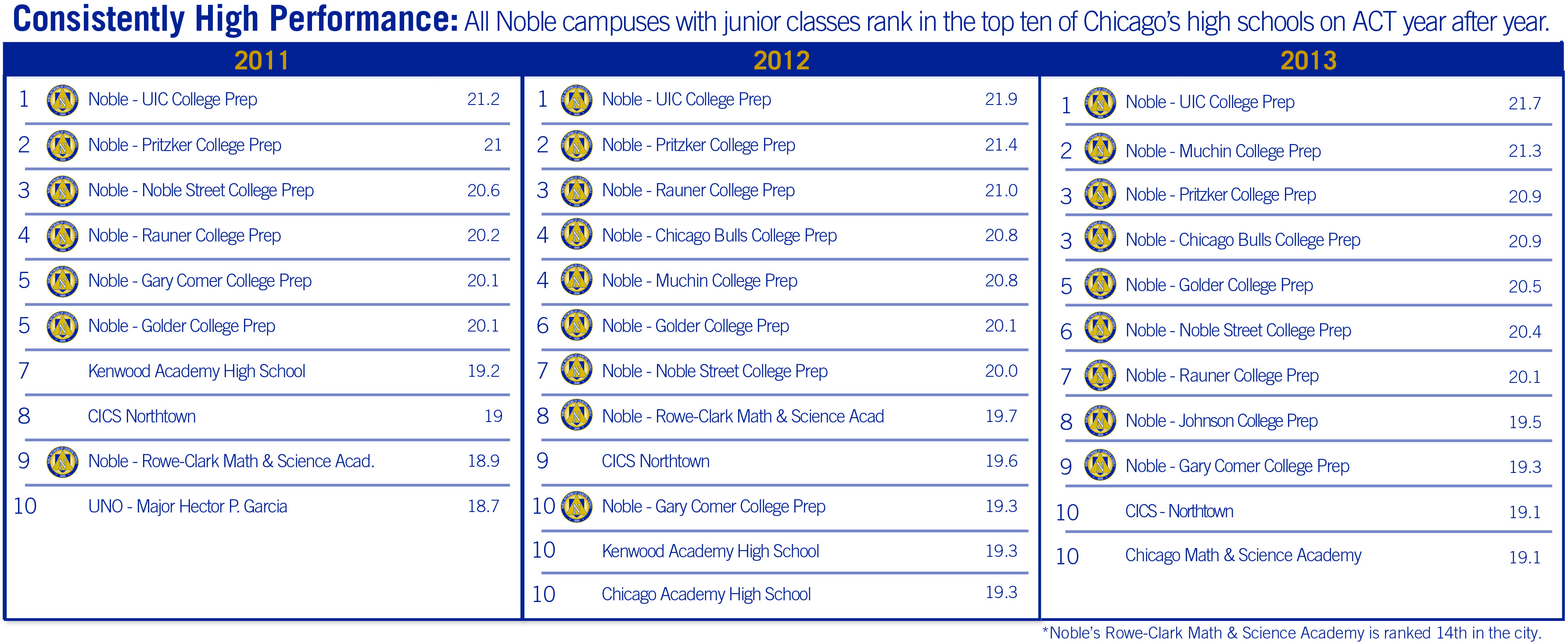
When students begin their freshmen year at Noble, they are typically three to five years behind in reading and math. In just four short years, Noble scholars achieve an average improvement of close to 6 points from their incoming Explore score to their spring ACT score junior year. Additionally, we explicitly teach students self-discipline and build the character necessary for college and career success such as how to act and dress professionally, arrive on time, complete one’s work, and treat others with respect. Eighty-four percent of Noble graduates are first generation college students; our work directly impacts the prospects for thousands of Chicago’s families and communities.

This spring, 1,200 seniors graduated from nine Noble campuses with a 100 percent college acceptance rate. Looking ahead to the fall, 90 percent have enrolled and plan to attend college. Noble students rise to meet our academic and behavioral expectations and as they develop into young adults, they appreciate the importance of a Noble education.

**1.2: Historical Performance (Past)**

**a. Performance Data:** Operators are highly encouraged to complete the business plan only if the existing schools meet the District’s academic replication criteria; these criteria reflect a proven academic track record of success with CPS students. However, the applicant is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics.

***Please only provide data in vendor-produced score reports***.

Noble’s academic performance continues to remain strong and consistent across our growing number of campuses, even as we serve an increasing number of students. The performance of our existing campuses not only qualified Noble to submit a business plan, but our results far surpass the performance of CPS open-enrollment high schools serving comparable populations. For the past decade our ACT scores have been on the rise (from 17.3 in 2003 to 20.5 in 2013) and for the past four years Noble campuses have been consistently ranked in the top ten of Chicago’s non-selective high schools, based on ACT performance (please see the chart above). In addition, the Class of 2014 achieved a three-year cohort growth of 5.8 points as measured by academic growth between the pre-Explore freshman year and ACT exams in the spring of junior year. Noble’s most recent PSAE composite performance showed that 50 percent of Noble students met or exceeded expectations in SY13 compared to 32 percent across CPS.

Gary Comer College Prep Middle School, Noble’s only middle school, has had strong academic performance as well. The Middle School performed well on the ISAT exam, achieving high meet/exceed rates across all subjects. Additionally on the 2013 NWEA, the Middle School performed in the 93rd percentile of all CPS schools in both reading and math for the sixth and seventh grades.

**b. Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

If the performance of a specific campus has fallen short of Noble's rigorous academic goals, the campus is issued a warning and will work with Noble’s Chief Academic Officer, Superintendent, Assistant Superintendent and other key leadership to diagnose the problem and establish a plan of action to achieve desired change. For campuses failing to meet performance goals, principals have requested that diagnostic teams composed of their peers conduct in-depth observations of their troubled areas as an alternative means to diagnose problems and share best-practices. If a campus has been on probation repeatedly and failed to correct issues or make reasonable progress, the leadership will be replaced. New principals will work with network leadership to implement directive plans and often significant structural and curricular changes accompany such a transition. Noble’s quarterly interim assessments and other academic, behavioral and demographic metrics tracked by our data dashboards are a key tool for academic intervention at all levels because they provide regular data to measure progress against benchmarks. Noble has replaced three principals for such reasons over its 14 year history.

**1.3: Vision and Theory of Change (Present)**

**a. Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Discuss any school-level autonomies in implementing the educational plan.

Noble has successfully expanded our network while improving academic performance because of our flat, autonomous model. Strong leaders with significant autonomy coupled, with clear accountability and a student centered atmosphere informed by relevant and current data, is the foundation of Noble.

Principals and teachers are given a high degree of autonomy, and in return, they are held accountable for student academic growth and important cultural elements that we know are crucial to students’ success. Campuses are given control of their budget, hiring decisions, staffing mix and compensation, recruitment efforts, instructional resources, and curriculum. This gives our campus leaders the flexibility to respond to the unique needs of their students within the framework of Noble’s model. Our teachers are also provided with autonomy and have the freedom to choose the academic programs, materials and resources they use to teach their subject as long as they stay within the network’s pacing plans and curriculum maps. Teachers receive meaningful professional development and support to strengthen their effectiveness. Through quarterly network-wide professional development days, our teachers analyze their results and share best-practices with peers to continually improve instruction. By supporting teachers to be more effective in the classroom, we enhance the quality of our instruction and the outcomes for our students.

