

2013 New Schools Business Plan for Existing Chicago Operators
Tier 2 Questions

1. Please provide updates to any of the following sections of the Tier 1 Business Plan, if your Design Team's plans have evolved in the timespan between Tier 1 submission on September 30th and Tier 2 submission. Please note that the same Tier 1 evaluation criteria will be applied to the review of the corresponding questions in the Tier 2 proposals.
 - Section 3. Parent and Community Engagement and Support
 - a. Community Selection
Noble remain committed to its proposal to open our ITW David Speer Academy in the high priority community of Belmont Cragin; this has not changed from the submission of our Tier 1 Business Plan. Noble also continues to work with the City of Chicago and CPS as we seek a location for the second campus we hope to open for 2014 in partnership with Exeter. We are committed to opening the third campus in a community that meets the district criteria for expansion of high school options. We still do not have a decision on the target community.
 - b. Parent Support
No update.
 - c. Parent and Community Involvement and Partnerships
No update.
 - d. Student Recruitment
No update.
 - Section 4.2. Facilities
 - a. Facility Space Requirements
We have received zoning approval for the proposed site of the ITW David Speer Academy in the Belmont Cragin community and continue to work with the City of Chicago and CPS to find a facility for our Exeter campus. Noble no longer has plans to open a campus on Chicago's south side and does not have an alternate location for the third campus, however we still seek approval for three additional Noble campuses under the RFP. Under this RFP we are also including 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.
 - b. Facility Plan
No update.
 - c. ADA Compliance
No update.
 - d. Financing
No update.
 - e. Contingency Plans

Noble anticipates that we will need to incubate the ITW David Speer Academy for the first few months of the 2014 school year because the building will not be ready for the start of the school year in August 2014. We are exploring incubation locations

f. Project Management

No update.

2. Explain the role of parents/guardians and community members in providing input into the proposed school, the form and nature of the feedback, and the process for incorporating the feedback into the proposal. List the specific suggestions or input received and explain whether or not the feedback was incorporated into plans for the proposed new school. If incorporated, please explain how.

Noble, in collaboration with Alderman Emma Mitts of the 37th ward and Chicago Public schools, held three public hearings on the proposed ITW David Speer Academy campus. Noble held community meetings on July 25th at Prosser Academy, September 26th at New Moms on 5317 W. Chicago Ave. and at the Austin Business Academy, 231 N. Pine Ave. on October 24th. We presented our proposal for a STEM focused campus, answered questions, solicited feedback and took a vote by a show of hands, where the majority present at all meetings supported Noble's new campus for the Belmont Cragin community. More than 200 members of the 37th ward have signed petitions of support for Noble and more than 350 Noble families already reside in the Belmont Cragin community. We have also received letters of support from Alderman Mitts, State Representative Cynthia Soto, current Noble parents who are residents of the 37th ward, Rev. Dr. Marshall Hatch of the New Mount Pilgrim Missionary Baptist Church, Lori Vallelunga, President of Bethel New Life and local businesses adjacent to the proposed location. Please see the Attachments folder in our dropbox for copies of the letters of support and signed petitions in support of Noble's ITW David Speer Academy.

Noble is working closely with CPS to take advantage of every opportunity to engage the Northwest side Neighborhood Advisory Council (NAC). We hosted the NAC at our Rowe-Clark Math & Science Academy campus to provide community members with an opportunity to view our model in action, learn about our work from a Noble principal, students and parents and ask questions. We also participated in a capacity interview with the NAC and will be involved in numerous upcoming community hearings and forums in December and January.

Questions and concerns from the Northwest side NAC have provided useful feedback to help Noble ensure that we address the community's needs and concerns. The NAC has posed questions about traffic congestion in the area surrounding the proposed location, once a Noble campus moves into the Belmont Cragin community. Noble conducted three traffic studies of the area and found no congestion areas around the campus that would be exacerbated by our presence. We also worked with local businesses to design the flow of traffic around the campus in a way that protects parking and minimizes back-ups at key drop-off and pick-up times. The NAC suggested coordinating with Prosser Academy to stagger start and stop times and Noble is willing to collaborate with Prosser to adjust the beginning and end of our school day. The NAC also suggested a parking contingency plan for big events at the school that will draw large amounts of parents and visitors, and again Noble is willing to reach out to some of the surrounding businesses to coordinate use of their lots after hours to minimize that parking inconveniences to the community during special events.

