

BALTIMORE CITY PUBLIC SCHOOLS

This rubric guides reviewers through the quality review of new charter school applications for Baltimore City Public Schools. Reviewers will rate responses to each question holistically, e.g., the tier the response most substantially resembles based on the evidence presented in the application is the rating that response will receive.

- For each question, key characteristics of an “Exemplary” response, a “Satisfactory” response, a “Less than Satisfactory” response, and an “Unsatisfactory” response are outlined. Using these standards, reviewers score each question based on the evidence found in the application.

SECTION 1. ACADEMIC PLAN					
	Exemplary	Satisfactory	Less than satisfactory	Unsatisfactory	RATING
1.1 As per Maryland Charter Law, the purpose of charter schools is to establish an alternative means within the existing public school system to provide innovative learning opportunities and creative educational approaches to improve the education of students. Describe the school's model and your rationale for choosing this model. Please describe how the model you're proposing will offer innovative learning opportunities and how it meets the Board of School Commissioner's strategic priorities for	The application details a sound rationale for selecting its proposed model and outlines significant structures or practices that clearly meet one or more of the Board's strategic priorities and offer a compelling case for how Baltimore students stand to benefit, backed by evidence of success from other charters or districts that serve similar student populations and research highlighting its promise with similar student populations. The application makes a compelling case for	The application details a sound rationale for selecting its proposed model and outlines at least one structure or practice clearly meets one or more of the Board's strategic priorities and offer a case for how Baltimore students stand to benefit, backed by evidence of success from other charters or districts and/or research highlighting its promise. The application makes a strong case for how the new model fulfills a need in the district and provides evidence on how this approach will improve	The application includes a rationale for selecting its proposed model and attempts to frame an element of the school's structure or practice as needed in Baltimore, but its offering is not clearly aligned to the Board's strategic priorities or it is unclear how Baltimore City students would benefit from its implementation, based on the evidence provided. The application attempts to make a case that the model fulfills a need in the district. The application provides some evidence that the	The rationale is weak or missing. The application does not meet the Board's strategic priorities, or it is unclear how the proposed practices outlined in the application would benefit Baltimore City students. The application does not support the idea that there is a need in the district for the approach. The application provides minimal evidence that the approach will improve educational outcomes for its target population. The application provides minimal evidence of	

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<p>charter schools. Describe how these creative educational approaches differ from what is being offered by the existing public school system (including charter and other operator schools). Demonstrate how this new model addresses a gap between what the current portfolio of school options offers and existing demand for the proposed model. Also, demonstrate with research, experience and data how this alternative approach will improve educational outcomes for Baltimore City students and demonstrate your organization's experience with and capacity to effectively deliver this innovative model. Please detail how this model will benefit your target student population. Make sure to explain how this</p>	<p>how the model fulfills a need in the district and provides extensive evidence on how this approach will improve educational outcomes for its target student population including a clear strategy for increasing student achievement and for preventing or decreasing achievement gaps should they appear overall and over the term. The applicant demonstrates the capacity to effectively implement the model and the ability to garner transformative results. The application provides evidence of significant demand for this approach.</p>	<p>educational outcomes for its target student population including a strategy for increasing student achievement and for preventing or decreasing achievement gaps should the appear over time. The applicant demonstrates the capacity to implement the model and the ability to garner strong results. The application provides evidence of demand for this approach.</p>	<p>approach will improve educational outcomes for its target population but it is unclear if the approach would lead to increased achievement and/or decreased or prevention of achievement gaps. The application provides some evidence of interest in this approach.</p>	<p>interest in this approach.</p>	
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<p>model will increase student achievement overall over the five years of the contract, prevent achievement gaps from appearing, and minimize or decrease achievement gaps if they were to appear.</p>					
<p>1.2 Please detail how this model will benefit your target student population. Make sure to explain how this model will increase student achievement overall over the five years of the contract; prevent achievement gaps from developing; or minimize/decrease them if they were to appear.</p>	<p>The application clearly describes the school's approach to education and the model being used. It demonstrates a <i>strong</i> understanding of the needs of the target student population and makes a <i>compelling</i> case for why the model chosen will benefit the target student population. Citing prior experience with and research on the chosen model, the application outlines how the model will yield <i>significant</i> gains in student achievement over five years, as well as fully details how the model will reduce the chances of</p>	<p>The application clearly describes the school's approach to education and the model being used. It demonstrates understanding of the needs of the target student population and makes a <i>believable</i> case for why the model chosen will benefit the target student population. Citing prior experience with and/or research on the chosen model, the application outlines how the model will yield gains in student achievement over five years, as well as details how the model will reduce the chances of developing</p>	<p>The application describes the school's approach to education and the model being used, although the description may not include the depth and level of detail needed to determine how much benefit will accrue to the target student population. Similarly, the application states that the model will yield gains in student achievement, but links between the anticipated gains and the model being used are only partially substantiated. There is little explanation of how the model will yield gains in student</p>	<p>The application names the model being used. However, the description is cursory and fails to make the case for why the model chosen will benefit the target population OR fails to address the target student population. The model's impact on student achievement and achievement gaps is not discussed.</p>	

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	developing or minimize any achievement gaps.	or minimize any achievement gaps.	achievement or minimize or decrease achievement gaps OR the explanations provided are not persuasive.		
<p>1.3 Describe the school's curriculum, including the objectives, content, and skills to be taught in the primary subject areas in each grade band and make sure to cover the following:</p> <p>a) How it aligns to the Maryland College- and Career-Ready Standards</p> <p>b) How it aligns to the mission and vision of the school</p> <p>c) How it meets the needs of your target population</p> <p>d) How it accounts for students with disabilities, English learners, gifted and advanced students, and students who enter below grade level</p> <p>e) The process for re-visiting curricular decisions as the school adds grades and plans for expanding the</p>	<p>The description of the curriculum covers objectives, content, and skills to be taught in the primary subject areas in each grade band that the school will offer, either in narrative or map form. The application <i>explicitly</i> links the curriculum to the Maryland College- and Career-Ready Standards, as appropriate, and standards for each grade band are well covered. There is a clear link between the curriculum and the school's mission and vision, and the application <i>convincingly</i> outlines how this curriculum will benefit its target population, citing evidence based on</p>	<p>The description of the curriculum covers objectives, content, and skills to be taught in the primary subject areas in the grade bands to be offered when the school opens, either in narrative or map form. The application links the curriculum to the Maryland College- and Career-Ready Standards, as appropriate, and standards for each grade band are covered. There is a clear link between the curriculum and the school's mission and vision, and the application outlines how this curriculum will benefit its target population, citing <i>some</i> evidence based on previous experience</p>	<p>The description of the curriculum covers some objectives, content, and skills to be taught in the primary subject areas in the grade bands to be offered when the school opens, either in narrative or map form. The application links the curriculum to the Maryland College- and Career-Ready Standards, but there are some holes in coverage of the standards. There is a link between the curriculum and the school's mission and vision, although it may not be clearly articulated. The application outlines how this curriculum will benefit Baltimore City students, citing some evidence based</p>	<p>The description of the curriculum covers objectives, content, and skills to be taught in a partial and/or unorganized way. There are big gaps in coverage of the Maryland College- and Career-Ready Standards in the application's description of the curriculum. There is no articulated link between the curriculum and the school's mission and vision. The application does not successfully address how this curriculum will meet the needs of students with disabilities and may not address any other sub-groups at all. Curricular materials are very limited in reflecting</p>	

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<p>curriculum over the course of the contract term. Please also describe how you ensure the process for selection of current and future materials will reflect and be sensitive to the diversity and experience of the target population, both in terms of content and creators/authors of the content.</p> <p>f) If applicable, any curricular focus areas (e.g., STEM, the arts, career exploration, etc.). Provide an example of what it would look like for a student in the entry grade offered by the school to learn two subjects through your particular curricular focus area. Provide similar examples for a mid-point grade and the exit grade.</p> <p>g) Describe the school's understanding of technology and reliable internet access for the school community and how the school will</p>	<p>previous experience and research. The application clearly and completely addresses how the curriculum will meet the needs of students in all groups. High quality curricular materials have been chosen in an intentional way and reflect the student populations in content and authors that honor and respectfully represent the histories, experiences, cultures, legacies and possibilities of peoples who share backgrounds with the student population. Clear and thorough procedures are in place that will allow the school to be intentional in updating materials in the future and the materials are at the heart of the school's work across grade levels and subject areas If there is a curricular focus area,</p>	<p>and research. The application clearly and completely addresses how the curriculum will meet the needs of students in most groups. Quality curricular materials have been chosen that represent the student population in terms of histories, experiences, cultures, legacies or possibilities of the peoples who share background with the student population. The school has a plan for updating and continuing to maintain and increase access to these materials to its student population. The materials will be used across grades and content areas. If there is a curricular focus area, the application describes what it would look like for a student in the entry grade, a mid-point grade, and the exit grade to learn two subjects through the</p>	<p>on previous experience or research, but may not discuss a more specific target population (e.g., in the neighborhood where it proposes to locate). The application addresses how the curriculum will meet the needs of students with disabilities, although it may neglect to discuss impact on ELL students, gifted and talented students, or students who enter far below grade level. The school has selected curricular materials that represent the history experience, culture and humanity of students, though they may not fully do so. There lacks a depth or breadth in usage of such materials and plans or procedures for updating the materials is lacking. If there is a curricular focus area, the application provides a</p>	<p>student populations in terms of content, breadth or authors and plans for use of these materials is limited and only offer minimal access. Quality of materials may also be lacking Procedures for selecting materials and updating materials is absent and or lacking. If there is a curricular focus area, the application cites it without providing any clear description of it or examples of what it would look like in practice. The application does not detail how the school will address technology access challenges or the explanation is lacking in sufficient detail to be a specific plan or the plan does not address significant populations of students.</p>	
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<p>ensure that all students have all necessary technology/devices in order to fully engage in any aspect of instruction that requires access to technology.</p>	<p>the application <i>clearly</i> describes what it would look like for a student in the entry grade, a mid-point grade, and the exit grade to learn two subjects through the lens of the focus area. The application details a time and resource specific plan and iterative process to assess technology access/challenges that may arise and has a clear multi-layered data-informed strategy on how to address those challenges to ensure all students will have access to fully engage in digital learning.</p>	<p>lens of this focus area. The application details a time and resource specific plan to assess technology access/challenges that may arise and to provide technology for students and has a clear strategy for ensuring all students will have access to fully engage in digital learning.</p>	<p>description of the focus area without providing examples of what it would look for a student to learn through that lens. The application details a plan to assess technology access/challenges that may arise and to provide technology for students; however, the plan or process may not be time-specific or is general and does not include clear strategy for all student groups.</p>		
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<p>1.4 What is the school's approach to student assessment? Be sure to discuss the following points:</p> <p>a) What tools you will use for formative and summative assessment and why.</p> <p>b) How often students will be assessed.</p> <p>c) How assessment results will be used over the course of the year, as well as over the course of the five-year contract.</p> <p>d) How will you use assessments to identify and address barriers and biases that lead to gaps in performance between different student racial, ethnic and demographic groups?</p>	<p>The application details a year-long assessment plan, including baseline measures at the beginning of the school year, both formal and informal formative assessments to benchmark progress throughout each semester, and summative assessments that demonstrate student growth at the end of each semester. The assessment tools to be used have a strong research base and are <i>varied as well as</i> appropriate to the school model and the content being taught, and the application provides a persuasive rationale for their use. (Use of PARCC is included in this section.) Students will be assessed frequently enough that their teachers will have strong data about what they know and don't know and have</p>	<p>The application outlines a year-long assessment plan, including both formal and informal formative assessments to benchmark progress throughout each semester and summative assessments that demonstrate student growth at the end of each semester. The assessment tools to be used have a research base and are appropriate to the school model and the content being taught, and the application provides a persuasive rationale for their use. (Use of PARCC is included in this section.) Students will be assessed frequently enough that their teachers will have good data about what they know and don't know and have learned over the course of the year. The application outlines</p>	<p>The application's assessment plan focuses primarily on formal assessments, both formative (e.g., the district's benchmark tests) and summative. The assessment tools to be used are appropriate to the school model and the content being taught, <i>but may not vary much from the tools the district uses in traditional schools.</i> (Use of PARCC is included in this section.) The rationale for their use is thin. Students will be assessed at the end of each unit and semester, but the application may not outline more frequent, informal assessments. The application outlines how teachers will work collaboratively to examine and analyze data, <i>but may not detail how data will be used ongoing at either the school or classroom level.</i></p>	<p>The application's assessment plan is poorly constructed and may focus primarily on assessments required by the district and/or the state. There is little rationale for the plan outlined in the application, and/or the rationale is inadequate. The tools to be used for any assessment beyond district- or state-mandated tests may not be appropriate to the school model or content being taught. This application details little more than quarterly and summative assessments for students. The assessment plan may address how gaps in performance between student groups are identified, but strategies for how to address these gaps is cursory or absent. It may state that faculty</p>	
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	<p>learned over the course of the year. The application's treatment of how test results will be used over the course of the year includes items such as plans for re-teaching challenging material, differentiating within classrooms, engaging families about student progress, identifying and addressing gaps in performance between students in different racial, ethnic and demographic groups, identifying areas where the outcomes are indicating instructional methods may not be reaching all student groups and preparing for summative assessments. The application details how assessment results will be used to tailor on-going job-embedded professional development and</p>	<p>how teachers will work collaboratively to examine and analyze data and make changes to their practice both within and across classrooms as a result. The assessment plan includes procedures to identify gaps in performance between student groups, identifying areas where the outcomes are indicating instructional methods may not be reaching all student groups and preparing for summative assessments. The application indicates how assessment results will inform job-embedded professional development and coaching in order to tailor instruction so that instructional methods are aligned with research and result in strong outcomes and growth</p>	<p>The assessment plan includes procedures to identify gaps in performance between student groups, identifying areas where the outcomes are indicating instructional methods may not be reaching all student groups and preparing for summative assessments, though procedures to address these gaps may not be fully expressed or aligned with research. The application includes an explanation of how assessment results will be used to help the school attain its goals for the five-year term of its contract.</p>	<p>will analyze assessment results, but does not explore what that would look like or how results will be used.</p>	
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	<p>coaching in order to tailor instruction so that staff can use a wide-variety of research supported instructional methods that will result in strong outcomes and growth for all student groups. The application also includes an explanation of how assessment results will be used to help the school attain its SMART goals for the five-year term of its contract.</p>	<p>for all student groups. The application also includes an explanation of how assessment results will be used to help the school attain its SMART goals for the five-year term of its contract.</p>			
<p>1.5 How will the school's assessment results be used to develop an accountability plan? How will faculty be involved? What will the process look like? How will the plan be re-visited, and how and when will progress be tracked throughout the year? How will assessments be used to inform instruction practice, as well as the</p>	<p>The application outlines a <i>clear, step-by-step</i> process for using assessment results, <i>climate and other data</i> to develop a substantive and living accountability plan. The school plans and outlines a structure and timeline for examining and using data from various assessments and sources on a frequent and regular basis</p>	<p>The application outlines a <i>step-by-step</i> process for using assessment results, climate and other data to develop a substantive accountability plan. The school plans to examine and use data from various assessments and other sources throughout the year, not just formal, summative results. As outlined in</p>	<p>The application outlines a process for using assessment results to develop an accountability plan, although there may be apparent gaps in the process. The school plans to use some data from formative assessments but will rely primarily on summative assessment results. The school leader and leadership team are the owners of</p>	<p>The process outlined for using assessment results to develop an accountability plan is either inadequate or wholly unrealistic. The application discusses use of summative assessment results but omits any discussion of how other assessments might enter into the plan. Responsibility for the school improvement plan is centralized</p>	

