

Budget

Dayton Early College Academy, Inc (009283) - Montgomery County - 2014 - Straight A Fund - Rev 0 - Straight A Fund - Application Number (550)

U.S.A.S. Fund #:

[Plus/Minus Sheet \(opens new window\)](#)

Purpose Code	Object Code	Salaries 100	Retirement Fringe Benefits 200	Purchased Services 400	Supplies 500	Capital Outlay 600	Other 800	Total
Instruction		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Support Services		0.00	0.00	70,000.00	0.00	0.00	0.00	70,000.00
Governance/Admin		300,000.00	75,000.00	0.00	80,000.00	0.00	0.00	455,000.00
Prof Development		0.00	0.00	750,000.00	0.00	0.00	0.00	750,000.00
Family/Community		0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
Safety		0.00	0.00	0.00	0.00	0.00	0.00	0.00
Facilities		0.00	0.00	0.00	30,000.00	0.00	0.00	30,000.00
Transportation		0.00	0.00	0.00	20,000.00	0.00	0.00	20,000.00
Total		300,000.00	75,000.00	820,000.00	170,000.00	0.00	0.00	1,365,000.00
Adjusted Allocation								0.00
Remaining								-1,365,000.00

Application

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Applicants shall respond to the prompts or questions in the areas listed below in a narrative form.

A) APPLICANT INFORMATION - General Information, Experience and Capacity

1. Project Title: Great Schools Accelerator - SW Ohio Launch

2. Executive summary: Provide an executive summary of your project proposal and which goal(s) in question 9 you seek to achieve. Please limit your responses to no more than three sentences.

There are too few "transformational schools" in Ohio (i.e., schools that are free, open-enrollment, serve overwhelmingly low-income students, and consistently move whole cohorts of low-income students to achievement levels that match or exceed the more affluent suburbs). This project would create a new entity, a "Great Schools Accelerator" (GSA), which would catalyze the creation of 10 new, self-sustaining transformational schools over the next 5 years. Capitalizing on lessons learned in other states that have used similar strategies, the GSA would create the conditions necessary for transformational schools to thrive: by investing in talent pipelines, supporting the launch and scale-up of high-potential school models, and investing in organizations that organize parents to demand a higher standard for their students.

3200 3. Total Students Impacted:

4. Lead applicant primary contact: - Provide the following information:

First Name, last Name of contact for lead applicant: Judy Hennessey, Ph. D.

Organizational name of lead applicant: Dayton Early College Academy, Inc.

Unique Identifier (IRN/Fed Tax ID): 009283

Address of lead applicant: 300 College Park Center

Phone Number of lead applicant: 937-229-5782

Email Address of lead applicant: jhennessey@daytonearlycollege.org

5. Secondary applicant contact: - Provide the following information, if applicable:

First Name, last Name of contact for secondary applicant: Benjamin Lindy

Organizational name of secondary applicant: Teach For America

Unique Identifier (IRN/Fed Tax ID): [REDACTED]

Address of secondary applicant: 1110 Main Street, Cincinnati, OH 45202

Phone number of secondary applicant: 646.556.5821

Email address of secondary applicant: benjamin.lindy@teachforamerica.org

6. List all other participating entities by name: Provide the following information for each additional participating entity, if applicable: Mention First Name, Last Name, Organizational Name, Unique Identifier (IRN/Fed Tax ID), Address, Phone Number, Email Address of Contact for All Secondary Applicants in the box below.

NA

7. Partnership and consortia agreements and letters of support: - (Click on the link below to upload necessary documents).

* Letters of support are for districts in academic or fiscal distress only. If school or district is in academic or fiscal distress and has a commission assigned, please include a resolution from the commission in support of the project.

* If a partnership or consortium will be established, please include the signed Straight A Description of Nature of Partnership or Description of Nature of Consortium Agreement.

[UploadGrantApplicationAttachment.aspx](#)

8. Please provide a brief description of the team or individuals responsible for the implementation of this project including relevant experience in other innovative projects. You should also include descriptions and experiences of partnering entities.