The programs that are mandated at the network level are few; our non-negotiables include: adherence to the Staff Handbook and Student & Parent Handbook which define the elements of our culture (dress code, discipline, academic expectations, etc.), hiring procedures and guidelines, school year calendar, school schedule requirements, interim assessments, promotion requirements (academic, enrichment, and wellness), finance procedures and guidelines (paperwork, credit card polices, etc.), and other network administrative procedures. Because effective replication of Noble’s culture is key to the success of every new campus, the cultural aspects of each campus are audited weekly to ensure compliance and implementation of the Noble model. These audit results are shared with campus leadership to provide the opportunity for change and tightened practices where they are found to be lacking.

**b. Growth Rate and Rationale:** State how many additional campuses the operator is applying to open through this RFP process, the proposed opening years, and projected five-year enrollment. Please describe the organization’s proposed scope of growth over the next 5 years, including both the schools that the operator is currently applying to open and any additional schools that the operator anticipates applying to open in the next five years (number of schools, locations, proposed five-year enrollment projections, and type of schools). What is the rationale for the proposed growth strategy? If locating in a new community within Chicago, please explain the rationale for the geographic expansion.

Noble is applying to open three new high schools for the 2014-2015 school year through this RFP and requesting an enrollment increase to exceed 20% at our only middle school, Gary Comer College Prep Middle School. We are requesting that each new high school campus be approved to serve 900 students when fully enrolled, which will give us the flexibility to increase class size, and ultimately serve more students, as the school matures. We are requesting increased capacity of 1,200 at Gary Comer because we have a new facility for the middle school that will accommodate more students; approval of increased capacity gives us the flexibility to increase enrollment within a timeline that is best for the campus and community. Over the next five years Noble’s enrollment will grow as outlined in the chart below. These numbers include enrollment at our existing fourteen campuses and the addition of 11 charter high school campuses over the next five years (three new schools in the first year and two new campuses opened per year for years two through five).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Campus** | **SY 14-15** | **SY15-16** | **SY16-17** | **SY17-18** | **SY18-19** | **Location** |
| Noble | 600 | 600 | 600 | 600 | 600 |  |
| Rauner | 600 | 600 | 600 | 600 | 600 |  |
| Pritzker | 835 | 835 | 835 | 835 | 835 |  |
| Rowe-Clark | 610 | 610 | 610 | 610 | 610 |  |
| Golder | 600 | 600 | 600 | 600 | 600 |  |
| Gary Comer | 895 | 895 | 895 | 895 | 895 |  |
| UIC | 770 | 770 | 770 | 770 | 770 |  |
| Muchin | 875 | 875 | 875 | 875 | 875 |  |
| Chicago Bulls | 1000 | 1000 | 1000 | 1000 | 1000 |  |
| Johnson | 825 | 825 | 825 | 825 | 825 |  |
| Hansberry | 700 | 900 | 900 | 900 | 900 |  |
| DRW Trading | 560 | 700 | 700 | 700 | 700 |  |
| Baker | 300 | 450 | 600 | 600 | 600 |  |
| Pullman | 300 | 450 | 600 | 600 | 600 |  |
| Campus 15 | 270 | 540 | 720 | 900 | 900 | 5357 West Grand Ave, Chicago, IL 60639 |
| Campus 16 | 231 | 462 | 616 | 770 | 770 | TBD |
| Campus 17 | 180 | 360 | 480 | 600 | 600 | TBD |
| Campus 18 |  | 270 | 540 | 720 | 900 | TBD |
| Campus 19 |  | 270 | 540 | 720 | 900 | TBD |
| Campus 20 |  |  | 270 | 540 | 720 | TBD |
| Campus 21 |  |  | 270 | 540 | 720 | TBD |
| Campus 22 |  |  |  | 270 | 540 | TBD |
| Campus 23 |  |  |  | 270 | 540 | TBD |
| Campus 24 |  |  |  |  | 270 | TBD |
| Campus 25 |  |  |  |  | 270 | TBD |
| Totals | 10,151 | 12,012 | 13,846 | 15,740 | 17,540 |  |

Despite enrolling 1,600 freshman in the current school year, we maintain a waitlist of 5,800 families hoping to access a Noble education for their child. Demand for a Noble education offers the strongest support for our continued growth and we aim to provide a Noble school option to Chicago’s low-income neighborhoods that lack high-quality tuition-free public high schools. Noble couples this demand and the need for high quality options with access to facilities to determine the need for expansion.

Campus 15, located at 5357 West Grand, will be located in the Belmont Cragin neighborhood, a CPS target community with significant overcrowding and no high-quality non-selective public high schools. We have already identified a lot on which we plan to build a new STEM focused public high school through a $15M grant from Illinois Tool Works and an additional $5M in private funding from Noble.

For the additional two campuses proposed to open in 2014-2015, including a campus created through a partnership with Exeter, we will work with the district, the City, and community organizations to determine where to locate these schools.

The Gary Comer College Prep Middle School has already moved into its new facility at 1010 E. 72nd Street, which is a co-location with Paul Revere Elementary School. This new facility provides the Middle School with much more space to accommodate a substantial increase in enrollment.

**1.4: Performance Goals and Objectives (Future)**

**a. Goals and Metrics:** Please outline the organization’s and proposed new schools’ short- and long-term academic, financial, and operational goals and metrics. (See Attachment 1 of this Business Plan on pp. 15-16 for sample tables.)

Noble’s key short-term goals for this year include: a network-wide composite ACT score of 21; attaining six points of academic growth among our three-year cohort; and increasing college persistence among alumni to 70% as an important step towards our long-term college graduation goals.

Noble’s long-term academic goals aim for successful achievement by the 2017-18 school year. These include: a network-wide composite ACT score of 22; attaining an average of seven points of academic growth among a three-year student cohort; achieving a 75 percent pass rate among our students taking the AP Calculus and AP English exams; increasing college graduation among our alumni, so that 75% of the class of 2014 alumni graduate college by 2020. Noble’s short and long-term goals have been outlined in Attachment 1 in more detail to align with the academic goals stated in Noble’s five-year academic plan.

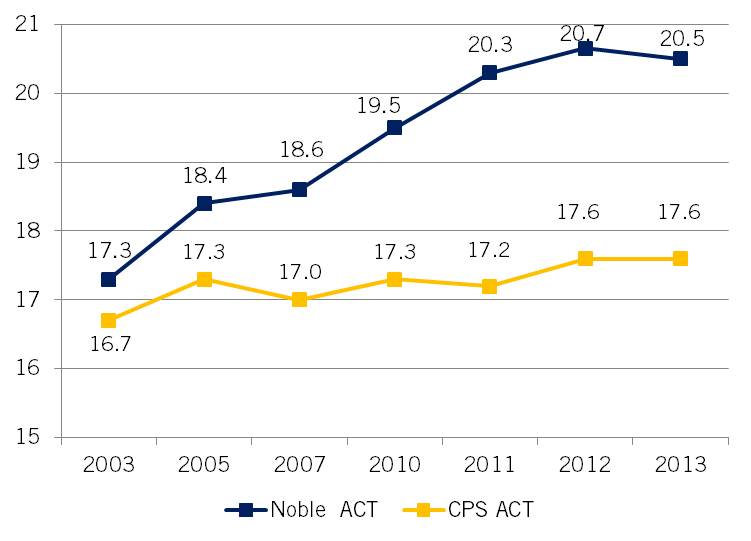
**b. Measuring Progress:** How will the organization track its progress toward goals at the Board, network, and school level, and what performance management systems and benchmarks will the organization use to formally assess this progress?