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<p>provision of supports and supplies?</p>	<p>throughout the year, not just formal, summative results. The school's faculty will have a role in developing and implementing the plan, and roles and responsibilities are <i>clearly</i> outlined in the application. Viable tracking mechanisms and <i>frequent, regular</i> checkpoints throughout the year are also outlined. The process outlined for developing the accountability plan ensures that it is <i>fully aligned to</i> the leadership and renewal frameworks, and fidelity to the plan establishes a clear path toward a successful renewal. There are regular and ongoing opportunities for instructional practices to be evaluated throughout the school year based on assessment results in order to ensure</p>	<p>the application, school leadership and some key faculty will be responsible for developing and implementing the plan. Viable tracking mechanisms and checkpoints throughout the year are also outlined. The process outlined for developing the accountability plan ensures that it is in alignment with the leadership and renewal frameworks, and following the process creates a clear path to renewal. There is a process for instructional practices to be evaluated, at least on an annual basis, based on assessment results to ensure instruction remains aligned to the accountability plan. This includes reevaluation of the efficacy of supports provided to students</p>	<p>the plan, and there is little involvement outlined for other faculty. The application mentions a couple of tracking mechanisms and few checkpoints throughout the year. The process outlined for developing the accountability plan takes pieces of the leadership and renewal frameworks into account, but the plan may not be fully aligned. The application recognizes that assessment results may be used to evaluate instructional practices to ensure alignment to the accountability plan, but the timing and procedure for doing so is not fully developed or unclear. The evaluation may not be cognizant of all aspects of provision of instruction, such as supports provided to students or</p>	<p>with the school leader or a designee. The application includes very little information about tracking mechanisms or checkpoints throughout the school year. The process outlined for developing the accountability plan may mention the leadership and/or renewal framework but there is little or no alignment. There is little or no recognition in the application of the role assessments play in informing instructional practices. If the application does acknowledge the use of assessments to inform instructional practices, a process for how this will be done is either missing or wholly inadequate.</p>	
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	<p>instruction remains aligned to the accountability plan. This includes reevaluation of the efficacy of supports provided to students and of curricular materials used.</p>	<p>and of curricular materials used.</p>	<p>instructional materials used.</p>		
<p>1.6 Use the Accountability Worksheets provided to outline the school's goals for the five-year term of its charter. All goals should be SMART (specific, measurable, attainable, relevant, and time-bound) and aligned to the charter renewal framework, the school mission, and the School Effectiveness Standards. Include both proficiency goals, which set targets for percentages of students achieving at a given performance level, and improvement goals, which set targets for growth over time.</p>	<p>The application outlines realistic but ambitious proficiency and improvement goals. All goals are SMART. <i>All</i> goals are aligned to the renewal framework, school mission, and the School Effectiveness Standards.</p>	<p>The application outlines realistic and <i>somewhat</i> ambitious proficiency and improvement goals. <i>Most</i> goals are SMART. All goals are aligned to the renewal framework, school mission, and the School Effectiveness Standards.</p>	<p>The application outlines proficiency and improvement goals, although the goals may not be ambitious. <i>Most</i> goals are SMART. Goals are <i>somewhat</i> aligned to the renewal framework, school mission, and the School Effectiveness Standards.</p>	<p>The application outlines goals that may indicate a lack of understanding about how goal-setting and tracking drive a school's work over a period of time. Goals may not be realistic, ambitious, or SMART. Goals <i>may not be aligned</i> to the renewal framework, school mission, or the School Effectiveness Standards.</p>	

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<p>1.7 Outline the primary instructional method(s) to be used in the school (e.g., cooperative learning) and your rationale for employing these methods, including any previous experience with these methods and resultant outcomes and/or research base.</p>	<p>The application <i>clearly</i> outlines the primary instructional method(s) to be used in the school, as well as a <i>well-crafted and persuasive</i> rationale for their use. This rationale includes prior success with these methods by at least one member of the founding group, resulting in <i>consistent</i> student gains in learning that are significant over time AND cites a strong research base indicating that these methods have been used successfully with students who substantially resemble Baltimore City, including high-need students and the school's target population.</p>	<p>The application outlines the primary instructional method(s) to be used in the school, as well as a <i>persuasive</i> rationale for their use. This rationale includes prior success with these methods by at least one member of the founding group, resulting in student gains in learning over time AND cites a research base indicating that these methods have been used successfully with students who substantially resemble Baltimore City students, including high-need students and the school's target population.</p>	<p>The application outlines the primary instructional method(s) to be used in the school, as well as <i>some</i> rationale for their use. This rationale includes <i>some</i> prior success with these methods by at least one member of the founding group, although results over time may be inconsistent or may vary by subject area, AND/OR cites a research base indicating that these methods have been used with some evidence of success with students who substantially resemble Baltimore City Schools students and the school's target population.</p>	<p>The application outlines the primary instructional method(s) to be used in the school, but does not provide a satisfactory rationale for their use. There is limited or no evidence provided that these methods work well in populations that look like the school's target population.</p>	
<p>1.8 How will the school approach educating children with diverse needs? Your response must cover not only students with</p>	<p>The application outlines a clear step-by-step process for identification and placement of students with disabilities. It <i>details</i> how general education</p>	<p>The application outlines a clear step-by-step process for identification and placement of students with disabilities. It <i>describes</i> how general education</p>	<p>The application outlines a process for identification and placement of students with disabilities, although the process <i>may have some gaps</i> in it. It</p>	<p>The application outlines a process for identification and placement of students with disabilities, although the process has gaps in it. It may state</p>	

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<p>disabilities (including those with exceptionally high needs), but also EL students, gifted and advanced learning students, and students who enter below grade level. Please address the following points for each student group, as you will receive a separate score for each:</p> <p>a) What the process for identification and placement of students will be.</p> <p>b) How general education classrooms will be responsive to students in all student groups. Please provide an example of a lesson, outlining accommodations and/or strategies for at least two different special education disability categories,</p>	<p>teachers' classrooms will accommodate the learning needs of students with disabilities. It describes a lesson taught in a general education classroom, including accommodations for at least two different special education disability categories. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to routinely cover material in a way that all students with disabilities will master it. Materials and assignments for students with disabilities are grade appropriate in all instances while taking into account the learning needs of these students. The application makes clear a plan for ensuring accommodations for students with disabilities are consistently in place.</p>	<p>teachers' classrooms will accommodate the learning needs of students with disabilities. It describes a lesson taught in a general education classroom, including accommodations for <i>at least two</i> different special education disability categories. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to regularly cover material in a way that <i>most</i> students with disabilities will master it. Materials and assignments for students with disabilities are grade appropriate while taking into account the learning needs of these students. The application makes clear a plan for ensuring accommodations for students with disabilities are in place.</p>	<p>describes how general education teachers' classrooms will accommodate the learning needs of <i>most</i> students, although it may not specifically address the needs of students with disabilities. It describes a lesson taught in a general education classroom, including accommodation for <i>one</i> special education disability category. However, it is unclear from the example that students with disabilities will be able to master the material or that materials and assignments used for these students is grade appropriate.</p>	<p>that general education teachers' classrooms will accommodate the learning needs of students with disabilities without outlining what that looks like in practice. It may attempt to describe a lesson taught in a general education classroom, including accommodation for one special education disability category. However, the lesson or assignment is not grade appropriate and/or information relayed about accommodations is sparse or unclear or the accommodations described are inappropriate.</p>	
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<p>one English learner, one gifted and advanced learning student, and several students who are far behind grade level. How will the classroom teacher cover the material in a way that all students in his/her class master it.</p> <p>c) How will the school ensure that students of all ability levels have daily access to grade level appropriate materials and assignments?</p> <p>d) Any other services that will be provided for the education of children with special needs. How often will students access these services? How will they operate within the larger context of the school?</p>	<p>The application outlines a clear step-by-step process for identification and placement of ELL students. It <i>details</i> how general education teachers' classrooms will accommodate the learning needs of ELL students. It describes a lesson taught in a general education classroom, including accommodation for an ELL student. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to routinely cover material in a way that all ELL students will master it. Materials and assignments for ELL students are grade appropriate in all instances while taking into account the learning needs of these students. The application makes clear a plan for ensuring accommodations for ELL students are consistently in place.</p>	<p>The application outlines a <i>clear step-by-step</i> process for identification and placement of ELL students. It describes how general education teachers' classrooms will accommodate the learning needs of ELL students. It describes a lesson taught in a general education classroom, including accommodation for an ELL student. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to regularly cover material in a way that <i>most</i> ELL students will master it. Materials and assignments for ELL students are grade appropriate while taking into account the learning needs of these students. The application makes clear a plan for ensuring accommodations for ELL students are in place.</p>	<p>The application outlines a process for identification and placement of ELL students, although the process may have some gaps in it. It describes how general education teachers' classrooms will accommodate the learning needs of <i>most</i> students, although it may not specifically address the needs of ELL students. It describes a lesson taught in a general education classroom, including accommodation for an ELL student. However, it is unclear from the example that ELL students will be able to master the material or that materials and assignments used for these students is grade appropriate.</p>	<p>The application outlines a process for identification and placement of ELL students, although the process has gaps in it. It may state that general education teachers' classrooms will accommodate the learning needs of ELL students without outlining what that looks like in practice. It may attempt to describe a lesson taught in a general education classroom, including accommodation for an ELL student. However, the material is not grade appropriate and/or the information relayed about ELL accommodation is sparse or unclear or the accommodation described is inappropriate.</p>	
	<p>The application outlines a clear step-by-step process for identification and placement of gifted and talented students. It</p>	<p>The application outlines a clear step-by-step process for identification and placement of gifted and talented students. It</p>	<p>The application outlines a process for identification and placement of gifted and talented students,</p>	<p>The application outlines a process for identification and placement of gifted and talented students,</p>	