Northwest side NAC members also expressed concerns that the new Noble campus should serve neighborhood families. Noble has already taken this into consideration and agreed to Alderman Mitts' request that our ITW David Speer Academy have an attendance boundary set by CPS that will allow it to serve a majority of families from the surrounding community. Although all Noble campuses are open to

all 8th grade graduates who reside in the City of Chicago, recruitment efforts for incoming freshman for the proposed campus will target local elementary schools, churches and community groups in the Belmont Cragin community. The relationships established for recruitment are some of many key partnerships each Noble campus looks to establish in its community to best serve the needs of local families.

3. Please respond to the following three additional questions regarding the provision of specialized instruction in your proposed school(s):

- Please describe how the school will provide a continuum of services for students with disabilities.

Noble provides a full continuum of services for students with disabilities. Students with disabilities are assessed in accordance with their Individualized Education Plans (IEPs), and Noble offers the least restrictive environment that the IEP team has agreed is appropriate to meet the scholar's needs.

We provide students with disabilities access to the general education program within their least restrictive environment including but not limited to: co-taught classes, resource and pull-out assistance, and instructional settings. For special education students in general education classrooms that may require direct service minutes per each scholar's IEP and/or specific modifications or accommodations to assist with accessing the general education curriculum, there are co-taught classes offered for core subjects. For students who require more academic, social, and/or emotional support as determined by the IEP team, students may be placed in instructional settings to provide an environment that is conducive to learning per each scholar's abilities. For students who need additional support in any setting, those students have paraprofessional assistance as his/her IEP supports.

Our diverse learners also have access to all program options available to students without disabilities: elective courses, P.E. and health classes, fieldtrip opportunities, advisory, community service trips, college campus visits, enrichment class opportunities, etc.

Planning and collaboration between the general education teacher, the learning specialist and the social worker is facilitated through structured block meeting times in order to provide the most effective individualized instruction. This helps to ensure students with accommodations and modifications in the general education setting are having their needs met per each IEP, as well as students in an instructional settings are being taught similar content across all subject areas.

Noble has a variety of diverse learners with high needs and low needs. Each campus creates classroom settings to scholars with IEPs are having their needs met and are learning in their most least restrictive environment.

- How will you ensure that students are properly placed in the appropriate least restrictive environment (LRE)?

Noble campuses assess all students through district and state mandated assessments and use school developed standard performance assessments. These assessments along with the assessments used by school psychologists and other members of the IEP to determine a student's eligibility under IDEA, to ensure the team makes the best informed decision when identifying a student's least restrictive environment. Noble endeavors to place students with disabilities in the Least Restrictive Environment (LRE) where they are afforded access to general curriculum and

integration with their non-disabled peers. As mentioned earlier, we take a number of approaches: Co-teaching, resource settings, and instructional classrooms.

Additionally, Noble focuses on each individual classroom's enrollment which does not exceed more than 30% of students with disabilities. We offer a variety of classes and activities (for credit or non-credit experiences) for all students, including students with disabilities. We have high expectations for all students and require that they participate in these experiences through community service and enrichment credit requirements - with appropriate modifications and accommodations for students with disabilities as delineated in their IEPs.

- What strategies will you use and what actions will you take prior to changing a student's LRE?

Noble collects an abundance of academic and behavioral data on a biweekly and quarterly basis. This information helps learning specialists, case managers, general education teachers, and other IEP team members determine whether a scholar with an IEP is on track or needs additional assistance. If a student is showing either a tremendous amount of academic growth or has shown no growth regardless of the IEP and interventions being implemented, the concerned team member reports to the IEP team and discusses next steps.

If the scholar's IEP is currently not meeting his/her needs and the team feels that there may be new learning or behavior issues that needs to be explored, the team will decide if a special evaluation prior to the triennial is necessary. If it is, the team will follow the proper IDEA and state protocols to determine eligibility. If the IEP team determines that a special evaluation prior to the triennial is not necessary, the team will plan for a new IEP to be written and determine a potential change in LRE based on anecdotal data and the scholar's academic ability and growth. This data will be presented to the family of the student at the IEP meeting and an LRE decision will be made following both IDEA and state laws. In addition to the learning specialist identifying a struggling scholar, the parent's input is also extremely valuable and can be the trigger in identifying whether a change in the scholar's LRE is necessary.

For students who require a change in placement that might be best offered in a separate day or therapeutic setting, Noble works with its SSA in finding creative interventions and solutions to address a student's severe needs before any change of placement occurs. While working with Noble's SSA, it will then be determined whether or not an outside placement is warranted.