Noble is a data-driven organization and accordingly, has a sophisticated data management structure in place to track dozens of data points. This data is updated every three hours on each Noble student and monitored at all levels of our organization to allow our teachers, campus leaders, network and Board of Directors to make timely decisions driven by real results that best serve the needs of our students. Our custom Tableau academic and college dashboards, coupled with Powerschool, provide the data on academic performance, culture, attendance, and any other factors tied to student performance. This information is measured against Noble’s academic goals, as outlined in Attachment 1, which include: EPAS growth and performance; attendance, graduation and dropout rates; and college enrollment and persistence. Academic progress is regularly tracked using analysis of data on the dashboards from the EPAS, PSAE and Noble’s quarterly interim assessments, which measure students’ skill mastery of college readiness skills. Benchmarks are provided by the pre-EPAS exams, the previous year’s data and CPS and Illinois performance on comparable measures. Our focus is on growth compared to the prior quarter or year as opposed to composite results, since many students begin with a different level of skill.

**c. College Readiness (HS Only):** Describe the mechanisms that the network employs to track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to track student acceptance, enrollment, and persistence rates.

Noble takes the same approach to college data as we do with our academic data. Our Chief College Officer has built a sophisticated college dashboard. This dashboard allows College Counselors and Alumni coordinators, to track a high level of data and touch points on individual graduates including acceptance, enrollment and persistence rates. The data is also used to monitor trends at the campus and network level to respond to and improve upon the support we provide our graduates. With a growing alumni population, we are acquiring more data that will inform our efforts to appropriately match students with the colleges and universities that best support their academic, social-emotional and financial needs helping to achieve improved persistence and college graduation rates.

*College Readiness* **Historic ACT Performance**

One of the best data points we have to benchmark our results and compare them across our network and the district is the ACT. While we realize that the ACT is only one test, it is a nationally normed assessment that is a proven indicator of college readiness. Over the past decade, our ACT results have been on the rise as we continue to serve more students each subsequent year. To achieve this goal, each of our campuses with juniors taking the ACT have made significant gains. The ACT results are also consistent across the network resulting in a narrow spread between our highest and lowest performing campuses. Over the past five year charter term, our average composite ACT score has improved by two full points even as our enrollment has more than tripled. Looking ahead to the next term, our network goal is an average composite ACT score of 21 in the next year.

*College Success*

|  |  |  |
| --- | --- | --- |
| **4 Year College Matriculation** | **Noble (2012)** | **CPS (2011)** |
| All | 79% | 39% |
| African American | 85% | 40% |
| *Male* | 76% | 35% |
| *Female* | 91% | 45% |
| Latino | 77% | 30% |
| *Male* | 74% | 27% |
| *Female* | 79% | 33% |

Another key component of our mission is the collegiate success of our students, which can be measured by college acceptance, enrollment, persistence and graduation. Since 2011, 100 percent of Noble graduates have been accepted to college. Among our Class of 2012, 90 percent of graduates enrolled in college, with 79 percent attending four-year colleges and universities. Considering that 83 percent of these students were first generation college students, Noble is changing the dialogue and collegiate expectations for many low-income families throughout Chicago. This year, our Class of 2013 achieved 100 percent college acceptance and 90 percent are currently enrolled for college in the fall. Our students attend over 150 colleges and universities across the nation including Yale, Columbia, Northwestern University and the University of Illinois to name a few.

While we have been successful in college matriculation, our college completion rate is lower than our expectations. Only 33% of Noble graduates have completed college over the six year period following their high school graduation. The college graduation rates represent only the alumni from our original campus. As the previous chart demonstrates, the college readiness of our students as measured by the ACT has improved over the past five years. The improved readiness of our students should also improve the persistence rates both because they are more academically prepared and they are also attending more selective schools with a higher rate of retention. While our performance is far better than the national average of 11% for low income students, it is far below our goal of 75 percent college completion for our alumni set to graduate from college in 2020. Our goal is to continue to innovate in our college program to better match and support our students. We have launched an internal college innovation program as one example of our efforts to continue to challenge ourselves to develop solutions to improve the college completion rates among low income families.

**d. Readiness to Replicate:** What academic, financial, and operational metrics do the organization and its Board of Directors use to determine readiness for replication?

Noble’s Board of Directors looks to a number of criteria and data points to determine our organization’s readiness for further replication. Among the things they consider are:

* Academic rigor: has Noble maintained the tight consistency and high quality of results across all campuses?
* Culture: Given that this is key to Noble’s success, is the Noble culture strong across our network? Have our existing campuses received high culture scores in the recent past?
* Demand: Is there a healthy demand from Chicago’s families? What is the size of Noble’s waitlist?
* Student Retention: Have our campuses been successful in retaining students and matriculating them to graduation?
* Human Capital: Do we have access to a large enough pool of high quality campus leadership and teacher candidates to build the staff for a new campus?
* Financial Position: What is Noble’s overall financial picture and do we have the resources to support our growth?
* Fundraising: Has Noble’s team been able to meet recent and long term fundraising goals? Will the current fundraising climate support investment in additional campuses?
* Facilities: Can Noble get access to feasible locations and facilities for new campuses?
* Legislative Climate: Do the district, city and state officials support continued expansion of our program?

**Section 2. Operational Capacity**

**2.1. Governance and Organizational Structure and Operation**

**a. Organization Governance Structure & Board Development:** (i) Describe how the organization’s governance structure will adapt to oversee and support the 5-year growth plan and addition of new school(s). Include any impact on:

o The composition of the Board of Directors, Board’s roles and responsibilities, and development priorities

o Board’s relationship to schools

Noble’s Board of Directors is an integral part of our expansion. Their executive support, strategic insight and philanthropic leadership have helped attract significant private funding for the establishment of our new campuses. As our network of schools grows, so too will our Board to accommodate new members who represent our name donors at the expansion campuses. Board members receive quarterly reports on our academic and financial performance, external affairs and operations.

Noble’s Board of Directors serves an advisory function and focuses their efforts on governing, legal and financial matters, while leaving the day-to-day campus operations and educational details to the network and campus leadership. Our expansion should not significantly impact the current operation of our Board of Directors, beyond the addition of new members. As set forth in the bylaws, the role of our members is to act as advisors for the Noble Network of Charter Schools and utilize their expertise in business, non-profit management, law, education and other areas to guide Noble’s work to provide a high quality public education to Chicago’s low-income and minority families. The Board of Directors also ensures that Noble achieves its mission within the parameters of its charter. Directors are responsible for participating in quarterly meetings, holding officer positions and sitting on committees that advise key operations, as outlined in the bylaws.

(ii) Describe the diverse skill sets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

Our Board of Directors is comprised of highly qualified individuals who have reached the highest levels of achievement in their respective fields. They bring expertise in business, non-profit management, law, advocacy and education in addition to a broad network of contacts across all industries to help support Noble in achieving its mission.

(iii) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.

As we previously discussed, our Board will need to grow in the coming years to accommodate new members representing our expansion campuses. We believe this growth will help us to develop an even broader array of expertise and networking opportunities

(iv) Describe how the Board identifies and addresses conflicts of interest.

The members of our Board of Directors, under our Conflict of Interest Policy, are obligated to inform the Board and/or Board Chairman of their perceived conflict of interest in any matter as soon as it is realized to facilitate timely resolution. The Conflict of Interest Policy outlines a number of potential conflicts pertaining to personal benefit that may coincide with and cause undesirable situations affecting to matters of Noble business or management. Upon disclosure of potential conflicts of interest, the involved person will recuse themselves from further involvement in the matter. The Audit and Finance Committee will be responsible for making all decisions concerning a conflict of interest. If a member of this committee is the source of a conflict, the Committee Chair or Chairman of the Board shall be involved as necessary. A Board member may appeal a determination within 30 days of the initial determination.