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	<p>details how general education teachers' classrooms will accommodate the learning needs of gifted and talented students. It describes a lesson taught in a general education classroom, including accommodation for a gifted and talented student. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to routinely differentiate so that all gifted and talented students are able to delve deeper into the material and/or accelerate. The application outlines a clear plan for ensuring that teachers are consistently differentiating for gifted and talented students in a way that is both appropriate for the students' grade level and their accelerated learning level.</p>	<p>describes how general education teachers' classrooms will accommodate the learning needs of gifted and talented students. It describes a lesson taught in a general education classroom, including accommodation for a gifted and talented student. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to regularly differentiate so that <i>most</i> gifted and talented students are able to delve deeper into the material and/or accelerate. The application outlines a clear plan for ensuring that teachers are differentiating for gifted and talented students in a way that is both appropriate for the students' grade level and their accelerated learning level.</p>	<p>although the process may have some gaps in it. It describes how general education teachers' classrooms will accommodate the learning needs of <i>most</i> students, although it may not specifically address the needs of gifted and talented students. It describes a lesson taught in a general education classroom, including accommodation for a gifted and talented student. However, it is unclear from the example that gifted and talented students will have the opportunity to delve deeper into the material and/or accelerate.</p>	<p>although the process has gaps in it. It may state that general education teachers' classrooms will accommodate the learning needs of gifted and talented students without outlining what that looks like in practice. It may attempt to describe a lesson taught in a general education classroom, including accommodation for a gifted and talented student. However, the information relayed about the accommodation is sparse or unclear or the accommodation described is inappropriate.</p>	
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	<p>The application outlines a clear step-by-step process for identification of students who are far behind grade level. It details how general education teachers' classrooms will accommodate the learning needs of these students. It describes a lesson taught in a general education classroom, including accommodations for several students who are far behind grade level. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to routinely cover grade-level appropriate material in a way that all students who are far behind can master it. The application outlines a clear plan for ensuring that teachers are consistently providing grade level appropriate concepts while accommodating students who are far behind grade level.</p>	<p>The application outlines a clear step-by-step process for identification of students who are far behind grade level. It describes how general education teachers' classrooms will accommodate the learning needs of these students. It describes a lesson taught in a general education classroom, including accommodations for several students who are far behind grade level. From this example, it is clear that classroom teachers will have either the ability or the coaching necessary to regularly cover grade-level appropriate material in a way that <i>most</i> students who are far behind can master it. The application outlines a clear plan for ensuring that teachers are providing grade level appropriate concepts while accommodating students who are far behind grade level.</p>	<p>The application outlines a process for identification of students who are far behind grade level, although the process may have some gaps in it. It describes how general education teachers' classrooms will accommodate the learning needs of <i>most</i> students, although it may not specifically address the needs of students who are behind. It describes a lesson taught in a general education classroom, including accommodations for several students who are far behind grade level. However, it is unclear from the example that students who are far behind grade level are being introduced to grade-level appropriate concepts or will be able to master the material.</p>	<p>The application outlines a process for identification of students who are far behind grade level, although the process has gaps in it. It may state that general education teachers' classrooms will accommodate the learning needs of these students without outlining what that looks like in practice. It may attempt to describe a lesson taught in a general education classroom, including accommodation for students who are far behind grade level. However, the information relayed about the accommodation is sparse or unclear or the accommodation described is inappropriate.</p>	
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<p>1.9 If the school will have middle or high school grades, please outline plans to ensure college and career readiness upon high school graduation and the rationale behind this plan.</p> <p>(Research shows that preparation for college must begin in the middle grades. We therefore ask applicants who are planning to educate students in the middle grades to outline college and career preparation plans as well.) College readiness means that a high school graduate could matriculate at a college or university without needing remediation. Career readiness means that, upon high school graduation, a student has the skills necessary to obtain and work in a full-time job that pays a living wage.</p>	<p>The application <i>clearly</i> outlines a set of resources and strategies on a <i>specific</i> timeline to prepare students for college and career. Resources and strategies are varied and begin in the 6th grade (for middle schools or middle/high schools) or 9th grade (for high schools). The rationale behind the plan is rooted in previous documented success with these strategies and resources by at least one of the founding group and in research demonstrating that these strategies and resources are effective in preparing students in the school's target population for college and/or career.</p>	<p>The application outlines a set of resources and strategies on a general timeline to prepare students for college and career. Use of resources and strategies begins in the 6th or 7th grade (for middle schools or middle/high schools) or 9th grade (for high schools). The rationale behind the plan is rooted in previous experience with some success with these strategies and resources by at least one of the founding group and in evidence that these are promising strategies and resources for preparing students in the school's target population for college and/or career.</p>	<p>The application outlines <i>a couple of</i> resources and strategies on a general timeline to prepare students for college and career. Use of resources and strategies may not begin until 7th or 8th grade (for middle schools or middle/high schools) or 10th or 11th grade (for high schools). The rationale behind the plan is rooted in previous experience with these strategies and resources or word-of-mouth that these are promising strategies and resources for preparing Baltimore City students more generally for college and/or career.</p>	<p>The application may outline only one strategy for preparing students for college and career. Use of this college/career preparation strategy may begin in 8th grade (for middle schools or middle/high schools or 11th or 12th grade for high schools OR a timeline may not be outlined at all. The rationale behind this college/career preparation strategy is thin with little or no previous experience or research validating its use OR research indicating that this strategy is generally successful without any explanation of how it will be tailored to meet the needs of Baltimore City students.</p>	
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<p>1.10 What, if any, changes to your academic program do you anticipate being necessary if students cannot meet in person? If there is a need to move to a virtual learning environment, how will that affect instructional methods used in the school? How will you ensure that all students are receiving appropriate and effective instruction in such an environment?</p>	<p>The application clearly demonstrates flexibility to address the potential of virtual, hybrid, or in-person learning scenarios that allow for both asynchronous and synchronous opportunities and maintains fidelity to the core instructional approach(es) of the school and its model. The approach is based in best practices and demonstrate thoughtful transitions for readying the school community for these changes. The application clearly details methods of ensuring grade-level expectations are being met in all three scenarios.</p>	<p>The application clearly demonstrates flexibility to address the potential of virtual, hybrid, or in-person learning scenarios that allow for both asynchronous and synchronous opportunities and maintains consistency with the school's model. The application clearly details methods of ensuring grade-level expectations are being met in all three scenarios.</p>	<p>The application acknowledges the potential of virtual, hybrid, or in-person learning scenarios and details a plan to adapt to each possible scenario. The application includes methods of ensuring grade-level expectations are being met, but may not be specific to each learning environment scenario.</p>	<p>The application may acknowledge the potential for virtual or hybrid learning scenarios but does not clearly detail a plan for adapting to each possible scenario or have clear methods of ensuring grade-level expectations are being met in a virtual learning scenario.</p>	
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SECTION 2. SCHOOL CULTURE AND CLIMATE					
	Exemplary	Satisfactory	Less than satisfactory	Unsatisfactory	RATING
<i>Vision, Mission, and Needs</i>					

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<p>2.1 Describe your target student population. Identify the grade or age levels of the student population the school plans to serve. What are the characteristics and needs of the students in the geographic area where the school will be located? Describe the relationship between the targeted student population and the school's mission. How will the needs of these students be met by this school? How will the needs of the district be met by this school (e.g., in the context of the annual review of schools outlined in the Annual Review and Renewal Report)? If applying for a conversion to charter status, explain how the school will benefit from becoming a charter school and</p>	<p>The application <i>clearly</i> describes the student population in the neighborhood where the school proposes to locate and demonstrates a <i>strong</i> understanding of students' needs. Evidence of this understanding includes findings from <i>wide-ranging</i> outreach in the neighborhood where the school proposes to locate and <i>express</i> interest in the school from parents of <i>school-age children</i> in the community. The application outlines how elements of the school's design and/or programming will address student needs. The application also makes a <i>strong</i> case for how the school will fit into City Schools' portfolio of schools, meet specific needs of the district and benefit the district as a whole.</p>	<p>The application describes the student population in the neighborhood where the school proposes to locate and demonstrates some understanding of students' needs. Evidence of this understanding includes findings from outreach in the neighborhood where the school proposes to locate and some interest in the school from parents in the community. The application outlines how elements of the school's design and/or programming will address student needs. The application also makes a case for how the school will fit into City Schools' portfolio of schools, meet needs of the district and benefit the district as a whole.</p>	<p>The application describes the student population in Baltimore City and some pressing student needs, but may not address localized needs for the neighborhood where the school proposes to locate. There is either limited evidence of community outreach or the outreach done is low-quality with little parental input and yields a narrow view of the neighborhood. The application attempts to but may not adequately explain how elements of the school's design and/or programming will address student needs. The application may not satisfactorily explain how the school will fit into City Schools' portfolio of schools.</p>	<p>The application describes the student population in Baltimore City and offers some generic commentary about students in urban schools but does not attempt to convey community-specific needs. There is very little evidence of community outreach either to organizations or to parents in the neighborhood where the school proposes to locate. The application does not explain how elements of the school's design and/or programming will address student needs, nor does it address how the school will fit into City Schools' portfolio of schools.</p>	
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<p>how the conversion will address the needs of the community. (Note: While description of your target population should focus on a particular geographic region, your school will be open to students citywide and should also anticipate serving a student population that mirrors that of City Schools with regards to students with disabilities, economically disadvantaged students, gifted and advanced learning students, etc. and should not be written in a manner that seeks to exclude a particular subset of students.)</p>					
<p>2.2 Provide the mission and vision statements for the proposed school and its target student population. The vision statement should describe the</p>	<p>The mission and vision statements are clear and student-centered. Taken together, they <i>explicitly</i> articulate the school's aims for its target student population, as well as</p>	<p>The mission and vision statements are <i>clear</i> and student-centered. Taken together, they <i>implicitly</i> articulate the school's aims for its target student population, as well as</p>	<p>The mission and vision statements are student-centered. The vision statement articulates the school's ultimate aims for its target student population, but the mission</p>	<p>The mission and vision statements are not student-centered or clear.</p>	