Applicant-Specific Questions

1. Section 4.a. Economic Soundness – Multi-year Financial Plan

- Please prepare a consolidating five-year budget for all existing campuses and any proposed campuses for FY15. Please use the template that was sent for the renewal process.

Please see Noble's consolidating five-year budget for all existing campuses titled "Noble - FY 14 Renewal Budget Template-Multi-Campus" in our dropbox folder.

Questions from the NAC

1. How will the schools address the needs of kids with various levels of knowledge and abilities per grade? Besides the typical average students, there are kids that are gifted, advanced in knowledge, ELL and those who have IEPs.

Noble campuses offer a variety of Advanced Placement and Honors courses to meet the needs of our gifted students. We also offer remedial classes, tutoring and a variety of programs to support those students who may struggle academically. For our ELL students and those with IEP's, Noble works to place these students in the Least Restrictive Environment (LRE). We implement co-teaching teams for special needs students in regular classrooms and access to all program options available to students without disabilities. For our students who require more academic, social, and emotional support as determined by the IEP team, they are placed in a self-contained classroom to ensure their needs are being met.

2. How will you incorporate extracurricular programs with focus on the following areas which are increasingly in demand to develop higher level thinking and to provide working skills for the future: Robotics, Science, Chess, Programming, 4-H Leadership Theatre, Performance, Athletics, Debate Club, Public Speaking, Foreign Language (reading and writing) - Spanish, Mandarin, German, Polish.

Each Noble campus determines the extracurricular programs offered at their campus, which are often chosen to align with the academic focus of the campus. By the time they are fully enrolled, existing Noble campuses offer over 20 extracurricular activities for their students. Foreign language is offered as part of the regular curriculum and will include Mandarin at this campus. The proposed ITW David Speer Academy will have a full roster of athletic teams as well as a focus on the theatre arts. In addition, programs aligned with the STEM focus such as robotics, engineering and computer science clubs will be offered in partnership with ITW. The principal along with the staff and students will make the final determination of the extracurricular program that meets their needs.

3. What results have you seen in the implementation of your discipline policy? Do students improve (i.e. have less problems) after the first year?

(Que resultados han visto la implementacion de su polica de disciplina. Mejora el compartamiento de los estudiantes despues del primer ano? Es decir, tienen menos y menos problemas los estudiantes despues del primer ano?)

Noble has seen results since the implementation of our discipline policy; demerits and detentions drop off by 50% after the first year and more than 50% each of the following years. Seniors rarely incur a demerit and are often asked to mentor underclassmen as they adjust to the high expectations of a Noble campus. On the other hand, merits which promote positive behavior stay consistently high throughout the four years at Noble.

4. How does the board engage and participate in day to day operations?

Noble's Board of Directors provides regular oversight of our key daily operations most directly through their committees. The Board of Directors meets quarterly at a Noble campus where they receive updates from each Chief on the operations of their respective departments. Each Board member also serves on a committee overseeing a key aspect of our operations. The chairs of these committees communicate regularly through email, calls and on sight meetings with their respective

Chief. For example, Noble's Chief Financial Officer speaks with the Chair of the Audit and Finance Committee by phone or in person every few weeks. Many Board members are also affiliated with a specific Noble campus and participate in campus operations including teaching a class either as part of the curriculum or an enrichment course, they attend events such as music or theatre performances, awards night, Town Hall celebrations and, of course, graduation.

5. How do you support staff in reaching their goals?

All staff members regularly set goals pertaining to their work and personal aspirations (Accountabilities and Measureables), which are reviewed on a bi-annual basis with their superiors. Teachers participate in weekly professional development sessions at each campus and network wide professional development occurs on a quarterly basis. We have a hedgehog team in place over the summer months that develops our assessment systems and also acts as a leadership development program. The Principals of the last four campuses opened at Noble were internal promotions. They have also chosen most of their leadership team from within the organization. Noble's highly autonomous structure has allowed many of our teachers to take on campus leadership roles over their content area or grade level. Our growth has provided an excellent career path for many of our talented educators.

6. Regarding the conflict of interest policies - there is concern with the "self-disclosure". Do board and staff have to list all activities to the organization so there is accountability from outside of themselves in the event of conflict of interest? Please list the number of times a member has had to recuse themselves due to conflict of interest.