**b. Organization Charts and Decision-Making Authority:** (i) Provide the following organizational charts:

o Current

o Vision for organization in five years (including both schools requested in this year’s RFP as well as any additional schools that the operator anticipates applying to open within five years)

*Note: please include the Management Organization**(CMO or EMO) in the organizational chart, if applicable.*

The foundation of Noble's model is a flat, autonomous structure which has allowed us to accommodate significant growth with minimal increase in network staff. As previously described, the campus Principal is the primary decision maker on all aspects of the school. The network executive team is composed of an Assistant Superintendent, Chief Financial Officer, Chief External Affairs Officer, Chief Academic Officer, Chief College Officer, Chief Operating Officer and Chief Talent Officer. The network teams have demonstrated the capacity to absorb the increased work load of our expansion. Other than a couple of additional staff under each department, we believe that we have the leadership team in place at both the campus and network to support our growth.

(ii) Designate school- and/or organization-level decision-making authority as it relates to key functions, including curriculum, professional development, culture, staffing, etc. For a sample table, please see Attachment 2 on p. 17.

Please see Attachment 2 for the completed chart outlining the roles of both the Noble Network of Charter Schools and its campuses. Noble, which holds the charter, provides the management and administrative functions for all Noble campuses, who are responsible for implementing the daily education activities that allow us to achieve our mission and serve Chicago’s students.

**c. Management Organization (if applicable):** (i) If proposing to contract with a new MO, please discuss the criteria by which the MO was selected and the due diligence that was conducted on the MO prior to submitting the proposal. (ii) Describe the services to be provided to the schools by the management organization. (iii) Outline any service-level goals to evaluate the services provided to the schools by the management organization Describe how the Board will monitor and evaluate the performance of the MO to ensure quality service, including performance evaluation measures and timelines, conditions for renewal and termination of the contract, and methods of contract oversight and enforcement. (iv) Discuss the Board’s history of holding the MO accountable for performance in the past.

This question is not applicable for Noble since we do not contract management services for our charter.

**2.2. Human Capital**

a. **Staffing:** (i) Please complete the table in Attachment 3 below (found on pp. 18-19) indicating your projected staffing needs for the entire network over the next five years. (ii) Please complete the table(s) in Attachment 4 below (found on pp. 19-20) outlining your school-specific staffing roll-out plan for both a “typical” elementary school and a “typical” high school (as applicable).

Please see Attachments 3 and 4 for detailed breakdowns of staffing projections based on our expansion.

b. **Recruitment:** Identify whether recruitment will be managed at the school or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.

Recruitment is managed at both the network and campus level. The network’s Talent Team is responsible for sourcing talent and providing a large pool of qualified candidates. Principal’s pursue candidates from within this talent pool and may introduce additional candidates they have discovered on their own. This year the candidate pool consisted of 2,300 candidates during the hiring season with 185 candidates offered positions at a Noble campus. Noble has established partnerships with Teach for America and the schools of education at Loyola, DePaul, Northwestern University and the University of Illinois, Chicago to help provide a source for teaching talent. Noble also established a new partnership this year with Benedictine University’s education program for those transitioning careers. Also in development is a partnership with Relay Graduate School of Education (GSE), under the guidance of a former Noble principal who is bringing the program to Chicago in the next year. Relay GSE offers a part-time masters program, where participants cannot earn a degree or certification without also demonstrating student growth, is becoming a national driving force in teacher preparation. Noble’s partnership with Relay GSE allows us to be more strategic about the training we provide our teachers, while also offering a pipeline to place alumni into teaching positions in their communities. Our Talent Team also conducts a broad national search for candidates, recruits on social media, and posts rigorously on job search websites in addition to attending dozens of job fairs annually and hosting our own. All candidates complete a single online application that is valid for positions at all Noble campuses. When a campus shows interest in a candidate, either the Talent Team or campus establish contact to initiate the interview process, which includes an initial call/interview, a demo lesson with real-time feedback and rigorous reference checking. Noble employees are encouraged to refer candidates and receive a $1,000 finder's bonus for any full time employee hired and retained for four months.

c. **Professional Development:** Identify the organization’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campus will be added to existing professional development. Also identify the method the organization will use to determine the effectiveness of professional development.

The regular professional development of Noble teachers and staff is the responsibility of the campuses. Ongoing professional development (PD) is built into the weekly campus schedule with two-three hours allocated to professional development on Friday afternoons. As such, the campuses manage training and provide instructional coaching for their staff, research and support curriculum programs, and provide content expertise or direction around core subjects, etc. on a weekly basis. Campuses also structure this time to address trends and issues seen among students. Through staff surveys developed at the campus level, leadership is able to gage the effectiveness of PDs and tailor them to meet the needs of their staff.

To encourage professional growth, network resources and efforts are focused primarily around providing quality assessment, transparent data reporting, and forums for disseminating best practices—recognizing that our greatest learning will come from leveraging the incredible expertise within Noble (promoting focused, measured, and shared innovation).

Our largest forum for best practice sharing is quarterly network-wide professional development days. We tap into the expertise of the hundreds of talented teachers in our network through required network-wide PDs, which we began offering in 2006. PDs are developed and managed by a select team of teacher leaders from across the network under the oversight of Noble’s Chief Academic Officer. At these PDs, teachers meet with their peers from other campuses who teach the same grade level and subject matter to compare results from the most recent assessment and share effective best practices. In 2010, teacher-led PD sessions called Learning Groups began in the afternoons at network PDs and offered breakout sessions around topics of high interest across the network. Network-wide PDs allow teachers throughout the network to come together and brainstorm around common questions/goals. In 2013, TED talks were introduced as part of the final PD for the 2013 school year. An electronic survey is distributed to all PD participants immediately following each network PD to gather feedback and solicit new ideas to improve upon subsequent sessions.

d. **Performance Evaluations and Retention:** Identify the organization’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers and leaders, who will evaluate whom, and how the organization plans to retain high-performing teachers?

Noble provides our campus leaders (principals) with a high degree of autonomy over the management of their campus. This high degree of autonomy is coupled with accountability, which trickles down to all levels of our organization. As such, each principal is responsible for the evaluation structure at their campus, but because data analysis, evaluation and professional development are important elements of the Noble culture and contribute strongly to the high performance of all Noble campuses, they are a part of evaluation across all campuses.

*Campus Leadership – Principals*

Noble principals are supervised by Noble’s Superintendent and CEO and the Assistant Superintendent. Principals are evaluated on the following metrics: Explore, Plan, ACT and 3-year cohort EPAs growth; college matriculation, persistence, and graduation; daily student attendance; student retention; campus culture score, staff retention, and making Noble better. Noble’s Campus Accountability Officer conducts regular, unscheduled audits at every campus to monitor their performance on a number of the metrics used for evaluations, most specifically the campus culture score. All principals have annual performance reviews with Noble’s Superintendent and Assistant Superintendent during which they review these metrics, give feedback, and make adjustments and personnel decisions accordingly.