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<p>school's ultimate impact. The mission statement describes how you are going to get there. Both the mission and vision should be student centered and make a clear case for academic programming that ensures equitable access to high quality instruction relevant to all student groups and transformative educational outcomes for all students.</p>	<p>how the school will provide access to high quality instruction that is relevant to the experience, identity and culture of students and that leads to transformational opportunities for all students, positively impact City Schools, and achieve its vision.</p>	<p>how the school will provide access to quality instruction that positively impacts most students and City Schools and how the school proposes to achieve its vision.</p>	<p>statement does not clearly articulate how the school proposes to get students there and is not cognizant of the experience, identity or culture of students.</p>		
<p><i>School Culture</i></p>					
<p>2.3 Describe the anticipated school culture. How will all students experience and help to build the school culture? Include any special considerations for students with diverse backgrounds such as students with disabilities, ELL students, economically disadvantaged students, etc. How</p>	<p>The application clearly outlines a positive, student-centered, research-based school culture that promotes a strong academic environment, reinforces student social development. The application details what the student experience will look and feel like and highlights how the school's culture will make all students,</p>	<p>The application outlines a plan to create a school culture that is based in research and attempts to promote a positive, student-centered academic environment, reinforce student social development. The application explores what the student experience will be and discusses how the school's culture will</p>	<p>The application outlines a school culture that attempts to promote a positive environment and reinforce student social development. The application attempts to explore what the student experience will be, although specifics are lacking and/or there may be little information about how students with disabilities or ELL or</p>	<p>The application outlines a school culture that is not clear and/or will not promote a positive environment that fosters student learning. There is little attempt to discuss the student experience or specifics are lacking. The systems and structures needed to develop and establish the school culture are not outlined clearly or</p>	

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<p>will the founding team ensure that this culture is in place from the day the school opens? What systems and structures will be in place to ensure that the school consistently operates in this way? How will school staff experience the culture? What systems will be in place to ensure that school staff understand, support and help to build this culture? How will students' families experience it? What role will families play in helping to build school culture? Include relevant information about engaging a diverse community, including families of students with disabilities, families of ELL students, etc.?</p>	<p>including students with disabilities, ELL students, economically disadvantaged students, etc. full, contributing members of the school community. A thoughtful, realistic plan for developing and establishing the school culture during year zero and fostering it throughout the contract term is included in this application, including plans for training staff, as well as tracking progress and adapting the plan as needed. The application specifically addresses how all students' families, including families of students with disabilities, ELL students, FARMS students etc., and school staff will experience and help to build the school's culture as well.</p>	<p>make all students, including students with disabilities, ELL students, economically disadvantaged students, etc. full, contributing members of the school community. A plan for developing and establishing the school culture during year zero and fostering it throughout the contract term is included in this application, including plans for training staff, although the plan may be unclear or unrealistic in a few instances. The application specifically addresses how families of students with disabilities, ELL students, FARMS students, etc., and school staff will experience the school's culture as well.</p>	<p>economically disadvantaged students will be included. A plan for developing and establishing the school culture is included in this application, although the plan may lack specifics or be unclear or unrealistic in some instances. The application cursorily addresses how families of students and school staff will experience the school's culture as well.</p>	<p>are inadequate to operationalize it. The application may only cursorily address how student families or school staff will experience the school's culture as well.</p>	
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<p>2.4 Describe the extracurricular activities the school plans to offer students and the ways it will encourage their participation.</p>	<p>This question is not scored by reviewers. However, if the application is approved the answer to this question will be incorporated as part of the school’s charter.</p>				
<p>2.5 Outline the school's philosophy on developing positive student behavior and discipline. What strategies and practices will be in place to promote positive student behavior? How will the social and emotional learning needs of students guide the selection, implementation and monitoring of these strategies and practices to create a safe, inclusive school climate for students? Who will make decisions about disciplinary action? What roles will teachers, administrators, support staff, parents</p>	<p>The application takes a firm student learning-centered stand on promoting positive behavior and discipline that makes a clear, specific case for how it will meet the needs of the social and emotional learning needs of students with an emphasis on pre-emptive interventions by faculty to address behavior problems and prevent the need for disciplinary action. When discipline is necessary, faculty roles in immediate disciplinary action, as well as recommendations and final decisions for more serious offenses, are fair, consistent, and clearly articulated. The school’s practices and</p>	<p>The application takes a student learning-oriented stand on promoting positive behavior and discipline that addresses how the school will meet the social and emotional learning needs of students. When discipline is necessary, faculty roles in immediate disciplinary action, as well as recommendations and final decisions for more serious offenses, are fair and clearly articulated. The school’s practices and policies are sensitive to the social and emotional needs of all students including disabilities. There are roles for students and</p>	<p>The application outlines an approach to discipline, although it may not be clear how it meets the social and emotional learning needs of students, or its focus may not be on maximizing student learning opportunities. Faculty roles in immediate disciplinary action, as well as recommendations and final decisions for more serious offenses, are somewhat articulated, although disciplinary structures may be top-heavy, with most of the responsibility falling to school leadership. The school’s practices and policies consider the social and emotional needs of all students including students</p>	<p>The application does not outline a clear and coherent approach to student discipline, nor does it provide sufficient guidance around disciplinary roles and responsibilities.</p>	

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<p>and students play? What interventions will be used to prevent the need for disciplinary action? How do these practices and policies consider the needs of vulnerable populations like students with disabilities?</p> <p>Note: The school's discipline policy will need to be compatible with the City Schools' Behavioral Interventions and Student Discipline policy. Discipline of special education students must comply with applicable laws.</p>	<p>policies are sensitive to the social and emotional needs of all students including students with disabilities and other vulnerable populations. There are clear roles for students and parents within the process. There is a clear, defined process for students and families to appeal disciplinary actions.</p>	<p>parents within the process. There is a process for students and families to appeal disciplinary actions.</p>	<p>with disabilities; however the policies and practices may not be sensitive to the unique needs of students in vulnerable populations. There is a process for students and families to appeal disciplinary actions.</p>		
<p>2.6 How will policies be developed and key decisions made at the school? What stakeholder groups (e.g., families, partners, staff, etc.) will provide input at what points? How will school policies and practices be</p>	<p>The application includes clearly delineated and differentiated decision trees for each type of decision and for the development of school policies and practices. The process outlined for and people involved in each</p>	<p>The application includes clearly delineated decision trees for each type of decision and for the development of school policies and practices, although there may be very little variation between the different trees. The process</p>	<p>The application includes decision trees for each type of decision, although the process outlined and/or the people involved in a decision may not make much sense. OR the process for developing school policies and practices</p>	<p>The application may not include a decision tree for each type of decision. The process outlined and/or the people involved in a decision may not make much sense. The process for developing school policies and practices is outlined,</p>	

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<p>vetted and finalized? Who will make the final decision? Please address these questions by developing a decision-tree for each of the following types of decisions:</p> <p>1) Academic issues 2) Staffing/hiring 3) Financial issues 4) Operational issues</p> <p>See also 3.9 for more information about decision-making practice at the school.</p>	<p>decision and for policy development process make sense. It is clear who will make the final decision in each case, and the final decision-maker is the most appropriate role to make the decision. The process for vetting policies/practices with the school community and finalizing a policy/practice is appropriate and involves ample opportunity for stakeholder feedback.</p>	<p>outlined for and people involved in each decision and for policy development process mostly make sense. It is clear who will make the final decision in each case, and the final decision-maker is usually the most appropriate role to make the decision. The process for vetting policies/practices with the school community and finalizing the policy/practice is appropriate and involves stakeholder feedback.</p>	<p>is outlined, although the process outlined and/or the people involved in the development of policy/practice may not make much sense. It may not be entirely clear who will make the final decision in each case, and/or the final decision-maker may not be the most appropriate role to make the decision. There may not be a clear process for vetting policies/practices with the school community.</p>	<p>although the process outlined and/or the people involved in the development of policy/practice may not make much sense. In at least one case, it is unclear who will make the final decision. The final decision-maker may not be the most appropriate role to make the decision. It is unclear how policies/practices will be developed, and the process may not include stakeholder feedback.</p>	
<p><i>Family and Community Engagement</i></p>					
<p>2.7 Please detail community backing for this school including continued plans for outreach. Which community organizations have the founders done outreach to and why? Which organizations is the school seeking partnerships with,</p>	<p>The application includes an extensive description of the community outreach already completed, listing the community organizations the founders have connected with, explaining why they pursued connections with those</p>	<p>The application includes a description of the community outreach already completed, listing the community organizations the founders have connected with, offering some explanation about why they pursued</p>	<p>The application includes a plan for community outreach with a list of community organizations in the neighborhood where the school proposes to locate, although it may be unclear from the narrative what has been done and what</p>	<p>The application includes a list of community organizations in the neighborhood where the school proposes to locate, but does not outline a plan for outreach. There is little explanation about why connection with these organizations is</p>	

