BALTIMORE CITY
PUBLIC SCHOOLS

Renewal Framework

Overview

City Schools is committed to managing its portfolio of schools to provide students and their families with a range of high-quality public school options. Charter schools, transformation schools, contract schools, new school initiative schools, innovation high schools and traditional schools are all important aspects of City Schools' portfolio and are included in its management strategy.

Portfolio management includes evaluating school performance across school types in a way that is consistent, predictable, transparent, fair and rigorous. For schools that are run under contract by outside operators, this evaluation process is called *renewal* and is a routine part of the life of these schools. It occurs every three to five years, depending on each school's contract or charter.

Designed to tie to the Board's Charter Policy, the renewal process evaluates three key areas of measurement identified in that policy:

- Student Achievement (50%)

- School Climate (25%)

- Financial Management and Governance (25%)

Time Frame

The renewal process is designed to look at data and information about schools for the life of the contract term; however certain data will likely come from the years prior such as assessment data, graduation rates, climate data, and school effectiveness review findings. The renewal process begins in spring of the year prior to the end of the contract (for example 4th year of a 5 year contract or 2nd year of a 3 year contract). During that year some key parts of renewal will begin. For example, operators should expect the School Effectiveness Review (SER), scheduled in advanced of the visit, as well data collection related to climate of the school. In the late summer or early fall of the final year of the contract, Operators will submit the renewal application. Decisions are made by the School Board typically in the winter of the last year of the contract. The Renewal Framework will be reviewed annually by the School Board. Any material changes to the Renewal Framework will be approved by the CEO with input from school operators. The School Board will make a decision on the renewal application and communicate it to the school operator at least sixty (60) days prior to the end of the term.

Student Achievement

- **Performance on state assessment**– Assesses the school's performance on the MCAP or other state assessment in the year prior to renewal.

- **Trends in performance on state assessment –** Assesses the school's progress over time on the MCAP or other state assessment.

- **Student Growth on state assessment** – Assesses degree to which the school has increased the academic performance of individual students. (*For elementary and middle grades only)*

  - Student Growth Percentile – Percentage of students who have improved scale score over their baseline score. Percentages are calculated by comparing growth of scale score to other students with the same baseline score.

- **Alternative Assessments** – Schools can opt to use the NWEA's MAP assessment in place of other assessments to demonstrate absolute performance and student growth. If using NWEA, the performance categories in the rubric will be tied to the school's National Percentile Rank on the NWEA.
  - If operator desires to use an alternative assessment, such changes are subject to the approval of the CEO designee. If the School Operator requests usage of an alternative assessment to measure growth, the CEO designee will consider the request in good faith. The CEO designee shall not unreasonably withhold its approval to any such changes. Requests to use an alternative assessment for this measure should be submitted at least one year prior to the beginning of the renewal process.

- **College and Career Readiness** - *For high school grades, College and Career Readiness will now replace the student level progress measure.*

  School receives credit when a student achieves at least one of the criteria for each component:
  - **Participation=25%, includes:** Diploma-track 12th graders who took SAT, ACT, AP or IB exams in math or English, or who were enrolled in credit-bearing college courses or enrolled in CTE courses.
  - **Success=60%, meeting objective standard:**
    - 21 or higher on ACT composite of English and Reading or Mathematics;
    - 480 or above on SAT Reading and Writing or SAT Mathematics;
    - 3, 4 or 5 on any AP subject;
    - 4 or above on IB exams in any subject;
    - Earning a grade of C or higher in credit-bearing college coursework;
    - CTE completion/certification; or
  - **College Enrollment=15%:** Enrollment in a post-secondary institution within 16 months of high school graduation

- **Four Year Cohort Graduation Rate**

- **Fidelity to Charter/Review of Overall Application** – Applicants assess their own progress in a range of areas including progress towards original goals and vision, positive school culture and strong leadership. Applicants also assess their data and progress in a range of areas for all student subgroups including enrollment, attendance, cohort retention rates, dropout rates, choice data, waitlist/demand, etc. This report and any relevant evidence shall be included as part of the application for renewal and will be evaluated in accordance with the rubric by NCSAB.

- **Effective Programming for All Student Racial/Ethnic Groups** – For schools with diverse student bodies, assesses whether they have delivered effective instruction for all student racial and ethnic groups as shown in the schools' data and their instructional practices and methods.

School Climate

- **Ratings from School Effectiveness Review:**
  - Highly Effective Instruction
  - Talented People
  - Vision and Engagement

- **Parent, Teacher and Student Satisfaction** – Measures satisfaction using climate surveys such as City Schools' Schools surveys; schools can opt to substitute the 5Essentials Survey for City Schools' School surveys. If schools use the 5Essentials Survey the results will be evaluated in accordance with the SY 2015-16 rubric criteria (the last year 5Essentials was used by the district).

- **Cohort Retention Rate** – Measures the number of students who remain at a school two years after entry at the normal entry-level grade, divided by the number of students who enroll at the beginning of the entry year. This measure follows the same students from entry to the beginning of the school year two years later. The student cohort is not "adjusted" for transfers in or out. It includes students who have been held in grade.

- **Chronic Absence** – Measure is based on a review of the school's chronic absence data, the renewal application including any explanation of the data, strategies and evidence of strategies to address chronic absence issues included in the application.

- **Suspensions** – Measure is based on a review of the school's suspensions data, the renewal application including any explanation of the data, strategies and evidence of strategies to address chronic absence issues included in the application.

- **Effective Academic Programming for Students with Disabilities (SWD) –** Measure is based on a review of the school's data, results of the district's IEP Quality Monitoring Process, and, if triggered by the IEP Quality Monitoring Process, the results of an Office of Special Education Compliance and Monitoring (OSEMC) audit, and the renewal application including any explanation of the data, strategies and evidence of strategies to support students with disabilities. Data will include measures like academic performance, attendance rates, suspensions, chronic absence rates for SWD as well as an evaluation of number of students with missed services and the number of complaints reported. All of this information will be evaluated in accordance with the rubric.

Financial Management and Governance

- **Review of Audit Content/Internal Controls** – An evaluation of the Independent Auditor's Reports show unqualified opinions and no management points for each year of the charter's term. The operator has strong performance on their short term liquidity measure based on statements of cash flow and ratio of assets to liabilities.

- **Operator Capacity –** An evaluation of other important factors not captured in the other categories that demonstrate operator capacity such as consistently meeting obligations as an operator. This includes always meeting state and federal reporting requirements, meeting critical district or federal obligations and prudent management of grant dollars. Evidence that may be considered include timely budget and audit submissions, monitoring reports, quarterly reports, frequency and severity of Notices of Concern and Notices of Reprimand.

- **Strategic Leadership/Governance** – from SER