# TABLE OF CONTENTS

1. **EXECUTIVE SUMMARY**  
   Pages 1-4

2. **MISSION AND HISTORY**  
   Pages 5-6

3. **OUR MODEL: WHO WE ARE**  
   Pages 7-11

4. **SUCCESSES AND CHALLENGES**  
   Pages 12-17

5. **VISION AND GOALS**  
   Pages 18-19

6. **OUR PLAN: REACHING OUR GOALS**  
   Pages 20-27

7. **GROWTH**  
   Pages 28-32
EXECUTIVE SUMMARY

- Strengths
- Areas of Growth
- Our Plan

Too many students of color and students in poverty are left behind by their PK–12 school experience. Far too few have access to the kind of rigorous academics, rich experiences, and deep civic education that will prepare them not only to succeed in college but ultimately to change the world for the better. Democracy Prep Public Schools, a national network of public charter schools serving students in grades PK–12, aims to change that. Since our founding in 2006, we have expanded from a single middle school in Harlem to a network of 22 schools serving over 7,000 scholars in five regions. We are proud to offer our signature college preparatory academics, supportive school culture, and authentic student engagement.

After operating as a New York City network for ten years, Democracy Prep entered a period of rapid expansion into other regions. As a now-national network, we believe it is time to rigorously evaluate our performance to date. Over the course of the 2019–2020 school year, we conducted a deep review of our organization and created a five-year plan to maximize our strengths and address our challenges. We are excited to share some of our most important findings and chart our path forward.

Strengths

During our evaluation, we surveyed our staff, board members, scholars, and their families to get their input on our progress. We found that our mission continues to be compelling to all of our stakeholders, particularly our focus on college preparation and civic engagement. Our families appreciate our academic support for scholars, our focus on college, and scholars’ access to enrichments such as extracurriculars and trips abroad. Staff had high praise for new leaders in instructional leadership roles and their commitment to greater transparency and openness to feedback. Reviewing our performance data, we found that our New York City and Las Vegas regions are successfully performing on par with state averages on state performance tests, despite serving a far higher proportion of students in poverty. Three of our high schools have graduation rates on par with their city averages.
Our biggest competitive advantage is our world-class Civics program and curriculum. Our scholars demonstrate mastery of our civics skills and benchmarks to earn their high school diploma:

**Antiracism**
We will become an antiracist organization and evaluate all systems, practices, pedagogy, and policies through an antiracism lens.

**Curriculum**
We will provide high-quality, college-ready, and culturally relevant PK–12 literacy, math and civics curriculum that meets the linguistic and regional needs of each campus.

**Instructional Systems**
We will streamline and curate the resources and training to support implementation of our college-ready curriculum, including content-focused professional development, intellectual preparation, data analysis and coaching.

**Culture**
We will develop a shared vision for positive and productive school culture at Democracy Prep and a common definition of Purpose Over Power, and design and provide the resources and training that support consistent implementation of systems in service of this vision.

**Talent**
We will implement strong talent management systems to attract, retain and develop a diverse workforce.

**Sustainability**
We will develop financially sustainable staffing models and funding strategies to enable a uniform school experience across regions.

**Through our Strategic Plan 2025, we will fulfill the ambitious five year goals we’ve set, but we won’t stop there. We’ll continue working to prove what is possible in public education, educating the next generation of citizen-scholars who will change the world for the better.**

**In addition to fulfilling our Strategic Plan 2025, we will also live out our three-part call to action. First, we will become an antiracist organization by continually analyzing ourselves through an antiracist/Diversity Equity and Inclusion lens. Second, we will maintain a high challenge/high support college preparatory environment for every scholar by keeping a laser-focus on academics and ceaselessly innovating scholar supports during their time at Democracy Prep, the college recruitment process and their college careers. Third, we will use civics education to change the world. We will empower scholars, staff, and communities with an excellent civics education, self-determination, and the knowledge that they can change the world for the better.**
MISSION

Our mission is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

HISTORY

Founded in 2005 and opening our first school in 2006, Democracy Prep set out to prove what is possible for public education in America. Our flagship school, Democracy Prep Charter Middle School (DPCMS), first opened its doors in August 2006. By 2009, DPCMS became the highest performing school in Central Harlem and was ranked the number one public middle school in New York City.