*Teachers*

Because our principals have a high degree of autonomy over their campus, they are also responsible for establishing evaluation systems for teachers. As a result our teachers receive a variety of ongoing evaluation at the campus-level to foster continued development. All instructors meet with a department chair, Dean of Instruction or other academic leadership at the campus at the start of each year to walk through pacing plans and ensure both vertical and college readiness standards alignment and quarterly to adjust pacing plans and lessons. Many campuses utilize a “learning walk” system as a form of observation, where members of the leadership team make brief, regular, unannounced visits to classrooms and use rubrics to analyze instructional methods. Afterwards, the data is shared with the teacher to provide useful feedback on the effectiveness of their methods and ways to strengthen instruction. Campuses also conduct regular scheduled and unscheduled classroom observations to provide more in-depth feedback for each instructor.

Campuses also utilize frequent data analysis facilitated by department chairs and/or campus leaders. Data conferences happen as often as biweekly at some campuses and often accompany student assessment. The conferences often include not only the teacher and their department chair, but sometimes their planning partner and the principal or assistant principal.

*Retention*

Noble maintained a retention rate of 90% for all staff and 94% specifically for teachers at the end of the most recently completed school year. In effort to retain our highest performing teachers, Noble offers a very generous benefits package, a performance-based bonus structure, regular opportunities for tailored professional development, autonomy over curriculum and a team environment where the best interests of the students come first. Noble’s Advisory Program is another great retention tool for teachers assigned to an advisory. The aim is that this teacher will stay with and mentor this small group of students throughout their four years of high school; many teachers receive a bonus for the additional commitment that comes with being an Advisor. As a result, teachers develop close relationships with their students and their families. Additionally, Noble offers many opportunities for advancement which draws high-quality talent. While we conduct an external search for leadership positions, many positions are filled internally

**Section 3. Parent and Community Engagement and Support**

**3.1. Targeted Communities and Outreach Strategies**

a. **Community Selection:** Describe your targeted communities and criteria for choosing those communities. Explain the unique educational needs of the community, parents, and specific population of students and how the proposed school(s) align with community needs and expectations.

Noble has identified a community in collaboration with CPS for one of the three campuses proposed in this RFP. Our targeted community is Belmont Cragin, a high priority community for the district because of overcrowding. Noble already serves more than 300 families in the community at our other campuses. There is strong demand from families for a Noble education; we have 5,800 students on our wait list and already serve families from all 50 wards in the city. In Belmont-Cragin, the 37th ward, there are 14 elementary schools and just two public high schools, one of which is Prosser, a selective enrollment school. There is a huge bottleneck of elementary school children and insufficient public high school seats. Noble plans to repurpose a closed lumberyard within the Belmont Cragin community that will provide ample space for a fully-equipped STEM high school and athletic field, the first in the network.

We are proposing a second campus which is a joint venture with Exeter, a unique opportunity to bring an innovative learning style, the Harkness method, to low income students. This is the first venture of its type outside of the original boarding school. We hope to work with the community and the city to find an appropriate location for the school. The third school has been requested by a community on the south side of Chicago pending approval by CPS.

b. **Parent Support:** Provide evidence of prospective parents’ support for the proposed school(s) in their community (*Note: only needs to be provided for communities in which school(s) will be opened in Year 1)*.

Noble is already fully engaged in the community where we have a location for proposed schools planned for the fall of 2014. In Belmont Cragin, we have secured numerous letters of support from local politicians, parents and preachers voicing their support for a new Noble campus in their community and encouraging us to come because of the valuable resource a new high school will provide to a community where options are limited. Community organizations have also written letters on Noble’s behalf explaining how a new campus will improve the economic development and overall quality of life in the community while demonstrating sound land use of a currently vacant space.

Interest from south side communities has grown because of the success of our campuses on the south side of Chicago in providing a safe, high quality option for families. We also enjoy significant support from the community leaders, ministers, and social service agencies. We will reach out to elementary schools and host enrollment picnics in collaboration with the local churches to introduce the new campus to the community. The South Side Health Center is another key partner in the community, and their advocacy for our work reflects the sentiment of their community and the families they serve. The Health Center has agreed to be a potential feeder for incoming ninth grade students by allowing us to promote enrollment opportunities among their many middle school families.

c. **Parent and Community Involvement and Partnerships:** Describe your outreach strategy, community involvement, and partnerships in your targeted communities.

Noble takes a multi-tier approach to outreach in the communities where we plan to open new campuses. Noble staff and perspective campus leaders engage local elected officials early on, establish partnerships with key stakeholders within the community (usually churches, health centers, social service agencies and community centers), and visit local elementary schools with matriculating students to advertise enrollment and meet parents. A key tool we use is the understanding and experience of our existing families; we use Noble parent advocates from the communities we are expanding into, in all aspects of our outreach because parents provide our best testimonial to help us educate new families and communicate the value of a Noble education. Through these initial key groups, we spend time building relationships and growing our web of contacts, touch points and outreach in our targeted communities. Another important part of our strategy is to have a presence at the Community Action Councils and Parent Action Councils. By getting to know these groups, we have a better understanding of the needs of the community and how we can support their work. In a south side community, we were able to establish a good relationship with a local alderman and understand his goals for his community, one of which is community beautification. Through our partnership with this alderman, our students have already provided community service on a number of occasions picking up trash and painting viaducts to support the alderman’s initiatives and give back to the community. By finding these opportunities for partnership and interaction, our new schools are able to engage local organizations and become contributing members to the community.

d. **Student Recruitment:** Identify the organization’s history of recruiting students. Describe your student recruitment strategies, including strategies for recruiting students with disabilities, English language learners, and students in temporary living situations.

o Please attach your network’s student recruitment and enrollment forms and policies

Our goal with recruitment is to reach out to as many elementary schools and community organizations as possible to ensure that we enroll not only a diverse group of students, but that we are also able to inform as many families in the community as possible about our enrollment opportunities. Our mission is to serve a predominantly low-income student population and target areas that do not currently have high quality public high school options. The chart below shows the demographics for the students attending the current Noble public high schools.

|  |  |  |
| --- | --- | --- |
| **2013-2014 High Schools** | **Noble** | **CPS** |
| Total Students | 8,800 | 112,400 |
| Minority | 98% | 92% |
| Low Income | 89% | 87% |
| Special Education | 13% | 13% |

Noble has developed a recruitment strategy that includes the use of advertising and paid media. These include but are not limited to: radio, local newspapers, billboards, and public transportation advertising. Our advertisements, flyers, admission information session materials as well as application instructions are provided in English and Spanish. We do not ask for information about race, ethnicity, gender, socioeconomic status or disability status at any time during the application process.

Parents and students are encouraged to attend an admission information session at the campus at which they are interested in enrolling. Each information session provides an overview of the campus, including academics, promotion requirements, enrichment opportunities, and college-related activities. If the campus is oversubscribed then students are admitted through a blind lottery with no regard to disability, testing, grades, race or any other criteria. While the recruiting focus takes place primarily in the local community, the lottery is open to any eighth grader residing in the city of Chicago. Students must submit an application in order to be entered in the lottery. The application deadline is no earlier than one month after the high school application deadline for the regular Chicago public high schools.

Shortly after that application deadline, Noble conducts lotteries at campuses where demand exceeds available seats. All lotteries are open to the public, conducted manually and are videotaped. We offer enrollment to the first names drawn until all enrollment spaces have been assigned and then continue to draw to assign waitlist numbers in the order they are drawn to remaining applicants. The waitlist is published to assure all names were drawn through no other method than the lottery. As a courtesy to parents and families, siblings of current students are offered automatic admission to the campus where their sibling attends as long as they submit a complete application by the deadline given. As seats become available, the campus will offer enrollment to students as they move to the top of the waitlist.