Although the funding requested would help launch a new entity, the GSA, this project's lead applicant for the purposes of the Straight-A Fund is Dayton Early College Academy (DECA). DECA is the only transformational school in SW Ohio, and as such, it has an unparalleled understanding of what it takes to create and scale such schools. In 2011, 100% of DECA high school students, the vast majority of whom are economically disadvantaged, passed the Ohio Graduation Test on their first try in math, compared to 99.4% of seniors in suburban Oakwood High School, and compared to 54% at Belmont, 49% at Meadowdale, and 61% at Thurgood Marshall (all economically disadvantaged urban schools in Dayton Public Schools). No other open-enrollment public school in SW Ohio comes close to these results. In 2012, DECA grew to include DECA PREP, a low-income elementary school that even in its first year generated excellent literacy results with nearly every primary child reading on or above grade level. With an organization like the GSA making the kind of investments in talent pipelines and launch support that it plans on making, DECA could scale up at a far faster rate, serving a far higher percentage of students in Dayton. For this reason, DECA has taken the lead applicant role in applying for a Straight-A Fund grant to help launch the GSA. DECA is not alone in the effort to launch the GSA. Partnering with the school is Teach For America (TFA), a national non-profit that serves as an important source of diverse talent for transformational schools across the country. TFA recruits, trains, and supports, highly talented and diverse individuals to teach in low-income schools for at least two years, and alumni from the program remain, in large numbers, in the field of education. Significantly, the founders, school leaders, and teachers at the growing number of transformational schools outside Ohio come overwhelmingly from the TFA pipeline. For example, the YES Prep network of schools in Houston was founded by (and is filled with) TFA alumni, and last year 97% of YES Prep eighth graders passed the state's exam, compared to 80% of students in nearby Spring Branch (more affluent suburb). Similarly, 92% of seventh graders at KIPP Infinity in New York City (another low-income, transformational school founded by and staffed by TFA alumni) passed the state's math exam, compared to 68% in the suburb of New Rochelle. Uncommon Schools in New Jersey, Achievement First in Connecticut and New York, and Rocketship Education in California are all growing networks that tell similar stories. TFA has a 23-year track record of building the pipelines of talented teachers and leaders who fuel transformational schools. Founding Board Members: The GSA would launch with an initial slate of board members who would hire an executive director (who would then hire a small team). Founding board members would include Judy Hennessey (superintendent of DECA), Ben Lindy (executive director of TFA in SW Ohio), Gary Lindgren (executive director of the Cincinnati Business Committee), and Kathryn Upton (Thomas B. Fordham Institute). This group brings extensive experience in operating transformational schools, building talent pipelines, galvanizing the business community around education reform, and understanding the history, challenges, and opportunities of education policy in Ohio. Additional Partners: Once founded, the GSA (with DECA and TFA) would engage additional partners who have national track records of strength in recruiting founding school leaders, supporting the launch and growth of new school models, and organizing parents to advocate for excellence. Possible examples include Building Excellent Schools (Boston-based non-profit that specializes in highly-selective recruitment of founding school leaders), Rocketship Education (San Jose-based charter management organization with a growing network of transformational schools), Stand for Children (parent advocacy).

B) PROJECT DESCRIPTION - Overall description of project and alignment with Outcomes

9. Which of the stated Straight A Fund goals does the proposal aim to achieve? - (Check all that apply)

Student achievement

Spending reductions in the five-year fiscal forecast

Utilization of a greater share of resources in the classroom

10. Which of the following best describes the proposed project? - (Select one:)

New - never before implemented

Existing and researched-based - never implemented in your district or community school but proven successful in other educational environments

Mixed Concept - incorporates new and existing elements

Enhancing/Scale Up - elevating or expanding an effective program that is already implemented in your district, school, or consortia partnership

11. Describe the innovative project.

Problem to be solved: Educational inequity limits the long-term prospects of too many low-income children in Southwest Ohio. Of the 55,000 children growing up in poverty in Cincinnati and Dayton, less than 60% will graduate from high school in four years, compared to over 94% of their higher-income peers. Of those who do graduate, less than 30% enter college academically prepared, compared to over