Democracy Prep Public Schools currently operates 22 high-performing public charter schools in New York City, Camden, Baton Rouge, Las Vegas, and San Antonio educating over 7,000 citizen-scholars. The incredible growth of the scholars is possible through the tireless and dedicated work of the educators who make up our DREAM Team.

By proving that students, regardless of what ZIP code they are born into, can perform at high academic levels, we seek to transform not only the lives of the students at Democracy Prep but also the expectations of what public schools can achieve.

A simple philosophy guides Democracy Prep staff, scholars, and alumni alike:

Work Hard. Go to College. Change the World!
Through our strategic planning process, we forced ourselves to reexamine every aspect of our program in order to determine the best path forward for our scholars—both aspects of our model that we share with other high-performing charter networks, and aspects that make us unique. The Democracy Prep model is built on the best practices of high-performing charter networks nationwide. These networks have proven for more than 20 years that demographics do not determine destiny and that low-income students can be successful in the college of their choice.

More Time to Learn:
All Democracy Prep scholars attend academic classes for at least eight hours each day for 182 days each year and are offered additional summer and Saturday academies for extra support. Should a scholar attend Democracy Prep from kindergarten through graduation, he or she would receive more than six years in additional educational time than students in the average traditional public school.

Rigorous, College-Preparatory Academics:
All scholars study two hours of math, three hours of literacy, one hour of science, and one hour of social studies every day as well as art, theater, music, health, and physical education. In our high schools, Korean language, speech and debate, a cappella music, and AP courses are offered to all scholars.

Data Driven Decision-Making:
Democracy Prep utilizes a sophisticated feedback loop of frequent data collection and analysis including a network-wide dashboard tool, interim assessments, and comparative academic measures to drive effective instruction and decision-making.

Structured & Supportive School Culture:
All Democracy Prep staff and students live by the “DREAM” values of Discipline, Respect, Enthusiasm, Accountability and Maturity. DREAM values guide classroom behavior and professional culture, and are reinforced through a variety of earned enrichment opportunities and positive incentives.
Exemplary Talent:
We are committed to attracting, developing, and retaining exceptional adults to work in and for our schools. Democracy Prep staff members undergo extensive performance reviews, receive weekly professional development during the school year and three weeks of intensive professional development in the summer, and are guided by explicit career ladders and opportunities for growth.

In order to be a proof point for what public schooling can and should be, Democracy Prep does three things that set it apart from other high-performing charter networks.

Authentic Civic Engagement:
Much has been said about the opportunity gap, which Democracy Prep strives to close every day. However, very little is said about the “civic achievement gap.” National testing, academic studies, and political polling show that low-income people of color are far less active participants in our democracy.

We believe that all public schools should place an explicit focus on preparing scholars to become active citizens and leaders in our democracy. Through civic initiatives, community engagement, speech and debate, and authentic student and family advocacy for more school choice, our scholars acquire the knowledge, skills, and attitude to change the world.

Each Election Day, elementary and middle school scholars run our “Get Out The Vote” campaign, standing on busy street corners wearing t-shirts and handing out flyers that read “I Can’t Vote, but You Can!” Since its inception, the campaign has encouraged thousands of New York City, Camden, Baton Rouge, San Antonio and Las Vegas residents to get out and vote. Democracy Prep at the Agassi Campus scholars have traveled to the capitol to lobby legislators and have spoken during public comment at a Las Vegas City Council meeting. Our scholars are the youngest in history to testify in front of the New York State Senate and Assembly, and the New York City Council.