No, Noble's board of directors are not required to list all of their activities; the Conflict of Interest section of our by-laws only requires that they notify the board in writing if they have a conflict with a matter brought before the board. There have been approximately three instances in which board members recused themselves related to the lease from the Northwestern Settlement House. Several board members also served on the governing board of the Northwestern Settlement House at the time.

7. Board of Directors has no community members. Are you willing to change and accept community members on the Board?

The vast majority of Noble's board of directors live and work in Chicago and certainly would be considered members of the community. Several board members have children and grandchildren that attend Chicago Public schools informing their work at Noble. Each campus has parent involvement including parent advisory councils and we have historically had a parent representative on the board and are expecting to fill that position again in the coming year. Our Chairman along with our founder and CEO are responsible for making the decisions on the board of directors.

8. They say we will be looking at a 5 year plan. There is supposed to be a 2 year check in place. What happens to kids if at either of these points the school is closed? Is there a plan in place that helps to reassign them to other schools?

In Noble's fourteen-year history within CPS, we have never failed to meet the criteria required to maintain our charter. Noble's campuses are among the highest performing open enrollment public high schools in Chicago. We have strong systems in place to track performance and would intervene if any of our campuses showed significant academic decline. Should Noble ever face a situation

where one of our campuses must be closed, we will maintain the high level of support that we give to all students and families by helping them transfer to another Noble campus or CPS schools that will support their needs.

9. What are procedures are in place to deal with problematic organization wide issues (scandal)?

Thankfully Noble has not had to deal with major organization-wide issues. However, should such issues arise, we will utilize all resources at our disposal to identify, address and correct the issue in a timely and transparent way that minimizes disruption across our campuses and protects the needs and interests of our students. We have conflict of interest policies that apply to all of our board members and employees. We also have procedures in place across our campuses and network to address minor day-to-day issues as they arise, and we would use these proven practices as a starting point to address larger issues. Our Executive Committee would be notified and would lead any investigation of an issue at the leadership level and take appropriate action.

10. The location and reference to the 37th ward causes many issues for the community - How are you addressing the actual Belmont-Cragin boundaries? How will you alleviate the overcrowding in Belmont Cragin?

At the request of the Alderman for the 37th ward, Noble will accept an attendance boundary for the new ITW David Speer Academy. This boundary will be set by CPS and the area Aldermen to take into account zoning and overcrowding in the Belmont Cragin community. Noble will have no role in determining the boundary. CPS asked that we locate the new Noble campus in Belmont Cragin to address the need for more quality high school options in a community with 14 elementary schools and just two high schools, one of which is selective enrollment. We anticipate that CPS will establish an attendance boundary that addresses the need for high school seats in Belmont Cragin.

11. The chosen location is a source of great concern to community for several reasons - a) The potential for conflict with the numerous gangs south of Grand and North - How will you address this? b). Traffic congestion, c). Proximity to Prosser and potential draw down attendance from this school – d) Why did you not consider the location of Grand and Neva - which is more accessible via public transportation?

a) Many Noble campuses are located in close proximity to traditional CPS schools, and two Noble campuses are currently co-located with other CPS high schools. We have not had conflicts because of the proximity in the past. However, when we move into a new neighborhood we work closely with the local police department, schools and community groups like Safe Passage to take precautions necessary to minimize conflict and protect our students and those at local schools.

b) Through V3 Companies, Noble conducted three traffic studies of the area to Department of Transportation standards and found that congestion around the campus would not be greatly exacerbated by our presence. In fact, it is the view of many of the neighboring businesses that an industrial buyer for the site would create a much more challenging congestion issue. Noble also has plans to work with Prosser Academy to stagger start and stop times for the beginning and end of our school day to minimize congestion. The NAC also suggested a parking contingency plan for big events at the school that will draw large amounts of parents and visitors, and Noble is willing to reach out to some of the surrounding businesses to coordinate use of their lots after hours during special events.

c) Prosser Academy is a selective enrollment school with the capacity to serve 1,200 students. Last year, they accepted just 500 students out of the 4,000 students who applied for admission. Noble's ITW David Speer Academy will be open to all 8th graduates residing within the city limits and we anticipate that we will prioritize access for those residences that reside within any established attendance boundary for Belmont Cragin.

d) We looked at 61 different sites for our investment of \$20M in a STEM focused public high school before selecting the Rubenstein Lumberyard. CPS asked that we narrow our search to those communities that were overcrowded and needed high quality public high school seats. Each of the other sites were eliminated because of the high cost to renovate or remediate the environmental issues of the site or the site was too small and would not support enrollment of 900 students. We needed a location that would allow us to help alleviate the overcrowding in the community in order to be approved by CPS.