The enrollment process provides resources to help recruit and support families with English language learners (ELL) and students with disabilities. Enrollment resources are offered in English and Spanish, and Spanish-speaking staff are available to answer questions and support families through the process. For new families of ELLS or students with disabilities interested in enrolling at a Noble campus, we have social workers along with case managers and other supportive staff members attend our Admission Information Sessions. This way interested families can inquire about the programs and services we offer at Noble. All Noble campuses provide support to students with disabilities and ELLs through an on-site social worker, special education teachers and other resources including those of social service agencies.

Three Noble campuses currently have enrollment boundaries (UIC College Prep. Chicago Bulls College Prep and Gary Comer College Prep) so students from the surrounding community are selected before a lottery takes place. We welcome attendance boundaries since our focus is to serve the communities in which we are located.

**Section 4. Economic Soundness**

**4.1 Financing and Philanthropic Need**

CPS will conduct a review of the network’s audited financial statements.

a. **Multi-year Financial Plan:** Submit a five-year, accrual-based financial plan including:

o *Consolidated 5-year organization-wide projections*

o *CMO/EMO budget*

o *Aggregated school-level budget of existing schools*

o *School-level projections from incubation through capacity enrollment for all projected new schools*

o *Detailed staffing plan that includes details on compensation*

o *Capital expenditure plan*

o *Financial implications of facilities plans, along with sources and uses for all construction or renovation plans*

o *Detailed assumptions (Note: budgets that do not include detailed assumptions will be considered incomplete and will not be reviewed.)*

*Note: Applicants may use the ONS financial forms and modify them as appropriate, or*

*they may submit financial forms in the organization’s existing format to the extent that they address the requested components criteria.*

Please see our attached multi-year financial plan for detailed information.

b. **Financial Controls:** What financial controls does the organization have in place at the central- and school-level to ensure long-term financial viability?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Internal Control** | **Description of control activity** | **Central Office Responsibilities** | **School Responsibilities** | **Usual follow up on exception** |
| **Annual Planning** | Set budget parameters | Project revenue, expenses and capital spend; prepare analysis of required cash flows | Update current year to date budget vs. actual differences and advise of major plan changes | Iterative process to achieve balance; consultation with CEO and Board as needed |
| **Budget preparation and monthly comparison to actual** | Prepare full financial plan and monitor monthly | Administer process, ensure parameters are met, review vs. monthly activity, assess balance sheet vs. plan | Prepare budget, review monthly vs. actuals and respond to inquiries | Re-project annual results, modify budget to achieve required cash flow |
| **Ensuring all expenditures are authorized** | Match invoices to supporting documents | Administer all expenditures, CFO or Dir. of Finance signs checks | Timely submission of required supporting docs | Payment is held until authorization can be confirmed |
| **Segregation of duties** | No one person has full authority over cash | Separate staff manage cash and AP; accountant reconciles bank accounts and controller reviews; minimal petty cash | No check writing authority; misc. cash receipts deposited via secure service; minimal petty cash | Monthly follow up as needed |
| **Capital planning and review** | Prepare and monitor capital spending plan | Prepare plan, specify funded projects, compare actual spend to plan monthly; prepare supporting documentation for payments | Coordinate with Chief Operating Officer as needed | Assess changes and modify as need be to manage capital outlays |
| **Compliance Calendar** | Designate reporting to outside entities | Prepare necessary reports and secure CFO approval | Coordinate as need be | Secure extension of filing date as need be |

c. **Fundraising Plan:** What are the organization’s fundraising goals over the next 5 years? Please provide a development plan including staffing needs, demonstrating historical fundraising success and future likelihood of success.

Noble recently completed a $30M campaign after just two years. We have raised our goal over the next three years by $20M to a five-year $50 million capital campaign to support our expansion. Funds raised by this campaign will go to support capital improvements at all campuses included in Noble’s five-year expansion plan. Historically, Noble’s External Affairs team has exceeded annual fundraising goals each of the past three years to cover our operational funding gap and provide the funding for capital improvements.

**4.2 Facilities**

a. **Facility Space Requirements:** Identify the organization’s core requirements for facility(ies) (elementary and high school as appropriate) to accommodate the organization’s stated growth plan, e.g.: square footage, number and type of classrooms, and amenities, etc.

The ITW Speer Academy is a new construction project proposed for the site at 5357 W. Grand Avenue in the Belmont Cragin neighborhood. This is the site of the former Rubenstein Lumber Company. The location is in an overcrowded community of need comprised primarily of low income families who will enthusiastically embrace a high quality Noble public high school. The new high school, called the ITW Speer Academy, will be approximately 55,000 square feet and include 29 classrooms, five labs, one lecture hall, as well as a gymnasium/cafeteria, locker rooms, a fitness room, two teacher workrooms, a cooking kitchen, five administrative offices, and an athletic field. Enrollment at the school will be 900 students when at full capacity and there will be approximately 60 staff members supporting these students.

Noble aims to open the second proposed high school in a south side community and is in talks with a local pastor about a community revitalization that may include a school. Any new facilities under consideration for our second and third proposed high schools will be evaluated to determine that they have ample space and amenities to accommodate a fully-functioning high school.

As we have mentioned, the Gary Comer College Prep Middle School is already in an operational space at 1010 E. 72nd Street in a co-location with the Paul Revere Elementary School. The second and third floors of the school underwent renovations over the summer to prepare it for the return of students in August. Updated technology was installed as was a science lab and a main office on the first floor, in addition to painting and general maintenance. This new facility for the Middle School provides much more space to accommodate the needs of a growing campus allowing for the increased enrollment that we have requested in this proposal.

b. **Facility Plan:** (i) Describe the plan to secure an appropriate facility for any school opening in the first year of the five-year growth plan.

The ITW Speer Academy is a new construction project proposed for the site at 5357 W. Grand Avenue in the Belmont Cragin neighborhood. A copy of the site plan is included with this submission. Our hope is that we will complete the re-zoning process in October and November and break ground on the project before the end of the year. The ITW Speer Academy will still open in August 2014 but will possibly need to incubate in another site until the construction of the new school is complete. Noble will work with Chicago Public Schools as we continue our search for a location and facility for our second proposed campus on the south side and our third proposed campus, which will be opened in partnership with Exeter.

(ii) Identify anticipated facility sources throughout the 5-year growth plan in terms of priority and mix, e.g.: leases from private sources, purchase from private sources, and/or new construction.

Noble’s Board of Directors has approved our expansion with the understanding that we will seek public facilities for all campuses going forward, whenever possible, to ensure stronger financial health for our organization. This decision was based in part on the historic substantial investment that Noble has made in past transactions involving private facilities for schools we currently operate. The composition of our current facilities mix speaks to our organization’s creativity as we seek potential locations and we will explore a range of possible options. Going forward, Noble looks to continue our strong partnership with CPS to determine future facilities opportunities for campuses in our five-year growth plan and will carry on with our independent search for facilities as well.

c. **ADA Compliance:** Provide ADA compliance information for any targeted facilities. If an identified facility is not currently ADA compliant, please provide a plan for bringing the facility into compliance.

The ITW Speer Academy, proposed for Belmont Cragin, is a new construction initiative and will therefore comply with all current ADA building requirements. In fact, the Mayor’s Office of People with Disabilities has already given preliminary approval of the plan for the new school. The approval letter is included with this submission. When we secure a location for our second campus and our third Exeter campus, Noble will take all measures to ensure that the facilities meet all ADA requirements. As a part of or renovation at our co-location at Paul Revere Elementary, updates were made to ensure the campus is ADA compliant.

d. **Financing:** Describe your financing approach to facility acquisition and/or construction.

