BALTIMORE CITY
PUBLIC SCHOOLS

APPLICATION FOR CONTRACT RENEWAL CONSIDERED DURING SY2021-22

Applications due 12 p.m. – Thursday, September 2, 2021

Baltimore City Public Schools
Office of New Initiatives
Office of Achievement and Accountability
200 E. North Avenue, Room 319B Baltimore, MD 21202
www.baltimorecityschools.org

Table of Contents

Introduction

Baltimore City Public Schools (City Schools) is committed to managing its portfolio of schools to provide students and their families with a range of high-quality public school options. Charter schools, transformation schools, contract schools and traditional schools are all important aspects of City Schools' portfolio management strategy. In order to effectively manage this diverse group of schools, City Schools has recognized the need to develop a method for evaluating school performance across school types in a way that is consistent, predictable, transparent, fair and rigorous.

That method of evaluation is City Schools' renewal process, a component of City Schools' annual review of its school portfolio, designed to ensure that students and families across the district have access to high quality school options that meet their needs and that operators deliver strong outcomes to students and families. This updated process or framework was developed in 2011 when City Schools formed the Renewal Stakeholders Working Group (composed of school operators from a range of school types, Supporting Public Schools of Choice, and the Maryland Charter School Network) to develop a methodology for evaluating the performance of operator-run schools. The result: a fair, transparent, and rigorous renewal framework that reflects schools' unique nature and innovative contributions to student achievement, used for the first time in the 2012-13 school year, and a process for reviewing and updating the framework each year.

At the conclusion of each year's renewal cycle, staff engages operators and other key stakeholders in a review of the process to identify areas for improvement that could be addressed while still maintaining a level of predictability for schools up for renewal in the following year. This year's feedback process not only had to take into consideration normal changes in data and assessments that occur but also had to be cognizant of the impacts of the Covid-19 pandemic on school communities.

Renewal Process and Board Policy

The renewal process focuses on accountability, transparency and a holistic assessment of each school's performance in the years since its opening or previous renewal. There are several core components of the renewal process, all of which are designed to be in alignment and based on research and best practice. The criteria for renewal are based on criteria established in the Baltimore City Board of School Commissioners Policy, § 9-101, *et seq.*, MD. CODE ANN., EDUC., IHBJ-RA; JFA-RA.

Board policy for renewal establishes that through renewal, the school will be evaluated on multiple measures including but not limited to:

   a. **Student Achievement** (performance on state assessments, growth measures/value added measures, unique indicators and fidelity to charter).
   b. **School Climate** (attendance, suspensions, enrollment, graduation and dropout rate, student choice data, parent/teacher/student climate surveys);
   c. **Effective Financial Management and Governance** (annual audits, budget submission, grants management and board documentation, academic programming for special student populations, compliance with laws, rules, policies, and regulations).

Based on recommendation of staff and feedback from school operators and other stakeholders following the normal feedback and review cycle, the Baltimore City Board of School Commissioners approved a modified renewal process for school year 2021-22. This year's process will take a focused/limited look at data in the key areas (Student Achievement, School Climate and Effective Financial Management and

Governance). Since the scope of the review is limited, the terms schools will be eligible for will be either a three-year renewal term or non-renewal[1]. Non-renewal recommendations will also be more limited and only considered for schools which earn a "Not Effective" rating in any of the following metrics:

- Effective Programming for Students with Disabilities
- Audit Content, Internal Controls
- Operator Capacity
- Strategic Leadership/Governance (All of Domain 4 from SER)

A "Not Effective" rating in any of these areas indicates serious financial sustainability concerns, or inability to comply with critical state, federal and local guidelines that places students, staff or the district at risk. If a school is considered for non-renewal based on any of these four metrics, the Board will also consider the school's record of renewal and academic performance, as measured in the Academic Success section of the renewal rubric, in making its renewal decision.

In addition to determining the renewal or non-renewal of a school's contract, the renewal process informs the Board and the public on the efficacy of school performance and practices, as well as helping identify areas for growth in schools' planning for their next contract term.

The revised process continues to use the following components:

- Renewal Rubric (Updated to reflect the above changes)
- Application for Renewal
- Data Tables prepared by City Schools
- School Effectiveness Review (Streamlined to include fewer key actions in metrics used in the School Climate section of the renewal rubric)

The renewal rubric provides a framework for the categories of information considered in the renewal analysis and establishes performance criteria. The rubric and application address each of the parts and subparts of the Baltimore policy on renewal. The application for renewal corresponds to the rubric and addresses the same questions and elements. In addition, the application provides schools seeking renewal an opportunity to tell their story – providing data and additional information in support of their case for renewal.