70% of their higher income peers. And yet, a handful of schools in Ohio - and many, many more in other parts of the country - are showing that schools can level the playing field for low-income students, producing outcomes that rival our best selective enrollment and suburban schools. (See #8 for examples.) We have too few of these "transformational schools" in Southwest Ohio, while other cities - Indianapolis, Memphis, Nashville, Milwaukee - are showing that with the right conditions, it is possible to replicate these schools at scale. (See #8 above for a non-exhaustive list of transformational schools in other cities with supporting data.) We aim to create more. Aligned solution: This proposal seeks to create a new legal entity, a "Great Schools Accelerator" (GSA), that would create the conditions necessary for transformational schools to open and thrive in Cincinnati and Dayton. If we look around the country at the growing number of transformational schools in other communities, there is a common recipe for their success (which too often does not exist in Ohio): (a) they have an incredibly talented school leader who manages adults well and who has been a transformational teacher herself, (b) they are surrounded by robust talent pipelines at the teacher and school leader level, (c) they receive launch support in their early stages (e.g., support finding facilities, recruiting staff, building a board, enrolling students, and building an operational plan), and (d) they have a base of passionate, organized support among parents and families. The GSA would create these conditions in Ohio by offering competitive grants in five key areas: (1) providing highly selective recruitment of school leaders with new school ideas, (2) scale-up funds for schools like DECA (and potentially other Ohio top-performers), (3) recruiting national top-performing charter management organizations to Ohio, (4) investing in teacher and school leader talent pipelines, and (5) investing in parent organizing and advocacy organizations so that communities drive demand for schools of a higher caliber. In pursuing this strategy, we are drawing on lessons from other cities that have successfully built competitive ecosystems for transformational schools. The Tennessee State Charter Incubator is leveraging a \$30 million fund to create 20 transformational schools by 2020 in Nashville and Memphis using similar strategies (e.g., incubating new school ideas, recruiting national CMOs, investing in talent pipelines). Early results are strong: Nashville Prep and Liberty Prep (its first two schools) are outperforming the local districts on state exams and in many cases outperforming the local suburbs. Similarly, the Mind Trust in Indianapolis and Schools That Can Milwaukee are using the same strategies to build competitive ecosystems for great schools. Each of these entities is investing between \$15 million and \$30 million to build these conditions; Ohio is not, and the results from its charter sector are (with a few notable exceptions) unsurprisingly disappointing. Unless Ohio finds a strategy to build an ecosystem that can compete with these other cities and states, we will continue to have an under-performing charter sector and an unacceptable dearth of transformational schools. This proposal aims to change that. Top-line measure of success: The GSA would create 10 new schools over 5 years that perform in the top-quartile of their host districts on the state performance index, thereby creating 3,200 permanent self-sustaining, high-performing seats.

12. Describe how it will meet the goal(s) selected above. - If school/district receives school improvement funds/support, include a brief explanation of how this project will advance the improvement plan. The GSA will operate for five years and then shut its doors, at which time it will have created 3,200 self-sustaining, high-performing, permanent seats across 10 different schools. Its small staff will help raise and administer a \$15 million fund that will create the conditions necessary for transformational schools to thrive in Southwest Ohio. (The \$15 million would include \$1.5 million from the Straight-A Fund in FY14, \$3.5 million from the Straight-A Fund in FY15, and a \$10 million private 2-1 match.) It will offer competitive grants aligned to five different strategies: Strategy 1 - Incubate New School Models: The GSA will fund (through a competitive application process) organizations that specialize in the recruitment and selection of new school leaders. It will also provide launch support in the following areas: (a) recruiting and training board members, (b) facilities technical assistance (e.g., credit enhancements and real estate financing), and ongoing coaching and support. Example potential grant recipients: Building Excellent Schools (BES), High Bar. Strategy 2 - Scale-Up Local Top-Performers: The GSA will fund the scale-up of schools that meet a set of competitive inclusion criteria: (a) focus on providing a rigorous, college-prep curriculum that produces results on par with students in the suburbs, (b) results to match, (c) highly capable school leader in place with a focus on attracting and retaining talent, (d) sound financial and operational systems in place, and (e) a well-functioning board. Participating schools would also receive the launch support from strategy #1. Example potential grant recipients: Dayton Early College Academy. Strategy 3 - Recruit National Top-Performers: The GSA will provide competitive grants to attract top-performing charter management organizations to Ohio. Criteria for selection: (a) track record of outstanding and sustainable academic results in other urban settings, (b) growth model that includes long-term financial sustainability on Ohio's current funding formula, (c) dedicated staff capacity and expertise for expansion. Example potential grant recipients: Rocketship, KIPP. Strategy 4 - Invest in Talent Pipelines: The GSA will provide competitive grants to attract (and scale-up existing) talent recruitment pipelines at the classroom level and school level. Criteria for selection: (a) competitive selection model, (b) impact in the classroom, (c) demonstrated ability to scale successfully, and (d) long-term retention of participants in education. Example potential grant recipients: Teach For America, TNTP, Woodrow Wilson Fellowship, New Leaders for New Schools, Building Excellent Schools Fellowship. Strategy 5 - Invest in Parent and Community Advocacy Organizations: The GSA will provide competitive grants to organizations (either new ones or expansion sites from other cities) that organize parents to advocate for urban school excellence. Criteria for selection: (a) quantifiable results working across diverse constituencies, and (b) sustainable operating models. Example potential grant recipients: Stand For Children, New Orleans Parent Organizing Network, 50CAN. How various entities will work together: DECA's superintendent and Teach For America's executive director would serve as two of four founding board members for the GSA, together with Gary Lindgren of the Cincinnati Business Committee and Kathryn Mullen Upton of the Thomas B. Fordham Institute. They will hire an executive director, who will in turn hire a small team and submit a draft strategic plan to the board for their approval. The executive director will make recommendations to the board for which organizations should receive the competitive grant funding (based on the criteria above), and the board will determine which organizations receive funding.