Educating All Students, in All Subjects
We actively recruit students who are the least served by traditional public schools and other charter operators, including English language learners and special education students. We provide these students with the same transformational education and support that we provide to all our students including all elective offerings.

In addition, just like a traditional public school and unlike many charters, we welcome new scholars at all grade levels at the beginning of each year. This provides students who have previously been left behind with the opportunity to embark on the path to college and civic success whenever there is an available seat at Democracy Prep.

Running Schools on Public Funds:
Democracy Prep funds all of the core operations of its schools with only the public money we receive from the city, state, and federal government. Failing districts often use resources in a manner that runs counter to the evidence about the practices that most improve the effectiveness of teaching and learning in the classroom. Democracy Prep efficiently spends money as close to the student as possible, spending the most on great teachers and much less on its comparatively lean administration.

Democracy Prep also seeks private philanthropy for strategic initiatives separate from the running of its schools, including private facilities’ costs, civics programming, Global Citizens enrichment opportunities, and alumni support. These initiatives are essential for the replication of our schools to serve more students, promote education reform, and share promising practices with the broader education community.
Through our strategic planning process, we have interrogated and affirmed key aspects of our model:

- Our mission is to prepare students for success in the college of their choice and a life of active citizenship.
  - To prepare scholars for college, we believe our regional models need to include high school or (at a minimum) a partnership to ensure our middle school completers have access to a college-prep high school. Democracy Prep is a PK–12 school model. This has implications for where we choose to grow.
  - To develop scholars as active citizens, we must perfect Civics curricula, programming, and Get Out the Vote campaigns and then disseminate this package widely to public schools across the country.

- We believe a longer runway best prepares scholars for success in the college of their choice. Once a scholar chooses to join us, we aspire to support them on their journey all the way to and through college.
  - To realize our mission, more of the scholars who join us need to stay with us. We need to improve matriculation from elementary to middle school and from middle school to high school. We also need to reduce annual student attrition (particularly in high school) in order to reduce (but not end) backfill and support more students through the full 9–12 course trajectory that prepares them for success in college.

- We believe in admitting students in any grade, and we recognize there are programmatic implications, so there is a limit to the degree of backfill we can sustain.
  - Not every student/family will choose to stay with us. And, we intentionally aim for ~20% of our ninth grade seats to go to new-to-Democracy Prep students. We believe our teachers can support these students to be college-ready by the end of high school as long as they constitute ~20% of the cohort. Currently, as much as one-third of some of ninth grade cohorts are new to Democracy Prep.
  - We will continue to backfill* when we have seats available, based on our beliefs and our core identity. We will aim to reduce backfill by reducing attrition, rather than by capping backfill.

*Backfilling is our practice of enrolling new scholars every year if and when we have open seats.
SUCCESSES AND CHALLENGES

To guide our path forward for the next five years, we reviewed performance data, constituent and leadership perspectives, and instructional artifacts and practice.

We uncovered strengths as well as challenges that can accompany rapid growth. In particular, we established a need to tightly define and codify the practices and systems that comprise our model, especially in the areas of academics and student culture, to ensure a high-quality scholar experience across all of our schools.

Fortunately, amidst this growth, we learned that staff, students, and their families across the country remain united by our shared mission to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. Staff are inspired by this mission and look to the CMO to provide support in actualizing it.

By clarifying and codifying expectations and providing high quality resources and training to address the challenges above, Democracy Prep will also make strides toward addressing staff sustainability challenges that were identified by our constituents.

CONSTITUENT PERSPECTIVES

Through extensive surveys and interviews of our teachers, leaders, central office staff, students, and families, we heard several key headlines.

Overall, families, staff and board members are compelled by our mission, in particular our focus on preparing our scholars for college and civic engagement.