12. What specific community organizations have you spoken with? Which ones do you plan to reach out to?

We have received letters of support from Alderman Mitts, State Representative Cynthia Soto, current Noble parents who are residents of the 37th ward, Rev. Dr. Marshall Hatch of the New Mount Pilgrim Missionary Baptist Church, Lori Vallelunga, President of Bethel New Life and local businesses adjacent to the proposed location. We have participated in 9 different community events including 3 different meetings hosted by Alderman Mitts and two jobs fairs for the construction of the proposed schools. We will continue to reach out to area elementary schools, social service agencies, churches and businesses as we build relationships in the community.

13. What type of parent association do you envision? Will they be involved in the development (input) of curriculum if interested? What opportunities, if any, will parents be able to give input to?

Many Noble campuses have active parent councils and Noble encourages parent involvement, so the ITW David Speer Academy will be open to a parent association or support group in the form that best serves the campus and its families. Parents receive newsletters every week/two weeks that must be signed by the parent and returned to the student's advisor. The newsletters include general campus information but also include specific information on the academic and behavior of their child. Parents also have regular communications from their student's advisor and can access their child's grades through Noble's Powerschool system. Parents also visit the campus at least quarterly for mandatory Report Card Pick-Up, where they meet with their student's advisor and teachers. If parents are not able to attend Report Card Pick-Up the campus will conduct a home visit to ensure they have regular contact with every family. In addition, campuses have parent advisory councils that work with the school leader to address their concerns and increase the opportunities available to the students.

14. In your economic projects budget, your cash flow diminishes annually. Is there a plan to raise that amount of money to a more sustainable number, given the number of charter schools your organization operates, providing an economic cushion in the case of a catastrophic financial event, such as the loss of an investor, lawsuit, or decreased enrollment at your schools?

Noble has a fourteen year track record of financial health that has weathered a national recession, multiple budget cuts within CPS and financial challenges in the city and state. Amidst these challenges, Noble has successfully grown to fourteen campuses while maintaining a positive balance

sheet. We are a non-profit organization and will continue to spend what is necessary on behalf of our students while remaining fiscally responsible.

In the financial model we were required to use, the rate of CPS revenue is held constant. As such it forces a calculation of dwindling cash flow over time. In reality, Noble pays close attention to sustainable financial performance and has shown capacity to meet economic challenges. We limit our exposure to catastrophic events through a focus on fiscal performance to achieve a sustaining level of accumulated net assets and by following best practices in risk management.

15. District chief Barbara Byrd-Bennett has promised that no school that has been closed will be handed over to a charter operator. In your proposal on page 17 you indicate that you will not be building any more schools, but will rely on the use of public facilities for any future expansion. If you cannot use the school buildings, what type of public facilities are you considering?

The ITW David Speer Academy will be built with \$20M in private funds. No city, state or federal dollars are involved nor are there any tax dollars or TIF dollars associated with the project. We propose to invest \$20M in a new STEM focused public high school in an overcrowded CPS priority community. As far as any additional expansion campuses, Noble will work closely with our partners at CPS and the city to locate appropriate facilities in communities of priority that align with the mission of Noble and the priorities of CPS. We remain open to the colocation model as a viable opportunity to locate future Noble campuses in underutilized CPS facilities, where the community will benefit most.

16. Why is there a zero line item for the following categories: Special Education other than what CPS will reimburse, School Supplies, Testing, Insurance, and only \$116,296 devoted to ELL?

Once again, the required financial model does not align with our budget line items. Noble's Special Education expenses reimbursed by CPS are capped based on the program rules; additional Noble spending on SPED is un-reimbursed and included in Personnel and other expense categories. School supplies and testing expenses are included in Educational Materials. ELL is based on historical costs for the program. Insurance is listed in Other Costs.

17. We have one minute left, if there is one thing that you need to make sure we know at the end of the interview, what is it?

We have a potential investment of \$20M to make in a STEM focused public high school operated by one of the highest performing public high school operators in Chicago. In addition to the grant to build the school, ITW is eager to provide internships, scholarships and enrichment opportunities for the students of their campus. We have selected a site in a community that was identified by CPS as overcrowded. This is an exceptional opportunity for the city, the district and most importantly, the families and children of Belmont Cragin.

