

Program-specific questions: Achievement First

There is no limit on pages or attachments for this section; we encourage you to send as much information as you have available. Please be sure that each the filename of each attachment includes a clear **identifier** (a name or number) so that you can refer to the attachment unambiguously, elsewhere in your application.

I. School design.

A. Please list the significant ways in which your schools' operating policies differ from those of:

1. A typical NYC public school.
2. Other NYC charter schools, particularly those run by KIPP and Uncommon Schools.

We ask for contrast in order to get as concrete a sense of your schools as possible (it is not necessary to be precise or provide documentation for claims about other schools).

B. Please describe the process by which your principals are selected and evaluated.

1. Who is responsible for selecting and evaluating your principals?
2. What criteria are used to select principals?
3. How often does evaluation take place?
4. Does evaluation include monitoring of school policies and practices? If so, what specific policies and practices are expected?
5. Does evaluation include assessment of outcomes (attendance, grade promotion, graduation, test score performance)? If so, what outcomes are expected?
6. What are the consequences for principals who underperform expectations? For principals who outperform?

C. Please describe the process by which your teachers are selected and evaluated. To the extent that this varies by school, please provide information for as many of your existing New York schools as possible.

1. How many teachers are hired in a typical year, out of how many applicants?
2. What background qualifications are required? Preferred?
3. Does your organization provide any additional training?
4. Does evaluation of teachers include monitoring of their adherence to specific classroom practices? What practices?
5. Does evaluation of teachers include review of their students' test scores?
6. What are the consequences for teachers who underperform expectations? For teachers who outperform?
7. What is the range of compensation for teachers?

D. Please describe any formal procedures by which your students are assessed. To the extent that this varies by school, please provide information for as many of your existing schools as possible. Do you require formal interventions for students who are academically behind? For students with disciplinary problems? We are looking largely for how your principles of High Expectations and Focus on Results translate to specific practices and policies.

E. Please list the curricula your schools used for each subject and grade level, and provide any available independent evidence for the effectiveness of these curricula.

II. New York schools. Please provide the following for **each** of the schools you operate in New York.

- A. Grades served.
- B. Years in operation.
- C. Total number of students served.
- D. Breakdown of students by ethnicity and gender.
- E. Proportion of students eligible for *free lunch* under the Federal program, by grade.
- F. Proportion of students eligible for *reduced-price* lunch under the Federal program, by grade.
- G. Any other available information on family incomes of students.
- H. Weeks per year, days per week, and hours per day of required attendance.
- I. Average class size, by grade.
- J. Attendance rate, by grade.
- K. Geographic location, and nearest school districts.
- L. How many students applied to the school in each of the last five years (or as far back as possible), and how many were accepted.
- M. What schools the students likely attend *after* leaving your school (i.e., for a middle school, list the schools that students likely enter after completing middle school; for an elementary school, list the middle schools that students likely enter after completing elementary school).

III. Outcomes and evidence of effectiveness. Please provide the following for as many KIPP schools as possible, **including those outside of New York.**

- A. Comparative studies of academic performance (particularly test scores), examining the likely impact of participation in Achievement First.
- B. High school graduation rates, going back as many years as possible.
- C. 2-year and 4-year college matriculation rates, going back as many years as possible.
- D. Colleges attended by graduates, going back as many years as possible.

IV. Information on expansion.

- A. Do you have any plans to create more schools in New York? If so, please be specific about where and when you plan to create new schools.
- B. Please describe the process of creating a new school in New York. What is the time and financial investment required from your organization? What is the government's contribution, in terms of (a) funding (b) oversight and technical assistance?

V. Impact of donations. What would an increase in donations (from individuals – beyond any funds received from us) allow your organization to do that it could not otherwise?

General information about your organization

I. General information. Please provide the following information in a single file, electronic if possible, with a filename that includes your EIN and "CAUSE 5 ROUND 2 – GENERAL INFORMATION":

- A. Mission statement.
- B. Number of paid full-time staff, number of paid part-time staff, number of volunteers.
- C. Your organization's relationships — both formal and informal — with other organizations working to meet the same needs or providing similar services. Please explain how you differ from these other agencies.

II. Attachments. Please provide each of the following; please make sure that each attachment is clearly labeled with your name and EIN.

- A. Most recent financial statement, audited if available.
- B. Organization-wide operating expense budgets for the current and most recent fiscal year.
- C. List of foundation and corporate supporters and all other sources of income, with amounts, for your current and most recent fiscal year.
- D. List of your Board of Directors, with their affiliations.
- E. Copy of your most recent IRS letter indicating your agency's tax exempt status, or, if not available, an explanation.
- F. One-paragraph resumes of key staff, including qualifications.
- G. Most recent annual report, if available.