<table>
<thead>
<tr>
<th>Category</th>
<th>Weights</th>
<th>Data Source</th>
<th>Meets Expectations</th>
<th>Rubric</th>
<th>Not Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Audit Content, Internal Controls</td>
<td>City Schools/ Renewal Application/ Audits</td>
<td>The Independent Auditor's Reports offer qualified opinions and no management options were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measures.</td>
<td>Evidence that school has demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.</td>
<td>Evidence that school has not demonstrated a trajectory of growth, is aware of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.</td>
<td>Evidence indicates that the school has consistently not met all critical District obligations but has demonstrated progress in complying with all requirements. The school has generally operated the operator has met all state and federal reporting requirements, and the relative number, frequency and severity of Notices of Concern and Notices of Reprimand but the number, frequency and severity of such notices has decreased over time. Evidence that the school has generally operated effectively and the operator has met all state and federal obligations or needed loans/advances from the district to meet obligations; the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.</td>
</tr>
<tr>
<td>1.2 Effective Academic Programming for Students with Disabilities</td>
<td>City Schools/ Renewal Application/ IP Quality Monitoring Process</td>
<td>Evidence indicates that during the charter or contract term the operator has generally operated effectively and the operator has met all state and federal reporting requirements, and the relative number, frequency and severity of Notices of Concern and Notices of Reprimand.</td>
<td>Evidence indicates that during the charter or contract term the operator has consistently not met all critical District obligations but has demonstrated progress in complying with all requirements. The school has generally operated the operator has met all state and federal reporting requirements, and the relative number, frequency and severity of Notices of Concern and Notices of Reprimand but the number, frequency and severity of such notices has decreased over time. Evidence that the school has generally operated effectively and the operator has met all state and federal obligations or needed loans/advances from the district to meet obligations; the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.</td>
<td>Evidence indicates that during the charter or contract term the operator has consistently not met all critical District obligations but has demonstrated progress in complying with all requirements. The school has generally operated effectively and the operator has met all state and federal obligations or needed loans/advances from the district to meet obligations; the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.</td>
<td>Evidence that school has achieved a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.</td>
</tr>
<tr>
<td>1.3 Operator Capacity</td>
<td>City Schools/ Renewal Application</td>
<td>Evidence indicates that during the charter or contract term the operator has consistently not met all critical District obligations but has demonstrated progress in complying with all requirements. The school has generally operated effectively and the operator has met all state and federal obligations or needed loans/advances from the district to meet obligations; the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.</td>
<td>Evidence indicates that during the charter or contract term the operator has achieved some Notices of Concern and Notices of Reprimand but the number, frequency and severity of such notices has decreased over time. Evidence that the school has achieved a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.</td>
<td>Evidence indicates that during the charter or contract term the operator has consistently not met all critical District obligations but has demonstrated progress in complying with all requirements. The school has generally operated effectively and the operator has met all state and federal obligations or needed loans/advances from the district to meet obligations; the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.</td>
<td>Evidence indicates that during the charter or contract term the operator has consistently not met all critical District obligations but has demonstrated progress in complying with all requirements. The school has generally operated effectively and the operator has met all state and federal obligations or needed loans/advances from the district to meet obligations; the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.</td>
</tr>
<tr>
<td>1.4 Strategic Leadership/Governance</td>
<td>SER</td>
<td>Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.</td>
<td>Evidence indicates that the key action has not been fully implemented at the school, but the school has taken prompt and adequate steps to address any shortcomings.</td>
<td>Evidence indicates that the key action is a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.</td>
</tr>
</tbody>
</table>

City Schools Operator Renewal Rubric Middle/High School SY 2021/22
The school is an academic success?