C) SUSTAINABILITY - Planning for ongoing funding of the project, cost breakdown

13. Financial Documentation - All applicants must enter or upload the following supporting information. Responses should refer to specific information in the financial documents when applicable:

a. Enter a project budget

b. Upload the Straight A Financial Impact Template forecasting the expected changes to the five-year forecast resulting from implementation of this project. If applying as a consortia or partnership, please include the five-year forecasts of each school district, community school or STEM school member for review.

c. If subsection (b) is not applicable, please explain why, in addition to how the project will demonstrate sustainability and impact.

The Financial Impact Template is not applicable for the Accelerator application as funding will be used to set up an independent and self-sustaining organization. While DECA will manage Straight A funding in initial phases to ensure proper allocation of funds/prudent financial management, they will not be used for school operating costs and will not impact DECA's five year forecast.

14. What is the total cost for implementing the innovative project?

15,700,000.00 * Total project cost

* Provide a brief narrative explanation of the overall budget. The narrative should include the source and amount of other funds that may be used to support this concept (e.g., Title I funding, RttT money, local funding, foundation support, etc.), and provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

Budget overview: The total GSA budget is \$15.7 million total over a five year period. That figure breaks down as follows: \$4 million for infrastructure - Examples: salary and benefits for a staff of five, contracted services (e.g., tech, accounting), and administrative expenses (e.g., supplies, rent, travel). Rationale: it will take a small team of talented full-time employees to execute the GSA strategy, and it needs to be able to attract competitive talent. \$3.7 million for incubation and scale-up grants - Examples: school leader fellowships through Building Excellent Schools, launch support (e.g., board training, facilities assistance, coaching). Rationale: these figures are comparable to the investments that the TN State Charter Incubator is making (which is seeing strong results, see #11 above). \$2.3 million for CMO recruitment grants - Examples: growth investment for Rocketship Education, Democracy Prep, KIPP, or other top-performing national CMO. Rationale: these figures are comparable to the investments that the Mind Trust in Indianapolis, the TN State Charter Incubator, and Schools That Can Milwaukee have made to recruit top-performing CMOs. \$3.8 million for talent pipelines - Examples: Teach For America, TNTP, New Leaders for New Schools, Woodrow Wilson Fellowship. Rationale: together with their own private fundraising, this would allow talent pipelines to reach a scale comparable to their scale in cities with more competitive ecosystems (e.g., Indianapolis, Memphis, Nashville). \$2 million for parent and community organizing - Examples: Stand for Children. Rationale: an investment of this magnitude would allow at least one nationally recognized parent and community advocacy organization to launch in SW Ohio. Explain why the amount requested is different from overall cost of the project: The amount requested in this proposal is \$1.5 million, which constitutes the first part of what will hopefully be a two-year investment from the Straight-A Fund in the Great Schools Accelerator (pending next year's application). Together with a \$3.5 million investment in year two, the Straight-A Fund will have contributed \$5 million, which we will match 2-1 privately for a total fund of \$15 million. The funds required are lower in year one than in subsequent years because the tasks of the GSA are different: FY14 - Start-up (hiring a staff, finding an office, setting up back-office systems, building a board, generating a strategic plan, building a competitive pool of organizations who will apply for grant funding the following year) and early investments in talent pipelines. (Investments in parent and community organizing will come from private funding only, not from Straight-A Funds.) FY15 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (2 new schools launched) FY16 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (4 new schools launched) FY17 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (2 new schools launched) FY18 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (2 new schools launched)

15. What new/recurring costs of your innovative project will continue once the grant has expired? If there are no new/recurring costs, please explain why.

14,200,000.00 * Specific amount of new/recurring cost (annual cost after project is implemented)

* Narrative explanation/rationale: Provide details on the cost of items included in the budget (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.). If there are no new/recurring costs, please explain why.