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<p>and what will be the nature of those partnerships? If any partnerships are already in place, provide evidence of support from the partner organization(s), community, and residents, such as letters of support and petitions. Evidence of support should be specific to the proposed school, relevant to the target community, and matched with the year that the charter school proposes to open.</p>	<p>organizations and outlining support for the school from key community organizations. There is a plan in place for ongoing engagement with these community organizations. The application also lists a number of community groups the school has partnerships with, as well as those the school is pursuing partnerships with, and discusses how these partnerships would benefit its students. The application includes letters of commitment from a number of community organizations that clearly outline the services, supports and benefits that will result from the partnership.</p>	<p>connections with those organizations and indicating support from community organizations. There is stated intent to continue engaging with these community organizations, although there may not be a plan in place. The application also lists the community groups the school has partnerships with, as well as those the school is pursuing partnerships with, and discusses how these partnerships would benefit its students. For any partnerships already in place, the application includes a letter of commitment from the partner organization.</p>	<p>has not been started. There is some explanation about why connection with these organizations is being pursued. The application may not list any community groups the school is pursuing partnerships with or it may not be clear why partnerships with those groups would benefit the school's students.</p>	<p>being pursued. The application may not list any community groups the school is pursuing partnerships with or it may not be clear why partnerships with those groups would benefit the school's students.</p>	
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<p>2.8 Describe efforts to date to market the school and recruit students who are representative of the racial and socioeconomic diversity of the community. Please indicate specifically how you have engaged families not currently attending City Schools. Demonstrate and quantify evidence of support from these families and detail your plans for further engagement with potential students and families. Which strategies have worked? Which haven't worked? What is the plan for student recruitment going forward? How will school staff reach students from 'harder to reach' families, including families of students with disabilities, EL students,</p>	<p>The application includes a detailed marketing and student recruitment plan with a clear timeline and benchmarks for meeting student enrollment targets (e.g., 60% of total projected student enrollment by end of first round choice). Application clearly demonstrates substantive interest from both existing and non-City Schools families alike, affirming their intent to enroll at the proposed school. Outreach and engagement efforts is robust and far-reaching. Recruitment strategies are varied and appropriate to the community within which the school proposes to locate and include thorough considerations for how to reach prospective families in a virtual, socially-distanced environment, including consideration for</p>	<p>The application includes a detailed marketing and student recruitment plan with a clear timeline. Recruitment strategies are varied and appropriate to the community within which the school proposes to locate and include considerations for how outreach efforts may be impacted by limited in-person contact in a virtual, socially distanced environment with some alternative, contactless options included. Application clearly demonstrates substantive interest from both existing and non-City Schools families alike. Outreach and engagement efforts is far-reaching. The application discusses which marketing and recruitment strategies have worked well to date and which have not, as well as what</p>	<p>The application includes a marketing and student recruitment plan with a high-level timeline. There are several marketing and recruitment strategies discussed, including some methods that do not require in-person contact with prospective families, although it is unclear whether they will be successful in the community within which the school proposes to locate. Applications demonstrates substantive outreach to non-City Schools families, but may not clearly indicate intent to enroll at the proposed school and outreach efforts may be limited in scope. The application discusses which marketing and recruitment strategies have worked well to date and which have</p>	<p>The application includes a cursory marketing and student recruitment plan. There are only one or two primary marketing and recruitment strategies discussed, and it is unclear whether they will be successful in the community within which the school proposes to locate. There has not been substantive outreach to families not currently enrolled at City Schools. The application does not provide a clear picture of which strategies have worked well to date and which have not, nor does it address adjustments to the plan going forward. There is little to no mention of outreach to 'harder to reach' families or how to reach prospective families in a virtual, socially-distanced environment. The</p>	
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<p>economically disadvantaged students, foster students, homeless students, etc.? If applying to convert an existing school to charter status, please indicate specifically how you have engaged families currently enrolled at the school as well as families who live in the zone but are not currently attending the school.</p>	<p>families with limited access to technology, unstable housing, or other hard-to-reach student populations. The application discusses which marketing and recruitment strategies have worked well to date and which have not, as well as what types of adjustments are being made to the plan going forward. There is specific attention to and a number of specific strategies in place to reach 'harder to reach' families. Conversion applications clearly demonstrate substantive interest from existing families, and outreach and engagement efforts with the current school community is robust and far-reaching.</p>	<p>types of adjustments are being made to the plan going forward. There is an attempt to address the issue of outreach to 'harder to reach' families, although plans to do so may be somewhat limited. Conversion applications clearly demonstrate substantive interest from existing families, and outreach and engagement efforts with the current school community is far-reaching.</p>	<p>not, but may not address adjustments to the plan going forward. There is little mention of outreach to 'harder to reach' families or the ideas provided to reach 'harder to reach' families reveal a lack of understanding of the obstacles to reaching them. Conversion applications clearly demonstrate substantive interest from existing families.</p>	<p>ideas provided reveal a lack of understanding of the obstacles to reaching them. For conversation applications, there has not been substantive outreach to families currently enrolled at the school.</p>	
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<p>2.9 How will the proposed school help increase City Schools' enrollment? Please describe your plan for attracting Baltimore City residents who do not currently attend City Schools.</p>	<p>This question is not scored by reviewers. However, if the application is approved the answer to this question will be incorporated as part of the school's charter.</p>				
<p>2.10 Describe the orientation plan for parents and other interested community members.</p>	<p>There is a clear orientation plan in place for parents and interested community members that spans student enrollment through at least the first month of the school year. The plan features a variety of ways to engage parents and prepare them for what the student experience at the school will be. It also displays a high degree of sensitivity to the constraints of parents' lives and schedules.</p>	<p>There is a clear orientation plan in place for parents and interested community members for the period leading up to the start of the school year. The plan features a variety of ways to engage parents and prepare them for what the student experience at the school will be. There is some sensitivity to the constraints of parents' lives and schedules.</p>	<p>There is an orientation plan in place for parents and interested community members for the period leading up to the start of the school year, although the plan may be limited to one or two methods of orienting them to the school. There may be little sensitivity to the constraints of parents' lives and schedules.</p>	<p>The application discusses a parent orientation event around the beginning of the school year. It may not be scheduled in a way that would maximize parent turnout.</p>	
<p>2.11 Outline the school's family engagement plan. a. How will school staff not just build but also maintain relationships with</p>	<p>The application provides a comprehensive family engagement plan that consistently goes well beyond typical one-time parent</p>	<p>The application provides a family engagement plan that often goes beyond typical one-time parent interactions (e.g., back-to-school night,</p>	<p>The application provides a family engagement plan that relies primarily on typical one-time parent interactions (e.g., back-to-school night, parent-</p>	<p>The application provides a family engagement plan that relies solely on typical one-time parent interactions (e.g., back-to-school night,</p>	

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<p>families that are focused on student learning with families? How will the school ensure parents and students receive accurate and accessible information on student progress? What role will the school leadership play? What role will teachers play? What roles will the parent organization play in the school's operation?</p> <p>b. How will school culture and family and community engagement be maintained in a virtual learning environment? What strategies will be used to keep students and families engaged and focused on learning?</p>	<p>interactions (e.g., back-to-school night, parent-teacher conferences). It includes all school staff, identifies points during the school year when it would be particularly helpful to engage families, and focuses primarily and explicitly on engagement around student learning and academic progress (rather than behavioral issues). This information is easily accessible to students and parents in a variety of ways. The application has laid out a comprehensive plan including multiple methods of ongoing, two-way stakeholder engagement in a virtual environment, with clear consideration for stakeholder access to technology and method for assessing efficacy of these approaches and</p>	<p>parent-teacher conferences). It specifically outlines the roles of the school leader and teachers in engaging families, includes a clear timeline for family engagement throughout the school year, and ensures that school staff are engaging families about student learning and academic progress, as well as behavioral issues. The school provides access to this information for students and parents. The application details a plan including multiple methods of ongoing, two-way stakeholder engagement in a virtual environment.</p>	<p>teacher conferences). While focused on what teachers will do to engage students' families, it may also provide some information about school leadership. There is little in the way of a timeline for family engagement strategies, and the focus might be more on behavioral issues with some mention of the importance of engaging families around student learning and academic progress as well. This information may not be easily accessible to students and parents. The application includes a plan for stakeholder engagement in a virtual environment. The plan may have limited modes of communication or lacks methods for encouraging two-way communication.</p>	<p>parent-teacher conferences). There is little detail about teacher or school leadership interactions with families and no timeline for engaging families either leading up to the start of school or during the school year. The application is lacking detailed consideration for how to maintain robust stakeholder engagement in a virtual environment.</p>	
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	adapting as new needs arise.				
2.12 Outline your plans for gauging parent satisfaction with the school and for disseminating findings about parent satisfaction.	This question is not scored by reviewers. However, if the application is approved the answer to this question will be incorporated as part of the school's charter.				
2.13 If a student's parent or guardian has a concern, what is the process for addressing and resolving that concern?	The application includes a sensitive, clear step-by-step process for addressing and resolving parent concerns, outlining who will communicate with the parent at the outset and exactly how and at what points concerns would be escalated to school leadership, the Board, etc.	The application includes a clear step-by-step process for addressing and resolving parent concerns, outlining who will communicate with the parent at the outset and exactly how and at what points concerns would be escalated to school leadership, the Board, etc.	The application includes a process for addressing and resolving parent concerns, although the process may have some gaps in it or it may be somewhat unclear who the parent should communicate with at what point.	The application states that concerns will be addressed by one party without providing any information about time frames for the school to respond or the roles that other school staff may play.	

SECTION 3. GOVERNANCE AND FINANCE					
	Exemplary	Satisfactory	Less than satisfactory	Unsatisfactory	RATING
Governance					

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<p>3.1 Describe the members of the founding group who are working together to apply for a charter. For each individual, please include the following:</p> <p>1) Qualifications for operating or overseeing a charter school, including experience and past success with development of academic programming, operations of a school or small business, or financial management;</p> <p>2) Any affiliation with an existing school, educational program, business, or non-profit organization.</p> <p>In the appendix, please include for each founding member a one-page resume, as well as completed affidavit, disclosure, and consent for background check forms.</p>	<p>The application includes a biography and resume (in the appendices) for each member of the founding group. There is thorough documentation of success from each member of the founding group in at least one essential component of opening and operating a new school (taken as a collective there is evidence of success in all of the key areas of opening and operating a new school): development of academic programming, operations of a school or small business, or financial management.</p> <p>If a consultant has been involved in writing this charter application, the consultant's roles and responsibilities are clearly outlined here, and the rationale for</p>	<p>The application includes a biography and resume (in the appendices) for each member of the founding group. There is documentation of success for most members of the founding group in at least one essential component of opening and operating a new school: development of academic programming, operations of a school or small business, or financial management.</p> <p>If a consultant has been involved in writing this charter application, the consultant's roles and responsibilities are clearly outlined here, and the rationale for bringing a consultant on board is also clearly outlined.</p>	<p>The application includes a biography and/or resume (in the appendices) for each member of the founding group. There is some documentation of success for members of the founding group in at least one essential component of opening and operating a new school: development of academic programming, operations of a school or small business, or financial management. However, founders may not have expertise covering all essential components.</p> <p>If a consultant has been involved in writing this charter application, it is acknowledged here, although it may be unclear what the consultant's roles and responsibilities were or why s/he was brought on board.</p>	<p>The application does not include biographies or resumes for each member of the founding group. There is little documentation of success for members of the founding group in at least one essential component of opening and operating a new school: development of academic programming, operations of a school or small business, or financial management. However, founders do not have expertise covering all essential components.</p> <p>If a consultant has been involved in writing this charter application, it is acknowledged here, although there is no discussion of how or why the consultant was engaged.</p>	
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<p>In addition, please disclose the involvement of any consultant to the founding group here. Be sure to address the consultant's roles and responsibilities in planning for, opening, and/or operation of the school, as well as the founding group's rationale for involving a consultant in this/these components.</p>	<p>bringing a consultant on board is clearly and persuasively outlined.</p>				
<p>3.2 Describe any plans for further recruitment of founding members of the school. What are the gaps that the founding group is attempting to fill?</p>	<p>This question is not scored by reviewers. However, if the application is approved the answer to this question will be incorporated as part of the school's charter.</p>				

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<p>3.3 How is the school organization structured to ensure a smooth and ordered transition from the planning phase to implementation? Describe the plan in detail.</p>	<p>The application outlines substantial continuity and overlap between the founding group and Board and school leadership in the months leading up to the opening of the school. There is also a plan in place with clear, specific steps for transitioning day-to-day management over the spring and summer before the school opens, including who will transition specific pieces of work to whom. The plan indicates how the founding group will continue to be available and involved after the Board and school staff members are in place.</p>	<p>The application outlines some continuity and overlap between the founding group and Board and school leadership in the months leading up to the opening of the school. There is also a plan in place that identifies steps for transitioning day-to-day management over the spring and summer before the school opens. The plan indicates how the founding group will continue to be available and involved after the Board and school staff members are in place.</p>	<p>The application outlines some continuity and overlap between the founding group and Board and school leadership in the months leading up to the opening of the school. There is high-level discussion about the large pieces of work that need to be transitioned from the founding group to school staff, although there may not be a timeline or much detail included.</p>	<p>The application indicates little continuity between the founding group and Board and school leadership in the months leading up to the opening of the school. There is high-level discussion about the large pieces of work that need to be transitioned from the founding group to school staff, although there are large and obvious gaps that leave critical pieces of work (e.g., development of curriculum or baseline testing) uncovered.</p>	
<p>3.4 List those who will serve on the school's Board of Directors. For each board member, please include evidence of his/her fitness for and value-add to the Board.</p>	<p>There is a complete list of those who will serve on the school's Board of Directors. For each Board member, there is clear, detailed, compelling evidence that this person will be</p>	<p>There is a complete list of those who will serve on the school's Board of Directors. For most Board members, there is clear, detailed, compelling evidence that this person will be</p>	<p>There is a complete list of those who will serve on the school's Board of Directors. However, the application makes a clear, persuasive case about fitness for the</p>	<p>There is a list of those who will serve on the school's Board of Directors; however, it is unclear whether the list is complete. There is little evidence that the Board members</p>	

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	a valuable contributor to the Board.	a valuable contributor to the Board.	Board for only some of the Board members listed.	listed will contribute to the Board and the school's success.	
3.5 How were/are Board members recruited and selected? Please provide the school's Board recruitment plan, as well as an outline of the selection criteria and process for Board members. How are parents involved in selecting the school's Board members? Outline the orientation and training program for incoming Board members.	The application outlines a recruitment plan for Board members that includes appropriate strategies for building a strong pool and an aggressive timeline. There is an outline of a rigorous selection process and selection criteria aligned to the skills and qualities needed to be effective in the role. There is a clear orientation plan outlined for new Board members that begins in year zero and continues through the start of the school's first year. The plan includes a variety of ways for the new Board member to engage with various stakeholders (e.g., parents, staff, school leadership) to learn about the school from multiple perspectives and prepare him/her	The application outlines a recruitment plan for Board members that includes appropriate strategies for building a strong pool. There is an outline of a selection process and selection criteria aligned to the skills and qualities needed to be effective in the role. There is an orientation plan outlined for new Board members that begins in year zero and continues through the start of the school's first year. The plan includes a couple of opportunities for the new Board member to interact with various stakeholders (e.g., parents, staff, school leadership) to learn about the school from multiple perspectives and prepare him/her for active oversight	The application outlines a recruitment plan for Board members that includes a couple of strategies. There is an outline of a selection process and selection criteria, although it is unclear whether they are aligned to the skills and qualities needed to be effective in the role. There is an orientation plan outlined for new Board members although it is lacking in detail, including a timeline. The plan includes mostly singular opportunities for the new Board member to interact with various stakeholders (e.g., parents, staff, school leadership) to learn about the school from multiple perspectives.	The application lists a couple of ways the Board might go about finding Board members, although there is no clear rationale for use of these strategies. The selection process and criteria outlined are lacking in detail and/or not aligned to any skills or qualities needed to be effective in the role. There is no orientation plan for new Board members included here or the plan orientation included is so lacking in detail as to be useless.	