• Our staff also appreciate the professional development, coaching, and support that they receive from school leaders and the Democracy Prep network.
• Staff had high praise for new leaders in senior instructional leadership roles, citing not only the value of having instructional experts in key decision-making seats but also a sense of greater transparency and openness to feedback.
• Most notably in our flagship region of New York City, staff take pride in our culture of high expectations and academic rigor.
• Similarly, families appreciate our focus on college and their scholars’ access to enrichments such as extracurriculars and trips abroad.
• Families also express appreciation for the academic and other support that their scholars receive.

Constituents also surfaced challenges.

• Staff cited difficulties with sustainability, in part because of staffing and coverage models resulting in very high workloads.
• In addition, staff cited frustration with student behavior management systems that are not fully meeting needs.
• Staff also named a need for enhancements to some curriculum materials, better supports for special populations of scholars, and better supports for intellectual preparation.
• Some families expressed concern regarding student behavior management and culture.
PERFORMANCE DATA

In examining our performance data for the past five years, we identified several key findings:

STUDENT POPULATION: With expansion into new regions, Democracy Prep enrollment grew at a 16% compounded annual growth rate from 2016–2017 to 2019–2020 and serves 7,000+ students. Today, there are five regions that vary in size and serve demographically distinct populations. Three regions serve a mix of Black and Latinx students; Baton Rouge serves primarily Black students, and San Antonio serves primarily Latinx students.

COLLEGE READINESS AND ATTAINMENT: Three of five high schools have graduation rates on par with the city averages; however, none yet reach the national average. College readiness (measured by ACT score of 21+) varies by region and has declined in the most recent year due to declines at each high school.

STUDENT CULTURE: Student attrition rates are rising in each region and exceed rates of some of our multi-region charter peers, though there is significant variation by region school type. There is also considerable variability in suspension rates by school type, both across the network and within regions. Rates of chronic absenteeism also vary significantly across campuses both across the network and within regions.

TEACHER RETENTION: Teacher retention rates are declining in most regions and are well below the national average and those of other multi-region charter networks.

K-8 STUDENT ACHIEVEMENT: In 2018–2019, our performance on state assessments in ELA and math varied, with a mixture of growth, maintenance, and decline amongst regions. We attribute the mixed performance to the varied implementation of recommended practices and the necessity to align all curriculum to state expectations across our regions. Despite serving a far higher proportion of students in poverty when compared with these states’ averages, our New York City and Las Vegas regions are performing on par with those states. Other regions are not yet reaching the state average.
Collectively, these findings indicate that our scholars have achieved some incredible things, and our team and families are aligned behind the Democracy Prep mission. That said, there is currently too much variability in the student and family experience, and not all of our staff are yet set up for success in supporting our scholars. In some of our regions, we are not yet providing the highest-quality local option. In other regions, we are outperforming local school options but not yet meeting the ultimate bar of college-ready excellence that our scholars deserve. That must change.

INSTRUCTIONAL QUALITY REVIEWS

Instructional quality reviews across our regions and grade bands in many ways affirmed what we heard from our constituents and saw in our performance data.

- On the ground, we found a high degree of alignment and support for our mission.
- Our team members also demonstrated alignment in terms of their articulated areas of focus, such as intellectual preparation and shifting to purpose over power in our behavior management and culture systems. This commitment to our mission and sense of aligned purpose is reflected in strong visual culture across our schools and regions that reinforces our focus on college-ready academics and civic engagement.
- In addition, instructional quality reviews revealed pockets of excellence in rigorous instruction and classroom culture across our campuses.

- To get more of our classrooms to look like our very best, instructional quality reviews suggest that we will need upgrades to our curriculum in some contents and grade bands.
- We also need to institute greater clarity and more robust supports for intellectual preparation and student behavior management.