18. What are the top 5 reasons that students transfer out? Please relate the following – are credits ever withheld from students? If so, when? Why? Why were credits withheld from the Rauner student per the attached letter until he transferred out of Noble?

The top five reasons that students transfer out of Noble are:

- Family moved out of state or out of district
- Noble's behavioral code/rules are too rigorous
- Noble's academics are too rigorous
- Parents do not want their student held back due to the promotion requirements

- Students move to a highly selective, higher performing, or private school for more rigor

Parents and students both understand as they apply to Noble our promotion criteria and policies. Credits are withheld from students when they fail to meet all requirements for promotion to the next grade. If students don't meet the promotion requirements they would have repeat the grade to re-earn the credit. When this occurs, students have opportunities to retake the class at night or in summer school to meet requirements for promotion. In regards to the Rauner student, this student didn't meet the promotion criteria, so if they stayed at Rauner, they would have to repeat the grade and re-earn the credits. They chose to transfer out and, then receiving school decides whether to honor the credits and promote them to the next grade.

19. It was stated that the school will incubate initially – Where will this occur? In the neighborhood? What sites are currently being considered?

We are currently evaluating a number of options for incubating the 9th grade class of the proposed ITW David Speer Academy while the permanent location is under construction. The leading option is a vacant Archdiocesan school at 2456 N. Mango. The site, formerly the home of Belmont-Cragin Elementary School, is one mile northwest of the permanent location at 5357 W. Grand Ave. This makes the temporary site ideal for students who live in the neighborhood and greatly eases the eventual move to the new site on Grand Ave. The Archdiocese has already approved our plan to temporarily house the ITW David Speer Academy at the St. James location so we have high confidence that this location will fulfill our incubation needs should we receive approval for this campus.

20. How you will address local gang issues since the area you are moving into is where several gangs converge.

Noble has a 14 year history of operating in some of the more challenging communities throughout Chicago. We have experience addressing gang affiliations and conflict. We will hold our students accountable. Students and parents will be informed of all school academic and behavioral expectations prior to student enrollment. Unacceptable behaviors that impact the learning environment and student safety will be consistently addressed with appropriate consequences. Gang-Related Activity is a severe infraction in the Noble Student Code of Conduct. Parents and students receive the Student Code of Conduct prior to enrolling at a campus and are well aware of the behavioral code we hold our students to, prior to accepting enrollment. Noble campuses are safe, nurturing environments that help prepare students for success in college and in life. Self-awareness and accountability are disciplines our students will learn, develop, and master. Developing relationships with community partners will ensure that the community is aligned with the school's mission and that we can be active partners in increasing that safety and security of the community we join.

21. Please describe the typical roles and responsibilities of Noble's school-based Parent Committees, as well as any other opportunities for parents to be involved in the schools. Specifically, please address whether there is or ever will be at Noble a mechanism for parents to have significant input into substantive school-level decisions such as shaping curriculum and budget priorities, and personnel - i.e. the type of input which parents at traditional CPS schools are guaranteed under state law through the Local School Council system.

Parents provide input to the Principal on issues that concern them including safety, budgeting, student enrichment and curriculum. Each Principal of a Noble campus operates differently in how

they relate to parents and solicit input on school issues. Parents overwhelmingly choose Noble because they trust the Noble system and want their student to have a safe, academically challenging, and enriching high school experience.

We serve 9,000 students and still have 5,700 students and families on our wait list. Noble is a choice that parents are seeking. If we weren't meeting the needs of parents and providing the quality of education that they want for their child then they would attend a different school. Instead, demand has far exceeded capacity despite the fact that Noble has grown fifteen fold over the last decade.

22. Please discuss Noble Street network-level and/or campus-level rates of special education and English language learner students, as they compare to district averages.

As a network, Noble serves an average Special Education population of 12.6%, on par with the district-wide average of 12.3% as determined by 2012-2013 CPS school reports. A number of Noble campuses have developed a reputation in the community for serving the needs of Special Education well and tend to draw increased numbers of these students, putting their SpEd population above 16%. In comparison to the district average of 16.1%, Noble serves a much lower population of 5.3% ELL students. This is due in part to the locations of our campuses; Noble campuses on Chicago's south and west sides serve a predominantly African American population. However, overall by the time many ELL students reach Noble, they are teenagers and have developed mastery of English and are no longer identified as ELL.