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	for active oversight and engagement as a Board member.	and engagement as a Board member.			
3.6 Outline the roles and responsibilities of the school's Board of Directors, specifically addressing how the Board will interact with school administrators and staff and students' parents. How will this group work together to ensure that it has the knowledge and capacity to 1) Oversee and evaluate the school leader. Who will manage the school leader? What will those interactions look like and how frequent will they be? Who will evaluate the principal, and how will s/he be	The roles and responsibilities included for the school's Board of Directors are clear, detailed, and demonstrate a strong understanding that the Board is ultimately responsible for the successful operation of the school. The plan for oversight of the principal specifies who will manage and evaluate the principal and what that management and evaluation will look like. There is clearly expertise on the Board sufficient to ensure effective management of the school	The roles and responsibilities included for the school's Board of Directors are detailed and demonstrate an understanding that the Board is ultimately responsible for the successful operation of the school. The plan for oversight of the principal specifies who will manage and evaluate the principal and how the principal will be evaluated. There is clearly expertise on the Board sufficient to ensure management of the school leadership, oversight of the academic program,	The roles and responsibilities included for the school's Board of Directors may be in lacking in detail and/or it may not be sufficiently clear from the application that the Board understands its ultimate responsibility for the successful operation of the school. The plan for oversight of the principal may state that the Board will oversee the principal, without specifying a person. There is a lack of detail about how the school leader will be managed and evaluated. Board	The roles and responsibilities included for the school's Board of Directors lack detail and/or demonstrate poor understanding of the Board's ultimate responsibility for the successful operation of the school. There is no clear plan articulated for management and evaluation of the principal. There are some areas where the Board has responsibility for oversight where there is little to no expertise among Board members (e.g., no one management or financial experience or	

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<p>evaluated? 2) Oversee the successful development and implementation of the academic program outlined in this application? 3) Oversee the effective management of public funds? 4) Ensure that the school meets its legal obligations? 5) Carry out its responsibilities in accordance with the laws governing non-profits? 6) Ensure the ongoing operation of a high-quality school?</p>	<p>leadership, oversight of the academic program, oversight of public funds, and ongoing operation of a high-quality school. There is legal expertise on the Board sufficient to ensure that the school meets its legal obligations and carries out its responsibilities under the law governing non-profits. The application outlines the processes and structures the Board members will use to work together to ensure that all components of the school are working together effectively and efficiently. These include, but are not limited to, Board meetings.</p>	<p>oversight of public funds, and ongoing operation of a high-quality school. There is legal expertise on the Board sufficient to ensure that the school meets its legal obligations and carries out its responsibilities under the law governing non-profits. The application outlines the processes and structures the Board members will use to work together to ensure that all components of the school are working together effectively and efficiently. Board meetings are the primary mechanism outlined here.</p>	<p>members' areas of expertise may cover most, but not all of, the following areas: management of school leadership, oversight of the academic program, oversight of public funds, and ongoing operation of a high-quality school. There is legal expertise on the Board sufficient to ensure that the school meets its legal obligations and carries out its responsibilities under the law governing non-profits. The application states that Board members will work together during their Board meetings to ensure appropriate oversight of the school and its operations.</p>	<p>expertise). The application may state that Board members will work together during their Board meetings to ensure appropriate oversight of the school and its operations, but there is no evidence that this Board can accomplish this - either because of lack of expertise on the Board or because of lack of detail about how the Board will work together during Board meetings to effectively oversee the school and its operations.</p>	
<p>3.7 Provide a detailed organizational chart for the school, including school staff, operator staff, the school's Board of Directors and City Schools that</p>	<p>The organizational chart for this school is clear, detailed, and thoughtful. It includes the Board of Directors, City Schools, and school leadership and staff. Reporting lines</p>	<p>The organizational chart for this school is clear and detailed. It includes the Board of Directors, City Schools, and school leadership and staff. Reporting lines and</p>	<p>The organizational chart for this school is complete, although it may be lacking in detail. It includes the Board of Directors, City Schools, and school leadership and</p>	<p>The organizational chart for this school is incomplete and lacks detail. It includes the Board of Directors and school leadership but may not outline how those parties will</p>	

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<p>demonstrates lines of reporting, responsibility and communication. If affiliated with an EMO, umbrella organization, or if organization runs other schools, please include a detailed description of the how the larger organization relates in the organizational chart as well.</p>	<p>and lines of communication are clearly marked on the chart and the relationships indicated make sense.</p>	<p>lines of communication are included on the chart and the relationships indicated make sense.</p>	<p>staff. Reporting lines and lines of communication may not be entirely clearly marked on the chart and/or the relationships indicated may not make sense.</p>	<p>interact with City Schools or with school staff. Reporting lines and lines of communication are either unclear or missing from the chart.</p>	
<p>3.8 Please describe the staffing model of the operating organization, to include all staff who will work in the school who are not City Schools employees, detailing their roles and description of responsibilities and services provided. Please also indicate what percentage the total fees, salaries or other costs represent as a part of the per pupil revenue. Also, if the school will contract with an Education</p>	<p>This question is not scored by reviewers. However, if the application is approved the answer to this question will be incorporated as part of the school's charter.</p>				

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<p>Management Organization (EMO), or any external entity contracted to play a role in school operations, please indicate the amount of any fees that will be paid to the EMO and the cost of any organization staff salaries that will be paid for by the school and show as a percentage of the per pupil revenue.</p>					
<p>3.9 Provide a decision-making matrix that illustrates how the Board of Directors will develop policies and make decisions about the operation of the school. (See also 2.6 about decision-making practice at the school.)</p>	<p>The application includes a clearly delineated decision matrix demonstrating how the Board of Directors will develop policies and make decisions about the operation of the school. The process outlined and people involved in each make sense. It is clear who will be engaged at each step, and there is ample time built in for review and comment before a final decision</p>	<p>The application includes a clearly delineated decision matrix demonstrating how the Board of Directors will develop policies and make decisions about the operation of the school. The process outlined and people involved in each usually make sense. It is clear who will be engaged at each step, and there is some time built in for review and comment before a final</p>	<p>The application includes a decision matrix demonstrating how the Board of Directors will develop policies and make decisions about the operation of the school. The process outlined is fairly clear but the people involved may not always make sense. There is some time built in for review and comment before a final decision is made or policy developed.</p>	<p>The application includes a decision matrix demonstrating how the Board of Directors will develop policies and make decisions about the operation of the school, although the process outlined and/or the people involved are not clear. There is little time built in for review and comment before a final decision is made or policy developed.</p>	

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	is made or policy developed.	decision is made or policy developed.			
3.10 What is the term of office for the proposed school's Board of Directors? What is the process for transitioning members on and off of the Board?	The term of office for the school's Board of Directors is both finite and reasonable. The process for transitioning members on and off the Board is clear, transparent, and reasonable.	The term of office for the school's Board of Directors is both finite and reasonable. The process for transitioning members on and off of the Board is mostly transparent and reasonable.	The term of office for the school's Board of Directors is both finite, although a term may be extraordinarily long, or Board members may be permitted an extraordinary number of terms. The process for transitioning members on and off of the Board requires further explanation.	The term of office for the school's Board of Directors is unlimited. There is no clear process for transitioning members on and off of the Board.	
<i>Budget and Finance</i>					

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<p>3.11 Based on projected enrollment and per-pupil funding allocations, identify the total amount of per-pupil funding the school anticipates from City Schools. (The FY23 per pupil base starting place is \$6,615. In addition to the base per pupil funding and because schools receive funding based on the characteristics of the students they serve, charters/contract schools receive a mix of funding and services for students according to characteristics such as students with disabilities and English Learners)What is the contingency plan for cash flow in the event that per-pupil allocations are not available as early as expected or come in lower than expected, or the school experiences some</p>	<p>The application's budget includes a conservative, realistic estimate of the amount of per-pupil funding the school anticipates receiving. The application acknowledges that this is an estimate and outlines clear, realistic contingency plans for cash flow, including firm commitments for other revenues and identification of potential cost savings.</p>	<p>The application's budget includes a realistic estimate of the amount of per-pupil funding the school anticipates receiving. It also outlines clear contingency plans for cash flow, primarily in the form of commitments for other revenues.</p>	<p>The application's budget includes an optimistic estimate of the amount of per-pupil funding the school anticipates receiving. It also identifies contingency plans for cash flow, primarily in the form of other revenues, although the school may not have commitments in hand.</p>	<p>The application's budget includes an unrealistic estimate of the amount of per-pupil funding the school anticipates receiving. If contingency plans for cash flow are included, they inadequate and/or unrealistic.</p>	
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other financial shortfall?					
3.12 Detail any additional funding or in-kind donations of goods or services expected to be available for planning, start-up, and operation of the school. Please include amounts, sources, and timing of funding. Provide substantiation for any grant or loan amounts that will be used to support the school. Describe any fundraising efforts intended to generate additional capital.	The school has multiple additional funding sources lined up with evidence of commitment from each. The application provides specific information about the amount and projected timing of additional funding. There is also a comprehensive fundraising plan in place for the term of the contract that demonstrates a strong understanding of the philanthropic context in Baltimore.	The school has additional funding sources lined up with some evidence of commitment. The application provides specific information about the amount and projected timing of additional funding. There is also a fundraising plan in place for the term of the contract that demonstrates an understanding of the philanthropic context in Baltimore.	The school has plans to pursue additional funding, although it may not yet have any commitments. The application provides information about the amount of additional funding being pursued, although there is little evidence of thought about when funding would need to be in hand. There is a fundraising plan in place for the at least the first year of operation.	The school has either unrealistic plans to pursue additional funding, or no real plan is outlined in the application. The application provides minimal information about the amount of additional funding being pursued. There is no real fundraising plan in place.	