VISION AND GOALS
VISION AND GOALS

In charting our course for the next five years, from 2020-2025, our mission and basic philosophy are unchanged. We are grounded in a set of 2025 goals that will lead us on the next stage of our journey:

BY 2025:

• Our current schools are outperforming the state, city, and peer charter schools.
• Suspension rate will be down to 10% or lower at all schools and number of days suspended on average for each student will be at .25 or less. Our stakeholders will affirm that:
  o School rules are transparent and fair
  o They understand the purpose of all school systems
  o The school environment feels safe
  o Scholars are empowered to be active citizens and leaders in the school community
• 90% of high school scholars demonstrate active citizenship by showing mastery of 10 Civics Skills and the Change the World project.
• Scholars will give back to their local communities and be “active citizens” in myriad ways throughout their PK–12 experience.
• Alumni complete college at a rate of 65% or higher.
• Our college graduates will be the next leaders of our Democracy, as elected officials, activists, leaders in their communities, and/or donors to worthy causes.
• Scholar attrition will be at a rate of less than 10% across the Network.
• Every classroom has an effective teacher.
• We have a diverse workforce and diversity at all levels of leadership in the organization.

To be clear, our longer-term aspiration is to exceed the goals described above such that:

• Our schools’ performance on standardized tests matches or exceeds that of high socio-economic status districts with no schools performing below their local state average.
• Alumni complete college at a rate of 70% or higher.
• We have re-ignited growth enabled by the systems building we completed by 2025.
OUR PLAN: REACHING OUR GOALS

To reach our goals, we have developed an ambitious 2025 Strategic Plan. The initiatives laid out in our plan aim to create a virtuous cycle:

- Improve Student Outcomes
- Improve Matriculation at Transition Grades
- Improve Instruction
- Improve School Culture

STRATEGIC PRIORITIES

In light of our aspirations and our current state, we will focus on six strategic priorities for the next five years:

1. Antiracism
2. Curriculum
3. Instructional Systems
4. Culture
5. Talent
6. Sustainability

Antiracism

Become an antiracist organization which, involving families, scholars, educators, and alumni, will continually evaluate all systems, practices, pedagogy, curricula, and policies through an antiracist and diversity, equity, and inclusion lens and will take decisive antiracist action daily.

WE WILL:

- Draft an Antiracism Manual which outlines our philosophy around antiracism, shared vision and vocabulary for antiracism, and how we develop policies and practices through an antiracism lens.
- Vet, source, and implement an antiracism training program for all DPPS employees.
- Implement an Advisory Board for the DPPS National Board which will be composed of at least 60% Democracy Prep alumni.
- Design antiracist curriculum for all content areas that includes more diverse text and writers of color and that is purposefully connected to civics and social justice.
- Create and support a robust Family Leadership Council, with a clearly-outlined role, that gives authentic feedback on school practices and decision-making.
- Invest resources in training school leaders and teacher leaders in restorative practices, with an eye on meaningful integration with discipline practices.
- Launch specific support collective for school leaders of color (management group) and teachers of color (mentoring).
Curriculum

Provide high quality college-ready and culturally relevant PK–12 literacy, math and civics curriculum aligned with Democracy Prep’s instructional vision and that meets the linguistic and regional needs of each campus.

WE WILL:
- Vet, source and implement a full PK-5 ELA curriculum (phonics, reading components, writing) and assessments that aligns to local standards for each region; train CMO team, leaders, and teachers.
- Codify the vision for excellence and vet, source and implement a full 6-8 ELA curriculum (reading and writing with benchmark assessments/writing assignments) that aligns to local standards for each region.
- Vet, source and implement a full baseline 9-12 ELA curriculum (reading and writing) and assessments that aligns to local standards for each region.
- Codify the vision for excellence for PK-12 math and vet, source and implement a full vertically aligned 6–12 course sequence that aligns to local standards for each region.
- Develop and implement a PK–12 civics scope and sequence with key milestones (i.e., skills, competencies to be met at each grade) and capstone learning experiences.

Instructional Systems

Streamline and curate the resources and training to support and monitor strong implementation of Democracy Prep’s college-ready curriculum, including content-focused professional development, intellectual preparation, data analysis and coaching.