The GSA is a project with a finite life-span. After five years, it will cease operating, having created 10 self-sustaining, high-performing new schools. The total project cost if \$15 million, of which the Straight-A Fund would contribute \$1.5 million in FY14 and (pending next year's application process) \$3.5m in FY15. Infrastructure: The GSA budget is based on the original strategic plan for the Tennessee State Charter Incubator, which, as mentioned above, is working to create 20 new high-performing schools in TN over the next four years. It assumes an executive director making \$90,000 a year, a development director and two programmatic employees each making \$70,000 a year, and an office manager making \$50,000 a year, each with health benefits and a 401(k). The budget assumes \$68,500 a year for contracted services (e.g., technology, accounting, payroll services), which are taken directly from the TN Charter Incubator budget. Similarly, it assumes \$197,000 per year in general and administrative expenses (e.g., supplies, rent, travel, marketing), which is again taken directly from the TN Charter Incubator budget. Competitive Grants for Strategies 1 - 5: See discussion under #14 above. At the conclusion of its five-year lifespan, the GSA will have created 10 self-sustaining, permanent, high-performing schools collectively serving 3,200 students each year. Once created an supported through their first few years, schools launched through the GSA will be self-sustaining on the state funding formula with only modest local fundraising for programmatic purposes (e.g., school visits to colleges).

16. Are there expected savings that may result from the implementation of the innovative project?

0.00 * Specific amount of expected savings (annual)

* Narrative explanation/rationale: Provide details on the anticipated savings (i.e. staff counts and salary/benefits, equipment to be purchased and cost, etc.).

At the conclusion of its five-year lifespan, the GSA will have created 10 self-sustaining, permanent, high-performing schools collectively serving 3,200 students each year. Once created an supported through their first few years, schools launched through the GSA will be self-sustaining on the state funding formula with only modest local fundraising for programmatic purposes (e.g., school visits to colleges). Over the course of its five-year lifespan, the GSA will sustain itself using a combination of Straight-A fund dollars and a private 2-1 match campaign.

17. Provide a brief explanation of how the project is self-sustaining. If there are ongoing costs associated with the project after the term of the grant, this explanation should provide details on the cost reductions that will be made that are at least equal to the amount of new/recurring costs detailed above. If there are no new/recurring costs, explain in detail how this project will sustain itself beyond the life of the grant.

At the conclusion of its five-year lifespan, the GSA will have created 10 self-sustaining, permanent, high-performing schools collectively serving 3,200 students each year. Once created an supported through their first few years, schools launched through the GSA will be self-sustaining on the state funding formula with only modest local fundraising for programmatic purposes (e.g., school visits to colleges). Over the course of its five-year lifespan, the GSA will sustain itself using a combination of Straight-A fund dollars and a private 2-1 match campaign.

D) IMPLEMENTATION - Timeline, communication and contingency planning

18. Fill in the appropriate dates and an explanation of the timeline for the successful implementation of this project. In each explanation, be sure to briefly describe the largest barriers that could derail your concept or timeline for implementation and your plan to proactively mitigate such barriers. In addition, the narrative should list the stakeholders that will be engaged during that stage of the project and describe the communication that occurred as the application was developed.

Describe the ongoing communication plan with the stakeholders as the project is implemented. (Stakeholders can include parents, community leaders, foundation support and businesses, as well as educational personnel in the affected entities.)

* Proposal Timeline Dates

Plan (MM/DD/YYYY): 01/31/2013

* Narrative explanation

Awareness of the context in which the project will be implemented Major barriers that need to be overcome Time it will take to implement the project w/ fidelity Coordination and communication plan among partnership Outline of major implementation steps - time line Plan: 1/31/2013 Narrative explanation: Overview: The first stage of this project will involve the founding board members filing for 501(c)(3) status for the GSA and meeting to select an executive director who then creates a strategic plan for board approval. We expect this process to be complete by the end of January. The early stages of this plan will involve the executive director hiring a staff, securing the remaining components of the 2-1 private match, and building a pool of organizations willing to apply for the competitive grants under strategies #1 - #5 (see question 12 above). Barriers: There are three potential barriers here. First, it will be important to identify a highly capable individual who can serve as executive director. We are confident that we can overcome this barrier because between DECA and Teach For America, we have access to a robust network of professionals with deep background in education reform. (In fact, several Teach For America alumni have already expressed an interest in applying.) The second potential barrier is securing the private 2-1 match. We are confident that we can overcome this barrier because two large foundations have already expressed an interest in contributing a multi-million dollar anchor gift. With a gift of this size secured, and with a Straight-A Fund commitment, we are confident we can raise the remainder. A final barrier involves convincing top-performing national organizations (CMOs, selective school leader training programs, talent pipelines) that they should want to apply for growth funding in SW Ohio through the GSA. We hope that DECA's reputation for excellence combined with the significant financial resources of the GSA will help transform the education reform ecosystem of SW Ohio so that the area is far more attractive (relative to other cities and states across the country) than it has been in the past. Stakeholders and communication pre-application: We have engaged several foundations, business leaders, state government officials, and school leaders about the idea of a "Great Schools Accelerator" prior to applying. There is significant consensus that unless we jointly pursue a strategy like this one, Ohio will continue to lose the fight with other states to create an environment in which great schools can thrive. Top-performing CMOs and other programs will continue to choose non-Ohio sites for their expansion and good work unless we rally behind a strategy that changes the ecosystem.