### City Schools Data System

- **Absolute: Mean Scale Score PARCC - Reading (grades 8-8):**
  - 1.875
  - City Schools Data System (School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage)
  - School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage

- **Absolute: Mean Scale Score PARCC - Math (grades 8-8):**
  - 1.875
  - City Schools Data System (School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage)
  - School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage

- **Absolute: Mean Scale Score - English 10:**
  - 1.875
  - City Schools Data System (School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage)
  - School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage

- **Absolute: Mean Scale Score - Algebra I:**
  - 1.875
  - City Schools Data System (School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage)
  - School's 2019 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage

### Trend in PARCC

- **Trend in Mean Scale Score on PARCC - Reading (grades 8-8):**
  - 2.6
  - City Schools Data System (School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band)
  - School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

- **Trend in Mean Scale Score on PARCC - Math (grades 8-8):**
  - 2.3
  - City Schools Data System (School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band)
  - School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

- **Trend in Mean Scale Score - English 10:**
  - 2.1
  - City Schools Data System (School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band)
  - School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

- **Trend in Mean Scale Score - Algebra I:**
  - 2.1
  - City Schools Data System (School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band)
  - School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

### Growth in PARCC

- **Growth in Mean Scale Score on PARCC - Reading (grades 8-8):**
  - 15 / 0
  - City Schools Data System (School's median student growth percentile on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band)
  - School's median student growth percentile on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

- **Growth in Mean Scale Score on PARCC - Math (grades 8-8):**
  - 15 / 0
  - City Schools Data System (School's median student growth percentile on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band)
  - School's median student growth percentile on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

### Multi-Year Growth on NWEA assessment (Optional and in lieu of PARCC)

- **School's Scores on the NWEA over time - Reading (Grades 8-8):**
  - 0 / 15
  - School's average student score over time on the NWEA VGC - 25th to 50th percentile
  - School's average student score over time on the NWEA VGC - 25th to 50th percentile

- **School's Scores on the NWEA over time - Math (Grades 8-8):**
  - 0 / 15
  - School's average student score over time on the NWEA VGC - 25th to 50th percentile
  - School's average student score over time on the NWEA VGC - 25th to 50th percentile

### College and Career Readiness

- **City Schools Data System:**
  - 20
  - School's value is ≥ 50th percentile of all schools in the District based on grade band
  - School's change in trend in mean scale score on PARCC from 2017 to 2019 is ≥ 50th percentile of all schools in the District based on grade band

### Fidelity to CharterApplication Overall

- **SEI Renewal Application City Schools Data System:**
  - 25 / 15
  - Evidence that the school has fully implemented the charter expression in its charter application and the mission is clear to all stakeholders.
  - Evidence that the school has fully implemented the charter expression in its charter application and the mission is clear to all stakeholders.
  - Evidence that the school has fully implemented the charter expression in its charter application and the mission is clear to all stakeholders.

### Effective Programming for All StudentRacial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to CharterApplication Overall)

- **SEI Renewal Application City Schools Data System:**
  - 0 / 10
  - Evidence that the school has provided high-quality programming for all student racial/ethnic groups and is aware of its performance data for all groups.
  - Evidence that the school has provided high-quality programming for all student racial/ethnic groups and is aware of its performance data for all groups.
  - Evidence that the school has provided high-quality programming for all student racial/ethnic groups and is aware of its performance data for all groups.

### Student Graduation Rate: Cohort Graduation Rate

- **City Schools Data System:**
  - 10
  - Average from 2018-2020 of schools’ 4 year cohort graduation rate for diploma-track students is ≥ 60%
  - Average from 2018-2020 of schools’ 4 year cohort graduation rate for diploma-track students is ≥ 60%
  - Average from 2018-2020 of schools’ 4 year cohort graduation rate for diploma-track students is ≥ 60%
<table>
<thead>
<tr>
<th>Does the school have a strong school climate?</th>
<th>Weight</th>
<th>Highly Effective Instruction</th>
<th>Effective Instruction</th>
<th>Developing Instruction</th>
<th>Not Effective Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Highly Effective Instruction</td>
<td>SER</td>
<td>Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that is developing at the school, but that has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.</td>
<td>Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.</td>
</tr>
<tr>
<td>2.2 Talented People</td>
<td>SER</td>
<td>Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that is developing at the school, but that has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.</td>
<td>Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.</td>
</tr>
<tr>
<td>2.3 Vision and Engagement</td>
<td>SER</td>
<td>Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school’s effectiveness.</td>
<td>Evidence indicates that the key action is a practice or system that is developing at the school, but that has not yet been implemented at a level that has begun to improve the school’s effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.</td>
<td>Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school’s effectiveness.</td>
</tr>
</tbody>
</table>