A separate financial plan is prepared for each facility. Funding for facility construction/renovation and outfitting comes from philanthropy, cash reserves and/or debt financing depending on circumstances. CPS also provides startup funding to help cover expenses from incubation thru full operation.

The ITW Speer Academy represents a $20M investment in the Belmont Cragin neighborhood. This is the projected cost for the purchase of the land and the building of the school. $15M of this amount is covered by a private donation from ITW and the remainder of the expense is covered by other private dollars raised by Noble. Noble is also completing a $20M bond offering to recoup the capital investment of prior years and increase our cash reserves for future expansion.

e. **Contingency Plans:** Identify contingency plans if desired facility strategy is not achieved.

We anticipate that we may need to incubate the ITW Speer Academy in the event that the building is not ready by August of 2014. If we do not successfully get zoning approval for the site, we will attempt to find another alternative location either in Chicago or the northern suburbs. As far as the two other proposed campuses for FY15, if we cannot find a suitable public building than it is unlikely that we will open either campus, the community proposal or the Exeter partnership.

f. **Project Management:** Describe the organization’s capacity and experience in managing these strategies, including required renovation.

Noble currently operates fourteen high schools, one middle school, and one daycare center. Each of these locations required significant construction – either from the ground up or as a gut renovation – before they opened. Of the 15 current facilities, four are in Archdiocese buildings, five are in private facilities and six are in CPS buildings. We have extensive experience over the past twelve years with managing complex construction projects under tight budgets and timelines. In terms of project management and expertise on our project teams, Noble has a small staff of highly motivated and qualified facility managers. These individuals, along with a consulting team of well-regarded contractors, architects, engineers, and attorneys helps round out our construction team.

**4.3. Risk Management**

a. **Risk Management:** What are the greatest anticipated risks to achieving the organization’s desired outcomes over the next 5 years? How will the organization develop capacity to mitigate anticipated risks?

Noble’s biggest challenges to our five-year expansion plan pertain to facilities procurement and human capital. Facilities have been and continue to be the biggest challenge for most growing charters across the nation and given the limited access to available facilities in Chicago, Noble is no exception. Our current portfolio of buildings speaks to Noble’s ability to think creatively in terms of facilities procurement. It is the view of Noble's Board of Directors that our expansion should happen in partnership with the district and city which includes access to public facilities. The cost and length of commitment at private or Archdiocese buildings precludes most private options. The exception is the ITW project because of the substantial grant to construct the school. We expect to continue to search for public options and look to our partnership with CPS to find spaces that will best serve the needs of the public school students seeking a Noble education.

As Noble expands we will need a greater number of high quality candidates to fill instructional positions across our network. We have described in a previous section, our strategy for securing talent.

Funding is the third area of concern for Noble. Our per-pupil in the State of Illinois lags most other states and certainly most urban centers. We have received numerous overtures to move to other states and cities but remain committed to Chicago. However, we expect our campuses to be sustainable once they are built and fully enrolled. The CPS move to Student Based Budgeting is an appropriate step to insuring that all public school students are treated equally but the actual per capita needs to continue to improve.

**Attachment 1: Sample Goal Templates**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Noble Educational Goals** | | | | | | | |
| **Goal** | **Metric** | **Grades** | **2014-**  **15** | **2015-**  **16** | **2016-**  **17** | **2017-**  **18** | **2018-**  **19** |
| EPAS Composite Growth | Explore, Plan, ACT | 9th-11th | 6.0pts of three-year cohort growth | 6.3 points | 6.6 points | 7.0 points | 7.0 points |
| EPAS Composite Growth  (SpEd, ELL, African  American, Hispanic) | Explore, Plan, ACT | 9th-11th | 6.0pts of three-year cohort growth | 6.3 points | 6.6 points | 7.0 points | 7.0 points |
| EPAS Performance | Explore, Plan, ACT | 9th-11th | ACT Composite = 21 | 21.4 | 21.7 | ACT composite = 22 | 22 |
| Early College/ Career  Credit | Passing grades in early college courses, AP  exams, IB exams, career certifications | 9th-12th | N.A. | N.A. | N.A. | 75% AP pass rate | N.A. |
| Freshman On-Track Rate | Credits Earned | 9th | N.A. | N.A. | N.A. | N.A. | N.A. |
| Dropout Rate | Enrollment Status | 9th-12th | 0% | 0% | 0% | 0% | 0% |
| Graduation Rate | 4-Year Cohort  Graduation | 12th  Grade | 90% | 91% | 93% | 94% | 94% |
| Attendance Rate | Average Daily  Attendance | 9th-12th | 96% | 96% | 96% | 96% | 96% |
| College Enrollment | Determined using National Student Clearing House data, enrollment records and our own individual student tracking | 12th | 92% | 93% | 94% | 95% | 95% |
| College Persistence | Persistence determined using National Student Clearing House data and our own individual student tracking | 12th | 70% | 74% | 78% | 80% | 80% |
| College Graduation | Graduation rates determined using National Student Clearing House data | 12th | 35% | 37% | 45% | 47% | ~50% (building towards 75% in 2020 for class of 2014) |
| 5 Essentials | My Voice My School  Survey5 | 9th-12th | Achieve “strong” or very strong” on at least 3 of 5 areas. | Achieve “strong” or very strong” on at least 3 of 5 areas. | Achieve “strong” or very strong” on at least 3 of 5 areas. | Achieve “strong” or very strong” on at least 3 of 5 areas. | Achieve “strong” or very strong” on at least 3 of 5 areas. |
| PSAE Meet/Exceed | PSAE exam | 11th | 50% | 54% | 58% | 60% | 60% |
| Unique Educational Goal |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Financial and Operational Goals** | | | | | | | |
| **Goal** | **Area** | **Metric** | **2014** | **2015** | **2016** | **2017** | **2018** |
| Fundraising Requirement | Finance | Financial  Statements | Complete $50M campaign | N.A. | N.A. | N.A. | N.A. |
| Facility Occupancy Per Pupil Costs | Finance | Financial  Statements | $1,500 per pupil | $1,500 per pupil | $1,500 per pupil | $1,500 per pupil | $1,500 per pupil |
| Administration Fees or Costs | Finance | Financial  Statements | 8% of network revenue | 8% of network revenue | 8% of network revenue | 8% of network revenue | 8% of network revenue |
| % of Teachers Retained from Prior Year | Human  Resources | Signed  Teacher  Contracts | 80% retention | 80% retention | 80% retention | 80% retention | 80% retention |
| Teacher Satisfaction Rating | Human  Resources | Teacher  Survey | Exceed 80% | Exceed 80% | Exceed 80% | Exceed 80% | Exceed 80% |
| Student Demand | Community  Outreach | # of  Applicants Per  Available Seat | Demand exceeds enrollment | Demand exceeds enrollment | Demand exceeds enrollment | Demand exceeds enrollment | Demand exceeds enrollment |
| Parental Satisfaction | Community  Outreach | My Voice My School Survey | Maintain “very strong” or “strong” rating for Involved Families  Strong or strong” r | Maintain “very strong” or “strong” rating for Involved Families | Maintain “very strong” or “strong” rating for Involved Families | Maintain “very strong” or “strong” rating for Involved Families | Maintain “very strong” or “strong” rating for Involved Families |
| Liquidity | Finance | Financial Statements | Sustain current ratio (total current assets divided by current liabilities) greater than 1:3 | Sustain current ratio (total current assets divided by current liabilities) greater than 1:3 | Sustain current ratio (total current assets divided by current liabilities) greater than 1:3 | Sustain current ratio (total current assets divided by current liabilities) greater than 1:3 | Sustain current ratio (total current assets divided by current liabilities) greater than 1:3 |
| Net Asset Ratio | Finance | Financial Statements | Sustain net assets greater than 30% of total | Sustain net assets greater than 30% of total | Sustain net assets greater than 30% of total | Sustain net assets greater than 30% of total | Sustain net assets greater than 30% of total |