Implement (MM/DD/YYYY): 02/03/2013

* Narrative explanation

Implement 2/3/2013 Narrative explanation: Overview: Once the board has approved the executive director's strategic plan, the GSA team will begin the work of (a) raising the fund and (b) offering competitive grants aligned to strategies 1 through 5. FY14 - Start-up (hiring a staff, finding an office, setting up back-office systems, building a board, generating a strategic plan, building a competitive pool of organizations who will apply for grant funding the following year) and early investments in talent pipelines. (Investments in parent and community organizing will come from private funding only, not from Straight-A Funds.) FY15 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (2 new schools launched) FY16 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (4 new schools launched) FY17 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (2 new schools launched) FY18 - Competitive grants for new school ideas, scale-up growth, and CMO recruitment; continued investment in talent pipelines; continued (private) investment in parent organizing (2 new schools launched) Barriers: Barriers here are the same as those described under "plan" above. Stakeholders and communication pre-application: See "plan" above.

Summative evaluation (MM/DD/YYYY): 07/01/2019

* Narrative explanation

Summative evaluation 7/1/2019 Narrative explanation: Overview: Our goal is that each new school created by the GSA performs in the top-quartile of schools in the host district on the state's academic performance index by the end of its second year of operation. We will track this data from the first year the first school is open (spring of FY16) and continue to track this data as additional schools open. (We have also set nearer-term benchmarks to track our early work; see #24 and #25 below.) Barriers: There are few barriers here because the data are publicly collected and publicly reported. Stakeholders and communication pre-application: See "plan" above.

19. Describe the expected changes to the instructional and/or organizational practices in your institution.

The GSA will radically transform the ability of transformational schools to operate in SW Ohio in five different ways: 1- Opening a school in Ohio today is simultaneously too easy and too difficult: we do not screen enough on the front end for exceptional school-level leadership, and we rarely provide support on building key pieces of infrastructure. This combination leads to low-academic performance and frequent financial mismanagement. The GSA will solve for this challenge by offering competitive grant funding to highly selective school leadership fellowships (e.g., Building Excellent Schools) and by offering support through the early stages of school design and launch. (Strategy #1) 2 & 3- Today, there is a vanishingly small number of transformational schools in Ohio, and their rate of growth is slow. Absent robust talent pipelines and capacity support for aggressive growth plans, the rate of growth will remain slow. The GSA will solve for this problem by offering competitive scale-up grants and by making major investments in talent pipelines. (Strategies #2 and #4) 4- Top-performing CMOs are not expanding to Ohio (e.g., Rocketship, YES Prep, Democracy Prep); they are expanding to cities and states that are creating attractive and competitive ecosystems (e.g., Indianapolis, Milwaukee, Memphis, Nashville). The GSA solves for this problem by offering competitive launch grants to top-performing national CMOs. (Strategy #3) 5- Finally, there exists no large, organized, and powerful group of parents advocating for a higher standard of urban school excellence in Ohio. As a result, schools can face enrollment challenges, and there exists too little pressure to replicate success. The GSA solves for this problem by offering competitive launch grants to nationally-proven parent and community advocacy organizations.

E) SUBSTANTIAL IMPACT AND LASTING VALUE - Impact, evaluation and replication

20. Describe the rationale, research or past success that supports the innovative project and its impact on student achievement, spending reduction in the five-year fiscal forecast or utilization of a greater share of resources in the classroom.