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<p>3.13 Provide a detailed overview of the school's budget, including pre-operational costs and estimated revenues and expenditures for the contract term. Make sure to address the following:</p> <p>1) Explanation of key budget assumptions underlying the budget projections. Specifically, explain how the budget aligns with and supports the educational program. In the explanation on key assumption please include new considers; for example how will the school ensure its staff is equipped with the technology and tools necessary to teaching in a virtual and hybrid learning environment, in addition to having everything needed to implement the program?</p> <p>2) If the school anticipates incurring</p>	<p>The application features a transparent explanation of a school budget that clearly balances. Major revenues and expenditures are outlined clearly. The application explicitly and persuasively addresses how the budget aligns with and supports the educational program. All components of the educational program are covered in this budget. If applicable, the budget includes a clear repayment plan and schedule for any debt incurred. All budget worksheets are attached and are complete and correct. The school has budgeted for providing appropriate technology to its staff to teach in a virtual environment and has a plan to develop staff skills in preparation for a virtual environment with</p>	<p>The application includes an explanation of a school budget that clearly balances. Major revenues and expenditures are outlined. The application explicitly addresses how the budget aligns with and supports the educational program. All components of the educational program are covered in this budget. If applicable, the budget includes a clear repayment plan and schedule for any debt incurred. All budget worksheets are attached and are complete and correct. The school has budgeted for providing appropriate technology to its staff to teach in a virtual environment and has a plan to develop staff skills in preparation for a virtual environment.</p>	<p>The application includes an explanation of the school's budget, although it is somewhat unclear how it balances. Major revenues and expenditures are outlined. The application addresses how the budget supports the educational program, but it may not be clear how all elements of the educational program are funded. If applicable, the budget includes a repayment plan and schedule for any debt incurred. All budget worksheets are attached and are complete. The school has budgeted for providing appropriate technology to its staff to teach in a virtual environment but may not have a clear plan or the plan has significant weaknesses and thus is not likely to adequately prepare</p>	<p>The application does not include an adequate explanation of the school's budget and/or the budget does not balance. Major revenues and expenditures are not outlined. The application does not adequately explain how the budget supports the educational program. Budget worksheets are not completed correctly. The application acknowledges the need to prepare staff for a virtual environment but does not have a budget or plan to do so.</p>	
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<p>debt for any reason (e.g., the acquisition of its facility), the budget must address the schedule for debt repayment, and the budget narrative should outline the repayment plan. (See 4.9 and 4.10 for more detail about plans for the facility.) 3) Complete and attach the budget worksheets provided.</p>	<p>fidelity to the model and based on best practices.</p>		<p>staff for a virtual environment.</p>		
<p>3.14 Describe financing plans for acquisition and renovation of the facility. (See 4.9 and 4.10 for more detail about plans for the facility.)</p>	<p>The application identifies a facility and outlines a comprehensive and realistic financing plan for acquisition of that facility within the appropriate time frame. It also details any renovation work that may need to be completed in order for the facility to serve students in the way that the school proposes, and the financing plan includes sufficient funding to undertake</p>	<p>The application identifies a facility and outlines a comprehensive and ambitious but realistic financing plan for acquisition of that facility within the appropriate time frame. It provides some information about the scope of work, including any renovation work that needs to be completed in order for the facility to serve students in the way that the school proposes, and</p>	<p>The application provides a general financing plan for acquiring and renovating a school-appropriate facility in Baltimore City without being specific about the space it is pursuing. The financing plan outlines realistic funding for acquisition of a space, but there may be little in the plan allocated for work to ready the building or renovations.</p>	<p>The application may provide a very general picture of the financing needed to acquire a school-appropriate facility in Baltimore City, although the description does not inspire confidence that the school will be able to complete acquisition much less any needed building work or renovations within an appropriate time frame for faculty and student use of the school.</p>	

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	and complete any needed renovations well before faculty and students would use the building.	the financing plan includes funding earmarked to complete any needed renovations.			
3.15 Who will be responsible for managing the school's finances on a regular/consistent basis? Outline the skills and experience required for this position.	The application identifies the person/role responsible for managing the school's finances on a regular/consistent basis. It specifies that the role requires accounting experience for a small business or non-profit.	The application identifies the person/role responsible for managing the school's finances on a regular/consistent basis. It clearly articulates skills in line with those a certified accountant would have and requires some experience working with either a small business or non-profit.	The application identifies the person/role responsible for managing the school's finances on a regular/consistent basis. It articulates some skills and experience in line with those a certified accountant would have.	The application states that there will be someone responsible for managing the school's finances on a regular/consistent basis but does not specify a role or person.	
3.16 Describe and/or provide examples of the financial management mechanisms the school will have in place to ensure alignment with academic programming and transparency in reporting to key stakeholders like the school's Board of Directors, the district,	The application describes and provides examples of the financial management mechanisms the school will have in place, including (but not limited to) a pro forma quarterly budget report or financial statement that reflects revenues and expenses and demonstrates how the budget's support	The application describes or provides examples of the financial management mechanisms the school will have in place, including (but not limited to) a pro forma quarterly budget report or financial statement that reflects revenues and expenses and demonstrates how the budget's support	The application describes or provides examples of the financial management mechanisms the school will have in place, but the descriptions or examples provided are not complete or it is not clear how these tools will track the budget's alignment to planned academic programming. The	The application does not clearly describe or provide usable examples of the financial management mechanisms the school will have in place. If the application addresses how and when financial reporting to its Board of Directors and to City Schools will	

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<p>etc. (e.g., a pro forma quarterly report or financial statement, for example).</p>	<p>of and alignment to academic programming will be tracked. The application details how and when financial reporting to its Board of Directors and to City Schools will happen. Additional financial management mechanisms described in detail or provided include projected rate of spending, a position management tracker, a balance sheet, and a profit & loss statement.</p>	<p>of and alignment to academic programming will be tracked. The application outlines how and when financial reporting to its Board of Directors and to City Schools will happen. Additional financial management mechanisms described in detail or provided may include projected rate of spending, a position management tracker, a balance sheet, and a profit & loss statement.</p>	<p>application may address how and when financial reporting to its Board of Directors and to City Schools will happen, although reporting may be at infrequent intervals. The application may not include descriptions or examples of other financial management mechanisms or descriptions OR examples of additional mechanisms may be unclear or incomplete.</p>	<p>happen, it is infrequently.</p>	
<p><i>Partner Organizations or Replication Applications</i></p>					
<p>3.17 If the entity applying has operated other schools in Baltimore or elsewhere, please describe the track record of the organization in operating other schools including a description of the enrollment, grade configuration, location, demographics of the</p>	<p>There is <i>thorough</i> documentation of a track record of success from the EMO around academic programming, school operations, and financial management. Its performance would place it in the highly effective or effective category for each area based on the renewal rubric. The EMO's</p>	<p>There is documentation of a track record of success from the EMO around academic programming, school operations, and financial management. Its performance would place it in the effective category for each area based on the renewal rubric. The EMO's policies and practices</p>	<p>There is <i>some</i> documentation of success from the EMO around the essential components of opening and operating a school: development of academic programming, school operations, and financial management. However, the EMO may not be able to demonstrate expertise</p>	<p>There is <i>little to no</i> documentation of success from the EMO around the essential components of opening and operating a school: development of academic programming, school operations, and financial management.</p>	

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<p>other school(s) as well as the outcomes including academic, climate and governance outcomes. Why does this record support your current application for another charter school?</p>	<p>policies and practices previously and/or elsewhere are <i>directly</i> linked in the application to <i>significant</i> positive outcomes for students.</p>	<p>previously and/or elsewhere are linked in the application to positive outcomes for students.</p>	<p>with all essential components, and/or its performance in one or more of the areas would place it in the developing category based on the renewal rubric.</p>		
<p>3.18 If the EMO has ever had a school closed or its contract to operate a school terminated, or if the EMO has opted to close or terminate its contract for one of its schools, please provide an explanation of the situation.</p>	<p>The EMO has not had a school closed or contract terminated by an authorizer OR if it has had a school closed or contract terminated, or the EMO has opted to close or terminate, there is ample explanation of lessons learned, how the EMO is operating differently, and improved outcomes as a result. Any closing or termination was not the result of negligence, mismanagement, or violation of the law.</p>	<p>The EMO has not had a school closed or contract terminated by an authorizer OR if it has had a school closed or contract terminated, or the EMO has opted to close or terminate, there is ample explanation of lessons learned and how the EMO is operating differently. Any closing or termination was not the result of negligence, mismanagement, or violation of the law.</p>	<p>The EMO has not had a school closed or contract terminated by an authorizer OR if it has had a school closed or contract terminated, or the EMO has opted to close or terminate, there is some explanation of lessons learned. Any closing or termination was not the result of negligence, mismanagement, or violation of the law.</p>	<p>The EMO has had a school closed or contract terminated by an authorizer. There is little to no indication in the application that the EMO has learned from the experience and put measures in place to prevent any future closings or terminations, OR the reason for termination/closure was based on negligence, mismanagement, or violation of law.</p>	
<p>3.19 If the school will be affiliated with an educational management organization or</p>	<p>If applicable, the application includes a clear description of the proposed contract between the school</p>	<p>If applicable, the application includes a clear description of the proposed contract between the school</p>	<p>If applicable, the application includes a description of the proposed contract between the school</p>	<p>If applicable, the application includes a description of the proposed contract between the school</p>	

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partner organization, please describe the proposed contract, including roles and responsibilities, payment structure, investment disclosure, performance evaluation measures, and conditions for renewal or termination.	and the EMO. It provides a detailed description of the roles and responsibilities of the EMO, as well as the cost for all resources provided by the EMO and the payment plan for those resources. There is a comprehensive set of ambitious performance evaluation measures in place, and conditions for renewal or termination are fair and clearly outlined.	and the EMO. It provides a description of the roles and responsibilities of the EMO, as well as the cost for all resources provided by the EMO and the payment plan for those resources. There is a set of ambitious performance evaluation measures in place, and conditions for renewal or termination are clearly outlined.	and the EMO. It provides a description of the roles and responsibilities of the EMO, although as well as the cost for all resources provided by the EMO, although there may be gaps or lack of detail in some of what is described here. There is a set of performance evaluation measures in place, although it may not be clear what the conditions are for renewal or termination.	and the EMO. It lacks detail in providing a description of the roles and responsibilities of the EMO and/or the cost for resources provided by the EMO. It is unclear how the EMO's performance will be evaluated and on what basis renewal or termination might be decided.	
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SECTION 4. OPERATIONS					
	Exemplary	Satisfactory	Less than satisfactory	Unsatisfactory	RATING
4.1 Provide a clear and detailed work plan for the period between approval of a charter and the opening of school. What are the big milestones you would need to hit to be ready for the opening of school and the dates by which you need to hit each milestone? What are the action steps that need to	There is a detailed and ambitious but realistic work plan outlined for the period from approval of the charter to the opening of school that includes staffing and orientation; facilities acquisition	There is a detailed, realistic work plan outlined for the period from approval of the charter to the opening of school that includes staffing; facilities acquisition and renovation; and	There is a high-level work plan outlined for the period from approval of the charter to the opening of school that includes staffing; facilities acquisition; and some development of academic	The work plan outlined in this application is lacking in detail. There are large gaps in what it covers (for example, it may address facilities acquisition but not staffing or development of academic	

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<p>be taken to hit those milestones? What resources - financial or human - will be involved in each of those steps?</p>	<p>and renovation; and curriculum, assessment, culture, and systems development. The milestones that need to be hit are clearly stated. There are specific actions outlined in order to hit each milestone. Each action item has a clear owner, and all appropriate financial or human resources needed to complete the action are clearly identified.</p>	<p>curriculum, assessment, culture, and systems development. The milestones that need to be hit are easily identifiable. There are specific actions outlined in order to hit each milestone. Each action item has a clear owner, and appropriate financial or human resources needed to complete the action are usually identified.</p>	<p>programming and systems. The milestones that need to be hit are identifiable, but the plan lacks specifics around the steps needed to hit each milestone. It may be unclear who owns each action item or what financial or human resources are needed to complete the actions outlined.</p>	<p>programming). It is unclear what the milestones are that the school believes it needs to hit before opening. Information about who owns each action item and/or the resources needed to complete action items is also inadequate.</p>	
<p>4.2 Provide a calendar for the school year, as well as a map of what the school day will look like for both a typical teacher and a student. Outline your rationale for this structure. (If the proposed calendar or length of school day will vary from City Schools' calendar or school day, you must submit a waiver request. Your budget must support any expenses associated with additional time.)</p>	<p>The application outlines in some detail a calendar for the school year and schedule for the school day that maximizes instructional time. Use of the calendar and schedule are backed by evidence of success with these structures from previous experience using them with a similar student population and/or</p>	<p>The application outlines a calendar for the school year and schedule for the school day that maximizes instructional time. Use of the calendar and schedule are backed by positive experience using them with a similar student population and/or by a body of research demonstrating promise with</p>	<p>The application outlines a calendar for the school year and schedule for the school day, although priority may not always be given to instructional time. Use of the calendar and schedule are backed by some experience using them with a similar student population, although evidence of success may be limited, and/or by a</p>	<p>The application outlines a calendar for the school year and schedule for the school day that are wholly lacking in specifics. There is little thought evident in the rationale provided for their use.</p>	