WE WILL:
- Design and execute a multi-year scope and sequence of school leader professional development that integrates content knowledge, leadership development, and cultural excellence.
- Refine approach to and mindset around lesson internalization (including streamlining protocols and rethinking structures for lesson internalization).
- Develop standard data cycles and tools/protocols for data analysis to ensure all leaders and teachers at Democracy Prep are doing thorough and effective data analysis to drive scholar performance.
- Strengthen implementation of observation and feedback to ensure effective teacher practice, faster mastery of action steps, and effective monitoring systems.
- Design and implement a consistent grading and promotion criteria.

Culture

Develop shared vision for positive and productive school culture at Democracy Prep and a common definition of Purpose Over Power, and design and provide the resources and training that support consistent implementation of systems in service of this vision.

WE WILL:
- Align on and implement common tiered behavior management systems.
- Engage staff to develop and implement a selected number of shared routines (e.g., Advisory, transitions).
- Evaluate our tiered behavior management system, proactive teaching techniques, discipline policy, and cultural norms through an antiracist lens.

TARGET MEASURES FOR 2024–2025:
- 85% of schools receiving a 3 or higher on the culture portion of the DPPS school review, with 3 being an average score.
- 100% of schools with ACT scholar attrition less than 15%.
- 100% of schools with scholar attrition less than 10%.
- 100% of schools with suspension rate less than 10%.
- 100% of leadership teammates have fully internalized the new tiered behavioral system as evidenced by a survey.
Talent
Support the implementation of strong talent management systems to attract, retain and develop a diverse workforce.

**WE WILL:**
- Pressure test and refine HR policies that contribute to teacher retention (Dream Day buyback, 40 hours, leave coverage, general coverage, compensation models).
- Continue to refine CMO performance evaluation systems and staff development.
- Standardize the roles and responsibilities for operations roles and develop and implement onboarding/training programs for them.

Sustainability
Develop financially sustainable regional/CMO staffing models and funding strategies to enable a uniform school experience across regions.

**WE WILL:**
- Create a baseline Democracy Prep staffing model—the bare minimum needed to run the Democracy Prep model and use it for a baseline for staff structure and budgeting.
- Build and implement strategic growth plans (and financial models) for each region (including sustainable fundraising targets).
- Develop and implement consistent structures (e.g., monthly BVA reports) and processes for school leaders to monitor spending and set budgets.
- Assess the data needs of the multi-state network (including compliance) and develop and implement a plan to build the infrastructure and processes to support effective use of data throughout the organization.

- Develop and implement targeted enrollment strategies with a particular focus on improving matriculation at transition grades which includes continuously soliciting feedback from current scholars, families and alumni about their Democracy Prep experience.
- We also have identified the short term and longer term roles we will need on the central team in order to enact our strategic initiatives.

We believe that if we provide teachers with higher quality resources that will make their job easier and enable more engaging instruction; provide teachers with clearer guidance and training on classroom management that will make their job easier and results in fewer infractions; and implement concerted efforts to recruit fifth graders to our middle schools and eighth graders to our high schools, then we will see higher teacher retention and lower student attrition, which will in turn lead to more students meeting grade promotion criteria and progressing toward college readiness.

In order to hold ourselves accountable, we will use a scorecard to measure our performance against each strategic initiative as well as our performance against measures directly aligned to our college preparatory and civic mission. For example, our “mission measures” include the percentage of ninth grade starters earning bachelor’s degrees, the percentage of seniors passing their senior capstone project, and several leading measures that indicate whether our scholars are tracking towards college readiness and civic engagement.
MISSION OUTCOME TARGET MEASURES FOR 2024-2025

We will also measure our performance against elements directly aligned to our college preparatory and civic mission. For example, our “mission measures” include the percentage of ninth grade starters earning bachelor’s degrees, the percentage of seniors passing their senior capstone project, and several leading measures that indicate whether our scholars are tracking towards college readiness and civic engagement. Our targets for the 2024–2025 school year include:

- **65% college completion rate** for graduating high school scholars (includes any scholar who started in Democracy Prep as a 9th grader, graduated from a Democracy Prep high school and earned a 4 year college degree within 6 years).
- **80% of students college-ready on SAT M** (score at or above 530).
- **80% of students college-ready on ACT** (score at or above 21) OR on SAT R/W (score at or above 480) & SAT M (score at or above 530).
- **80% of students college-ready on SAT R/W** (score at or above 480).
- **95% college matriculation rate** of all graduating students (matriculation rate for college the following fall).
- **100% of seniors passing the Change the World capstone project** by June (indicated by Sociology of Change course completion).
- **100% of Democracy Prep schools will outperform the state** on all high stakes high school state exams.
- **100% of Democracy Prep schools will outperform the state** on of all high-stakes state exams for 3–8 grade math.
- **100% of Democracy Prep schools will outperform the state** on of all high-stakes state exams for 3–8 grade ELA.
GROWTH FRAMEWORK

We also will hold ourselves accountable for our decisions about when and where to grow using a growth readiness framework. Prior to entering a new region, considering a “turn-around” or “restart,” or opening a school, we will evaluate the following rubric, which accounts for both market factors such as need, community interest, leadership, talent pipelines, facilities, and local political and regulatory environment, as well as model adaptations and support implications such as program alignment, CMO support model, and financial path to sustainability.

OUR GREENLIGHTING GROWTH FRAMEWORK

Market assessment: Democracy Prep will red-yellow-green assess the following 12–24 months before entering a new geography.

<table>
<thead>
<tr>
<th>MARKET FACTORS</th>
<th>Assessment of Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need</td>
<td>There is a large enough population of underserved students in our target population to support our target enrollment for the region.</td>
</tr>
<tr>
<td>Community Interest</td>
<td>Evidence of sufficient family interest in proposed school types in target neighborhoods to meet enrollment targets (e.g., size of target population currently in underperforming schools).</td>
</tr>
<tr>
<td>Leadership</td>
<td>New region—ED is selected at least 12 months before opening.</td>
</tr>
<tr>
<td>Talent</td>
<td>There is line of sight to teaching pipelines to support targeted regional growth plan.</td>
</tr>
<tr>
<td>Facilities</td>
<td>There is line of sight to facilities options to support targeted regional growth plan.</td>
</tr>
<tr>
<td>Politics</td>
<td>Regulations permit required autonomy. There are 2–3 supportive local champions (i.e., community groups and/or policymakers).</td>
</tr>
</tbody>
</table>

MODEL ADAPTATIONS AND SUPPORT IMPLICATIONS

<table>
<thead>
<tr>
<th>DP Support Model</th>
<th>Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMO Operational teams (i.e., HR, Data, IT, Legal) have assessed impact on CMO support model (due to local program adjustments, local staffing adjustments and local compliance requirements) and identified any additional resources required. CMO financial model supports such adjustments.</td>
<td></td>
</tr>
</tbody>
</table>

| Finance          | Proposed region/school has clear path to financial sustainability and a funding source/commitment to cover the first three years of operating loss. |

RESTART ASSESSMENT

Democracy Prep will assess additional criteria when considering “restarts” or “turn-arounds.” Democracy Prep will pause on restarts for at least 2 school years. Even then, for at least the next five years, Democracy Prep will only consider restarts in existing regions where a) performance is strong and b) there is tenured talent at all levels to staff the new school(s).