The design of the Great Schools Accelerator draws very directly on the experience of three different states and cities over the last five years. Each region has been able to increase the number of transformational schools serving low-income students through the work of a single "quarterback" entity, which was building a competitive ecosystem for great schools by making strategic investments in the areas described above: building talent pipelines at the classroom level and school level, recruiting national top-performing CMOs and parent advocacy groups, incubating new school ideas, and scaling up local top-performers. We describe several of these "quarterback" entities and their results below. The Mind Trust in Indianapolis - Launched in 2006 to create an ecosystem for high quality schools, The Mind Trust has raised over \$19 million, which it has invested in school creation, talent pipelines, and advocacy groups like Stand for Children. To date, they have launched 20 high quality schools (including KIPP Indianapolis, Lighthouse College Prep, Challenge Foundation Academy, and others), recruited Teach For America, TNTP, and Rocketship Education (CMO) to Indianapolis, and helped build a school leader recruitment system with Columbia University and Indianapolis Public Schools. The schools that the Mind Trust helped to launch are dramatically outperforming the host school district, despite serving almost entirely students who are economically disadvantaged. Tennessee Charter School Incubator - Launched in 2009, this organization has raised \$20 million and is launching 20 schools over the next 4 years. Its first two schools, Nashville Prep and Liberty Prep (both of which serve high-poverty students) outperformed their local districts in their first year and in many cases also outperformed the suburbs. Like the Mind Trust, this organization successfully recruited Rocketship Education to Tennessee, one of the country's top-performing CMOs that several organizations in Ohio have tried (unsuccessfully) to recruit to our state in the past few years. The Incubator also makes strategic investments in talent pipelines at the teacher and school leader levels, all strategies that the GSA aims to utilize as well. Schools That Can Milwaukee - Launched in 2010 through a partnership of three high performing schools in the city with the goal of creating 20,000 high-performing seats by 2020, STCM is investing in the scale-up of local success stories as well as the recruitment of top-performing national CMOs (including Rocketship among others). STCM has helped raise over \$10 million for these projects, and like the other organizations listed here makes strategic investments in talent, recruitment of great school models, and parent advocacy. Quantifiable results of other projects: The GSA would create 10 schools that serve 3,200 students each year, which perform in the top-quartile of schools in the host district on the state's academic performance index. Put differently, the GSA would create 3,200 permanent, self-sustaining, high-performing seats that help level the playing field (year after year) for students growing up in poverty in SW Ohio.

21. Is this project able to be replicated in other districts in Ohio?

Yes

No

22. If so, how?

GSA. In fact, the GSA itself is a replication of the outstanding work of organizations like those described in #20. Required elements for expansion: (a) significant philanthropic investment in a fund for competitive grant making in the areas of talent pipeline creation, scale-up of local success stories, new school incubation, and the recruitment of national top-performing CMOs and parent advocacy organizations, (b) local examples of excellence that can model for the community what is possible, and (c) community will around the idea that transformational schools are possible to create at scale (and that we should settle for nothing less). Time and effort it would take to implement the project in another district: This project is not small. It takes at least five years and a significant philanthropic investment from the community. However, there have yet to emerge communities that are creating transformational schools at scale without this kind of coordinated strategy. How this project can become part of a

model: The GSA will publish its results in an annual report and offer site visits for other interested community leaders. It will also join a network of organizations like those mentioned in #20 that share lessons across their networks nationally.

23. Describe the substantial value and lasting impact that the project hopes to achieve.

Quantifiable measures: This project will create 3,200 permanent, self-sustaining, high-performing seats across 10 new schools in five years. Our top-line measure of success for these schools is that 8 of the 10 schools perform in the top quartile of schools in the host school district on Ohio's performance index by the end of the second year of operation. (Ohio's "performance index" creates a single number score for each school and district based on the achievement levels of students in the district; it creates a useful way of quickly comparing schools within Ohio.) Put differently, this project would create 10 new schools that demonstrate that all students from economically disadvantaged backgrounds can succeed in a rigorous, college-preparatory environment that prepares them to compete in the twenty-first century workplace. Successful attainment of project goals: The GSA will create a model for how a community in Ohio can invest public and private resources in targeted ways that grow a high-performing cadre of urban, public, open-enrollment schools serving low-income students. By investing in talent pipelines, scaling up local top-performers, and recruiting national top-performers, the GSA will enable the launch of 10 high-performing schools that will continue on independently once the GSA winds down its operations at the end of five years. Continuation beyond grant period: The work of the GSA will last for five years (i.e., beyond the FY 14 grant period), at which point it will cease operations, leaving 10 self-sustaining, high-performing schools behind to operate in perpetuity. In order to execute its 5-year strategy, the GSA is raising a 2-1 private-public match, which will result in a \$15 million fund. This fund will allow the GSA to execute its five-year plan (FY14-FY18).

24. What are the specific benchmarks related to the fund goals identified in question 9 that the project aims to achieve in five years? Include any other anticipated outcomes of the project that you hope to achieve that may not be easily benchmarked.