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	by a body of research demonstrating success with populations similar to the school's target student population.	populations similar to the school's target student population.	body of research demonstrating promise.		
4.3 Outline your staffing plan for the school, including the number of staff members, their positions, and the student to teacher ratio for each year of the proposed contract. Provide job descriptions, recruitment plans, outline of the selection process and selection criteria for the school's teaching and support staff. Describe the highest-priority skills and qualities sought for the school's teachers, as well as the recruitment measures you will take to find a diverse group of applicants with those skills and qualities and the ways you will get at them through the selection process.	The application includes a detailed staffing plan for the school that includes the number of staff members being hired, their positions, appropriate strategies for building a strong applicant pool for each position, and an aggressive timeline. For each role, there is a detailed job description that accurately represents the role, a recruitment plan that includes appropriate strategies for building a strong pool and may include an aggressive timeline. For each role, there is an outline of a	The application includes a detailed staffing plan for the school that includes the number of staff members being hired, their positions, a variety of recruitment strategies, and an ambitious timeline. For each role, there is a detailed job description that accurately represents the role, a recruitment plan that includes a variety of strategies, and may include an ambitious timeline. For each role, there is an outline of a multi-step selection process that attempts to identify a diverse group of applicants	The application includes a staffing plan for the school that includes the number of staff members being hired and their positions. The recruitment piece of the plan may be focused on one or two strategies without a persuasive rationale for the limited scope. The timeline may be somewhat unclear or there may not be a sense of urgency applied to it. For each role, there is a job description and a recruitment plan. The job description may be sparse or somewhat inaccurate. The recruitment plan is	The application includes a staffing plan for the school that includes the number of staff members being hired, although there may be little information about their positions. If included, the recruitment piece of the plan is unclear and/or too general. There is no timeline included. For each role, there is a job description and a recruitment plan. The job description includes little to no information about the nature of the work or qualities and skills necessary, or it may include inaccurate	

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	<p>rigorous selection process that will clearly identify a diverse group of applicants, including methods for assessing candidates' skills and qualities (such as panel interviews, model lessons, classroom observations, etc.) and selection criteria aligned to the skills and qualities needed to be effective in the role.</p>	<p>and selection criteria mostly aligned to the skills and qualities needed to be effective in the role.</p>	<p>focused on one or two strategies without a persuasive rationale for the limited scope. If a recruitment timeline is included, it may be somewhat unclear or there may not be a sense of urgency applied to it. The selection process and criteria included in the application are more general and may not be cognizant of identifying a diverse group of applicants; there is little specificity about the role each is applied to. While the application determines who will evaluate each of these roles, the evaluation criteria may be somewhat unclear.</p>	<p>information. The recruitment plan is unclear and/or too general. The selection process and criteria included in the application are not specific to the roles listed and do not attempt to identify a diverse group of applicants. The application may determine who will evaluate each of these roles but fails to include clear evaluation criteria.</p>	
<p>4.4 Please provide the names of those who will hold the following (or equivalent) positions in the school, if hired, as well as evidence</p>	<p>The application provides the names of those who will fill each position along with strong evidence</p>	<p>The application provides the names of those who will fill each position along with some evidence</p>	<p>The application provides the names of those who will fill each position along with a description of</p>	<p>The application provides the names of those who will fill each position with a limited description of</p>	

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<p>that each is the right fit for the role s/he will fill:</p> <ul style="list-style-type: none"> a. Principal/School Leader b. Executive director c. Curriculum lead d. Business officer e. Legal counsel 	<p>of past success in a similar role.</p>	<p>of past success in a similar role.</p>	<p>their prior experience that may not articulate evidence of past success in a similar role.</p>	<p>their prior experience. There is little to no discussion of past success in a similar role.</p>	
<p>4.5 How were the people who fill these roles selected? How will they be evaluated and by whom? If these roles have not yet been filled, please provide job descriptions, recruitment plans, outline of the selection process and selection criteria for each.</p>	<p>For any roles that have not been filled, there is a detailed job description that accurately represents the role, a recruitment plan that includes appropriate strategies for building a strong pool and an aggressive timeline.</p> <p>For each position, there is an outline of a rigorous selection process and selection criteria aligned to the skills and qualities needed to be effective in the role. The application determines who will evaluate each of these roles and</p>	<p>For any roles that have not been filled, there is a detailed job description that accurately represents the role, a recruitment plan that includes a variety of strategies and an ambitious timeline.</p> <p>For each position, there is an outline of a multi-step selection process and selection criteria mostly aligned to the skills and qualities needed to be effective in the role. The application determines who will evaluate each of these roles and includes evaluation criteria mostly</p>	<p>For any roles that have not been filled, there is a job description and a recruitment plan. The job description may be sparse or somewhat inaccurate. The recruitment plan may be focused on one or two strategies without a persuasive rationale for the limited scope. The recruitment timeline may be somewhat unclear or there may not be a sense of urgency applied to it.</p> <p>The selection process and criteria included in the application may be somewhat</p>	<p>For any roles that have not been filled, there is a job description and a recruitment plan. The job description includes little to no information about the nature of the work or qualities and skills necessary, or it may include inaccurate information. The recruitment plan is unclear and/or too general, and there is no timeline included.</p> <p>The selection process and criteria included in the application may be very general and not at all specific to any of the roles</p>	

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	includes evaluation criteria aligned to the selection criteria.	aligned to the selection criteria.	general, and the application attempts to apply them to all of the roles listed. The application determines who will evaluate each of these roles and includes evaluation criteria that may be somewhat unclear.	listed. The application determines who will evaluate each of these roles but fails to include clear evaluation criteria.	
<p>4.6 Describe your plans in detail for developing and implementing an effective professional development program at the school. Please describe the content, frequency, and timing of your current professional development plan and the plan for creating future professional development programming. This should include a detailed timeline of ongoing professional development opportunities (e.g., weekly, monthly, quarterly) covering the entire year, and should be cognizant of the district's systemic PD days. How will content be determined over time to adapt to the needs of the school, students and</p>	<p>There is a clear plan in place for developing and implementing high-quality professional development programming at the school. The plan includes a clear lead on coordinating PD opportunities but involves staff input in determining the content, frequency and timing of PD. Content will be determined by analysis of assessment data, as well as educator and student needs. Goals of the PD include increasing and</p>	<p>There is a clear plan in place for developing and implementing high-quality professional development programming at the school. The plan includes a clear lead on coordinating PD opportunities but involves staff input in determining the content, frequency and timing of PD and development of PD offerings. Content will be determined by analysis of assessment data, as well as educator and student needs, the</p>	<p>There is a plan in place for developing and implementing professional development programming at the school. The school leader and/or other academic lead will determine the content, frequency and timing of PD and develop PD offerings. It is somewhat unclear how content will be determined. PD opportunities will usually be led by the school's academic lead. There is an attempt to outline an evaluation</p>	<p>The application discusses professional development for teachers but there is no coherent plan in place for how it will be developed or implemented.</p>	

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<p>staff? How will staff be developed to deliver unique aspects of the school's programming? How will effectiveness of the school's PD programming be measured? Note: There are certain district-led professional development opportunities that are mandatory for staff.</p>	<p>improving the school's knowledge base of effective practice. PD opportunities will be led by persons with particular expertise in the content and delivered in a variety of grade appropriate ways (including individual job-embedded PD opportunities). One component of the plan is an evaluation of the effectiveness of each PD opportunity based both on student learning gains and measured instructional improvement.</p>	<p>school's knowledge base of effective practice. PD opportunities will usually be led by faculty with particular expertise in the content and delivered in a variety of grade appropriate ways (including individual job-embedded PD opportunities). One component of the plan is an evaluation of the effectiveness of each PD opportunity based both on student learning gains and measured instructional improvement.</p>	<p>component of PD opportunities for effectiveness, but it may not be clear what the measures will be.</p>		
<p>4.7 If the school's staffing plan includes use of volunteers, please explain the role they will play, as well as how they will be recruited, trained, and supervised.</p>	<p>This question is not scored by reviewers. However, if the application is approved the answer to this question will be incorporated as part of the school's charter.</p>				
<p><i>Facility</i></p>					

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<p>4.8 If a facility has been identified, please provide a description of the facility, including the number and size of classrooms, common areas (e.g., library, gymnasium, cafeteria, auditorium, etc.), and recreational space. How will the facility meet the needs of students with physical disabilities?</p>	<p>If a facility has been identified, the application provides a clear and specific description of the facility and outlines how it will serve the target student population. There is sufficient classroom space for the number of students the school aims to serve. The application also outlines the common areas and recreational spaces available and their potential uses, and these align to the school's mission and vision for the target student population. This application explicitly addresses how the facility will meet the needs of students with physical disabilities.</p>	<p>If a facility has been identified, the application provides a clear description of the facility. There is sufficient classroom space for the number of students the school aims to serve. The application also outlines the common areas and recreational spaces available and their potential uses. This application explicitly addresses how the facility will meet the needs of students with physical disabilities.</p>	<p>If a facility has been identified, the application provides a description of the facility, although it may be unclear from the description whether the classroom space available is sufficient for the number of students the school expects to enroll. The application indicates that there are common areas and recreational spaces on the site, but may not enumerate them or provide much detail about their potential use. This application states that the facility will meet the needs of students with physical disabilities, although it may not be clear how it will do so.</p>	<p>The description of the facility included in this application is lacking in detail. It is difficult to tell whether there is enough classroom space for the number of students the school proposes to serve, and there is little to no information about common spaces or recreational areas. This application may state that the facility will meet the needs of students with physical disabilities, but it does not specify how it will do so.</p>	
<p>4.9 Outline the measures the school will need to make the identified facility an appropriate space for a school. (See 3.12 and 3.13 for</p>	<p>If applicable, the application includes a clear and specific plan for the changes that need to be made</p>	<p>If applicable, the application includes a plan for specific changes that need to be made to the</p>	<p>If applicable, the application includes a plan for changes that need to be made to the facility before</p>	<p>If applicable, the plan outlining changes that need to be made to the facility before the school opens is</p>	

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<p>information around budgeting and financing for the facility.)</p>	<p>to the facility before the school opens and an ambitious but realistic timetable for the changes.</p>	<p>facility before the school opens and an ambitious timetable for the changes.</p>	<p>the school opens and a basic timetable for the changes.</p>	<p>incomplete and/or lacking in specifics. There is no timetable outlined for the changes.</p>	
<p>4.10 Outline any plans for construction or renovation, including the work to be done, as well as the timeline and cost for doing it. (See 3.12 and 3.13 for information around budgeting and financing for the facility.)</p>	<p>If applicable, the application includes a detailed breakdown of construction and/or renovation plans for the facility. The timeline outlined for this work is clear and specific and has completion of any construction or renovation completed well before the opening of the school. The costs outlined for any construction or renovations are reasonable and have been included in the school's budget for year zero.</p>	<p>If applicable, the application includes a detailed breakdown of construction and/or renovation plans for the facility. The timeline outlined for this work is clear and specific. The costs outlined for any construction or renovations are reasonable and have been included in the school's budget for year zero.</p>	<p>If applicable, the application includes a general description of construction and/or renovation plans for the facility. The timeline outlined for this work is clear but may be lacking in detail. The costs outlined for any construction have been included in the school's budget for year zero.</p>	<p>If applicable, the application includes a description of construction and/or renovation plans for the facility that is largely unclear. The timeline outlined for this work is unrealistic or incomplete, as is the information about costs.</p>	