<table>
<thead>
<tr>
<th>MARKET FACTORS</th>
<th>Assessment of Opportunity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Interest</td>
<td>Families understand the Democracy Prep instructional model (i.e., rigor bar) and student culture systems (e.g., behavior expectations) and have expressed interest in bringing Democracy Prep to their community.</td>
</tr>
<tr>
<td>Leadership</td>
<td>DP can identify an instructional leader who meets at least 2 of the 3 following criteria:</td>
</tr>
<tr>
<td></td>
<td>• Has successfully led a school turnaround/restart</td>
</tr>
<tr>
<td></td>
<td>• Has 5+ years at Democracy Prep and is steeped in DP instructional, culture and operational systems*</td>
</tr>
<tr>
<td></td>
<td>• Is from the local community**</td>
</tr>
<tr>
<td></td>
<td>* If this criteria is not met, leader must be vetted for philosophical alignment with DP instructional and culture practices and serve a one-year residency at DP to learn the “DP Way” before assuming school leadership.</td>
</tr>
<tr>
<td></td>
<td>** If this criteria is not met, ED must be from the local community.</td>
</tr>
<tr>
<td>Talent</td>
<td>There is an assessment of how many existing teachers will be invited to return and a clear plan to backfill any open positions with a mix of local talent and talent that has been trained in the “DP Way.”</td>
</tr>
</tbody>
</table>
MODELS ADAPTATIONS AND SUPPORT IMPLICATIONS

Path to High School

Is the new school a high school? If not, what is the path to open a high school?

If there is no high school, DP should not enter without multi-site authorization that will enable a future high school.

(Democracy Prep has declared that its college prep mission requires operating a high school.)

CMO Support Model

Restarts demand even more central office supports than fresh starts and often require heavy support for several years while a leader turns around student/adult culture and introduces academic, culture and operational systems. DP should deeply evaluate the impact on central office teams of undertaking restarts and doing so from afar. DP’s model with instructional and non-instructional school support services primarily centralized in NYC (rather than on-the-ground in regional offices) further complicates the network’s ability to provide the extra support required for “restart” schools.

READINESS

The team will also consider capacity of CMO (or region) to support additional scale, complexity and/or change management.

IS THE NETWORK HEALTHY ENOUGH FOR THE CMO TO SUPPORT NEW GROWTH?

<table>
<thead>
<tr>
<th>Category</th>
<th>Network Health Indicators (CMO Readiness)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>80% or more of schools in the network outperform the state average on ELA and Math on state exams.</td>
</tr>
<tr>
<td>Leadership</td>
<td>There are no more than 2 vacant principal roles in the network.</td>
</tr>
<tr>
<td>Staff Culture</td>
<td>CMO staff retention rate is 70% or above.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>90% of existing schools are meeting targeted enrollment.</td>
</tr>
<tr>
<td>Finance</td>
<td>All mature schools in the network are on track for sustainability on public dollars or have secured a sustainable level of philanthropy for a multi-year period.</td>
</tr>
<tr>
<td>Network Support</td>
<td>Each support team service is rated at least 3.5/5 six months before the scheduled opening of the school.</td>
</tr>
</tbody>
</table>

IS THE REGION HEALTHY ENOUGH FOR REGIONAL LEADERSHIP TO SUPPORT NEW GROWTH?

<table>
<thead>
<tr>
<th>Category</th>
<th>Regional Health Indicators (Regional Readiness)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>100% schools in the region are making annual growth on ELA and Math state exams.</td>
</tr>
<tr>
<td>Leadership</td>
<td>There are no vacant principal roles in the region and the new schools will not result in a vacancy. (i.e. a transition plan is in place if a sitting principal will be the new school founder.)</td>
</tr>
<tr>
<td>Staff Culture</td>
<td>Regional staff retention rate is 70% or above.</td>
</tr>
<tr>
<td>Enrollment</td>
<td>100% of existing schools are meeting targeted enrollment.</td>
</tr>
</tbody>
</table>

Final greenlight will take place nine months before we plan to open a school if we can check the box on the following:

- Principal is selected at least 9 months before opening.
- Site secured (not purchased) at least 9 months prior to opening.
- Site requiring significant construction secured (not purchased) 18–24 months prior to opening.
- Secured $2 million in financial commitments at least 9 months prior to opening in any new geography.

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