Top-line goals related to improving student achievement (quantifiable measures and measurement periods): (a) 10 new schools launched in five years, (b) 8 of the 10 schools perform in the top-quartile of host district schools on Ohio's Academic Performance Index by the end of a school's second year. Ohio's performance index runs between 0 and 120, and it is a weighted average of individual student performance levels on all state achievement tests and graduation tests (grades 3-8 and 10). A school's performance index gets higher as more students perform at higher levels (e.g., "accelerated" or "advanced") and lower as more students perform at lower levels (e.g., "basic" or "limited") or as students do not take exams. Ohio currently uses the performance index as a key part of school and district report cards. The GSA will release an annual report of how its schools are performing, and the goal is for 8 of 10 schools to be in the top-quartile of schools in the host district on the performance index by the end of each school's second year of operation. Preliminary success points: In addition to the two top-line goals, the GSA has nearer-term benchmarks by strategy: Strategy 1 (Incubate New School Models): highly selective founding school leader fellowships offered (1 in FY15, 2 in FY16), board members recruited through accelerator support (2 per school launched), relationships established providing favorable credit or capital enhancements for facilities (3, from which school leader can pick), school reviews conducted by GSA (1 per year) Strategy 2 (Scale-Up Local Top-Performers): founding school leader fellowships offered (1 in FY15, 1 in FY16, 1 in FY17, 1 in FY18), board members recruited through accelerator support (2 per school launched), school reviews conducted by GSA (1 per year) Strategy 3 (Recruit National Top-Performers): schools opening (1 in FY16, 1 in FY17, 1 in FY18), school reviews conducted by GSA (1 per year) Strategy 4 (Invest in Talent Pipelines): % of new hires at GSA-launched schools from GSA-supported talent pipelines (20% in FY15, 30% in FY16+) Special note on school reviews: Perhaps the most important near-term assessment strategy is an annual school review process that assesses the academic, human capital, financial, and operational health of each GSA-sponsored. The GSA will conduct and distribute these results each year. These reviews, which successful networks like KIPP and others have implemented successfully, create a culture of purposeful self-evaluation and benchmarking. They will focus on school culture, leadership, teaching and learning, assessments, finance, operations, and governance. An outside team will spend multiple days at the school gathering evidence against established criteria and generate a report with recommendations. (We are drawing heavily here from the successful work of the TN State Charter Incubator, which has implemented similar school reviews across its network.) Results in comparable districts or schools: As mentioned above (see #20), Indianapolis, Memphis, Nashville, and Milwaukee have pursued similar strategies and driven tremendous results. For example, the TN Charter Incubator's first two schools (Nashville Prep and Liberty Prep) serve high-poverty student populations and are open enrollment schools, and yet they are outperforming their district and state peers across all subjects (2012). Indianapolis examples include KIPP Indianapolis, Challenge Foundation Academy, and Lighthouse Academy, each of which has a similar profile and each of which is outperforming their district and state peers (2012).

25. Describe the plan to evaluate the impact of the concept, strategy or approaches used.

* Include the method by which progress toward short- and long-term objectives will be measured. (This section should include the types of data to be collected, the formative outputs and outcomes and the systems in place to track the program's progress).

* Include the method, process and/or procedure by which the program will modify or change the program plan if measured progress is insufficient to meet program objectives.

Methodology for measuring outcomes: For its top-line measures of success, the GSA will rely on publicly available data from the Ohio Department of Education on performance index scores for GSA-sponsored schools and schools in the host districts. (There are strong, established systems in place at the state level, and we should leverage them rather than creating new measures.) For interim measures of success, the GSA will collect data on the outcomes described in #24 (e.g., # of board members in new schools recruited through GSA support), and the school review teams (also described in #24) will collect data on school culture, leadership, teaching and learning, operations, and finance through surveying staff members, interviewing staff members, surveying and testing students, and interviewing students and family members. Methods / process / time lines / data requirements: The GSA will release an annual report that shares interim performance data as well as the performance of schools that have opened on the state's performance index relative to schools in the host district. School reviews will be released annually, though these will primarily serve as tools for schools improvement. How lessons will be shared: The GSA annual report will share lessons it is learning. In addition, the GSA will conduct site visits and school tours to share the lessons that it is learning.

By virtue of applying for the Straight A Fund, all applicants agree to participate in the overall evaluation of the Straight A Fund for the duration of the evaluation timeframe. The Governing Board of the Straight A Fund reserves the right to conduct evaluation of the plan and request additional information in the form of data, surveys, interviews, focus groups, and any other related data to the legislature, governor, and other interested parties for an overall evaluation of the Straight A Fund.

PROGRAM ASSURANCES: I agree, on behalf of this applicant agency and/or all identified partners to abide by all assurances outlined in the Assurance section of the CCIP. In the box below, enter "I Accept" and indicate your name, title, agency/organization and today's date.

I agree. Judy Hennessey, Ph. D. Superintendent and CEO Dayton Early College Academy October 23, 2013