5 For additional information on the My Voice My School Survey, please visit the following link: https://cps.5- essentials.org/201

**Attachment 2: Decision-Making Authority between Management Organization and Schools**

|  |  |  |
| --- | --- | --- |
| **Function** | **Management Organization**  **Decision-Making** | **School Decision-Making** |
| Performance Goals | Set and monitored by the network. | Monitored and achieved by the campus. |
| Curriculum | College Readiness Standards mandated by the network. | Campuses have full autonomy over curriculum, with autonomy extended to teachers. |
| Professional Development | Quarterly network-wide development | Weekly ongoing development determined by the campus |
| Data Management and  Interim Assessments | Data management overseen by the network. Quarterly assessments developed by a team of the network’s brightest teachers under the supervision of the Chief Academic Officer | Campuses are responsible for data input and have access to the full array of data. Campuses are responsible for managing interim testing with support from the network academic team |
| Promotion Criteria | Mandated by the network with the input of the principals | Implemented by the campus |
| Culture | Established and monitored by the network | Implementation overseen by campus Principals |
| Budgeting, Finance, and  Accounting | Managed by the network | Principals have complete autonomy in setting their budget, but campuses do participate actively in accounting procedures |
| Student Recruitment | Oversight and assistance provided by the Director of Enrollment | Campuses manage the majority of student recruitment activities |
| School Staff Recruitment  and Hiring | HR Department and Talent Team provide a pool of candidates for the campus and support all aspects of the hiring process | Principals and campus leaders participate in recruitment opportunities and do the vast majority of staff selection. |
| H/R Services (payroll,  benefits, etc) | Managed by the network |  |
| Development | Managed by the network | Campuses are able to hold small fundraising events. |
| Community Relations | Public relations and government affairs are managed by the network | Campuses, often principals, work closely with the network to support public relations and government affairs. Campuses are often solely responsible for maintaining specific community relations, but may receive support from the network. |
| Information Technology | Managed by the network |  |
| Facilities Management | Managed by the network | Principals provide input on the needs of their campus |
| Vendor Management /  Procurement | Major vendors chosen and managed by the network (i.e. food service) | Smaller vendors chosen and managed by the campus (i.e. spirit gear) |
| Other operational  services, if applicable |  |  |

**Attachment 3: CMO and School Staffing Roll-out Plan**

*Include full-time staff and contract support that serves network 50% or more. Please adjust functions and titles to reflect organizational plans.*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | | **14-15** | | **15-16** | | **16-17** | | **17-18** | | **18-19** | |
| Number of elementary schools | | 0 | | 0 | | 0 | | 0 | | 0 | |
| Number of high schools | | 17 | | 19 | | 21 | | 23 | | 25 | |
| **Total schools** | |  | |  | |  | |  | |  | |
| Student enrollment | | 10,151 | | 12,012 | | 13,846 | | 15,740 | | 17,540 | |
| **High School Staff** | | | | | | | | | | | |
| Principals\* | | 18 | | 20 | | 22 | | 24 | | 26 | |
| Assistant Principals | | 26 | | 28 | | 30 | | 32 | | 34 | |
| Deans | | 51 | | 57 | | 63 | | 69 | | 75 | |
| Add’l School Leadership Position 1  [please specify] | |  | |  | |  | |  | |  | |
| Add’l School Leadership Position 2  [please specify] | |  | |  | |  | |  | |  | |
| Add’l School Leadership Position 3  [please specify] | |  | |  | |  | |  | |  | |
| Classroom Teachers (Core Subjects) | | 476 | | 563 | | 649 | | 737 | | 821 | |
| Classroom Teachers (Specials) | | 104 | | 123 | | 142 | | 162 | | 180 | |
| Student Support Position 1 [Social Worker] | | 20 | | 22 | | 24 | | 26 | | 28 | |
| Student Support Position 2 [Paraprofessional] | | 70 | | 83 | | 96 | | 109 | | 122 | |
| Specialized School Staff 1 [please specify] | |  | |  | |  | |  | |  | |
| Specialized School Staff 2 [please specify] | |  | |  | |  | |  | |  | |
| Teacher Aides and Assistants | |  | |  | |  | |  | |  | |
| School Operations Support Staff | | 282 | | 343 | | 402 | | 465 | | 523 | |
| Total FTEs at high schools | | 1047 | | 1239 | | 1428 | | 1624 | | 1809 | |
| **Total network FTEs** | | **1047** | | **1239** | | **1428** | | **1624** | | **1809** | |

\*Note: the Gary Comer College Prep Middle School enrollment and charter fall under Gary Comer College Prep, but the Middle School has its own principal and staff. All staff are counted under the high school chart in our staffing projections.

**Attachment 4: New School Staffing Rollout, from Opening to Full Capacity**

**New High School Staffing Model and Roll-out**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Planning**  **Year** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** |
| Principal | 1 | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal(s) | 0 | 0 | 1 | 1 | 1 | 1 |
| Dean(s) | 0 | 2 | 2 | 3 | 3 | 3 |
| Add’l School Leadership Position 1  [please specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 2  [please specify] |  |  |  |  |  |  |
| Add’l School Leadership Position 3  [please specify] |  |  |  |  |  |  |
| Classroom Teachers (Core Subjects) | 0 | 10 | 20 | 30 | 40 | 40 |
| Classroom Teachers (Specials) | 0 | 2 | 4 | 6 | 8 | 8 |
| Student Support Position 1  [Social Worker] | 0 | 1 | 1 | 1 | 1 | 1 |
| Student Support Position 2 [Paraprofessional] | 0 | 1 | 2 | 3 | 4 | 4 |
| Specialized School Staff 1 [please specify] |  |  |  |  |  |  |
| Specialized School Staff 2 [please specify] |  |  |  |  |  |  |
| Teacher Aides and Assistants | 0 | 1 | 2 | 3 | 4 | 4 |
| School Operations Support Staff | 0.5 | 2 | 3 | 4 | 5 | 5 |
| **Total FTEs** | 1.5 | 20 | 36 | 52 | 67 | 67 |

Evidence of a Site Secured

**Evidence that the site has been or will be secured (Letter of Intent, Memorandum of Understanding), if applicable.**

At this point Noble does not have a site for our proposed Exeter campus, nor for our campus on the south side and our search is still underway. We will continue to work with CPS and our partners to seek a sights for these campus. We aim to finalize the purchase of the land for the ITW campus in October 2013 with a grand opening for the new campus to be constructed in the fall of 2014. The Agreement of Purchase and Sale for the ITW property is attached.

Resumes of Principal Candidates

**Resumes of Principal Candidates.**

Noble currently has seven candidates under consideration for the three campuses we plan to open next fall. As we further define the focus of our new campuses, we will be able to more effectively pair the skills set and interests of our Principal candidates with each proposed campus. However, at this time we are unable to provide more information on who has been selected to lead each campus.