Applications for renewal go through a multi-level review process. The initial review is done by the Charter and Operator-led Schools Advisory Board (Advisory Board), an internal/external stakeholder group representing a variety of local community service organizations, advocacy groups and district staff whose purpose is to provide advice to the CEO in matters of charter and operator-led schools. The Advisory Board reviews the applications, data tables, rubric and results of the School Effectiveness Review (SER) to assess the sufficiency of each school's case for renewal and makes an initial recommendation for each school to the CEO. Based on the Advisory Board's initial recommendations, the CEO, through her staff, reviews the

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[1] In the modified renewal process for 2021-22, schools will not be eligible for a 5-year term or 8-year "extended" term. However, the outcome of the 2021-22 renewal process will allow schools to earn progress towards an extended renewal term in the future. According to Board Policy IHBJ – Public Charter Schools, "A public charter school shall only be eligible for an extended renewal term if the school has two or more consecutive full renewals, including demonstrating quality programming for all student groups." For the 2021-22 renewal process, a school that receives "Meets Expectations", "Effective" or "Highly Effective" in each of the four metrics that could lead to non-renewal listed above, as well as "Effective" or "Highly Effective" in the overall Academics section, will be considered to have earned a full renewal for their progress towards an 8-year extended renewal in future renewal processes.

renewal applications and accompanying materials and formulates final recommendations to the Baltimore City Board of School Commissioners. Renewal decisions are ultimately made by the Board of School Commissioners which takes into consideration the recommendation of the CEO, all of the information presented in the record, submitted by applicants and testimony at the work session in making their decision.

Renewal Process Timeline

Action	Description	Date(s)
Debrief with Key Stakeholders about Renewal Framework process	The Office of New Initiatives (ONI) and the Office of Achievement and Accountability (OAA) conduct feedback sessions with key stakeholders about the process and to discuss any proposed changes to the process.	December 2020 – January 2021
SER Conducted	The SER process places a team of trained reviewers in the school for two and a half days. Through document reviews, classroom visits, and interviews conducted at the school, the SER team uses an evidence-based process to come to professional judgment on the extent to which the school has adopted and implemented effective practices, programs, and operations as defined by the School Effectiveness Standards. At the conclusion of the visit, the SER team verbally shares the team's conclusions with the school leader. For the 2021-22 renewal process, SERs are modified to include fewer key actions in domains used in the School Climate section of the renewal rubric. Classroom visits will also be performed virtually.	Spring 2021
School Renewal Process Orientation Session	City Schools provides a training session(s) on rubric and renewal process. This session provides operators and school leaders with an orientation on the elements of the renewal process.	February 22, 2021
SER Report	The SER team develops a report based on the team's findings from the visit. The report includes a Performance Level rating for each key action, as well as evidence to support those ratings. The SER team and school leader have an opportunity to review a draft of the report. The school leader can make factual corrections to the document as well as include their own comments to be added to the final page of the report. Schools may also appeal up to two ratings in which they received developing or not effective. OAA will share the final report with the school leader, operator, the CEO, the Advisory Board and ONI. Additionally, all SER reports are available on the City Schools' website.	June - July 2021

Action	Description	Date(s)
Submission of the Application for Renewal	Operators submit applications for renewal to ONI. The deadline for receipt of all application materials for operators is 12 p.m. on Thursday, September 2, 2021.	September 2, 2021
Advisory Board Review	Advisory Board reviews renewal materials and applications. Advisory Board develops recommendations to provide advice for the CEO.	September – October 2021
Renewal Measures Report Shared with Operators	Operators receive ratings on renewal measures, absent recommendations and have the opportunity to submit factual corrections.	Mid to late October 2021
CEO's Recommendation Shared With Operator	Operators receive the CEO's renewal recommendation and communication plan for their community. Recommendations are embargoed until November 9, 2021 (tentative).	November 2, 2021 (tentative)
Recommendations presented to Baltimore City Board of School Commissioners	Recommendations are shared with the Baltimore City Board of School Commissioners at a public meeting.	November 9, 2021 (tentative)
Special Board of School Commissioners Renewal Work Session	Special Board of School Commissioners Renewal work session is held to allow for comment from school communities on recommendations.	To be determined

Action	Description	Date(s)
Board of School Commissioners Votes	Board of School Commissioners votes on renewal recommendations.	January 11, 2022 (tentative)

Instructions for Submission of Application for Renewal

Deadline: Applications for renewal are due to the Office of New Initiatives by 12:00 pm on Thursday, September 2, 2021.

Applications for renewal must be submitted in both hard copy and electronic copy as described below. **Failure to follow the formatting guidelines exactly or the submission of an incomplete or late application may impact a school's prospects for renewal.**

- Submit 10 hard copies of the application to the Office of New Initiatives.

  - Use standard size (8½" x 11") paper of regular weight for all copies of the application
  - Adhere to the 37 page limit for the application. The 37 page limit should include an executive summary which shall be between 3-5 pages. Required document requests and appendices are not included in the 37 page limit.
  - Use one-inch margins and number all pages of the proposal narrative.
  - Use line spacing of at least 1.5 for the narrative and a type size of 12-point font.
  - Use the prescribed cover sheet as the first page of the proposal (page 8 of this document).
  - Include in the footer of each page an identification of the applicant, date of submission and page number.
  - Make sure the application is easy to read. Please ensure your response to each question is labeled and numbered in accordance with the numbering scheme used within the application. Please label all data charts and exhibits with the appropriate section and subsection.

- Submit one electronic copy in Microsoft Word on a flash drive to the Office of New Initiatives. Please include appendices in the electronic copy.

- Deliver or send the completed application to:

Trevor Roberts
Office of New Initiatives
Baltimore City Public Schools
200 E. North Avenue, Room 319 B
Baltimore, MD 21202

- Please note that if, upon reviewing the operator's completed renewal application, we find that critical items are missing or that the application is incomplete, the operator may be contacted. If the operator is contact to provide missing materials, the operator will be given **24 hours** to provide the necessary material. Please submit any missing material to OperatorRenewal@bcps.k12.md.us.

APPLICATION FOR RENEWAL:
Cover Sheet

<u>School Name</u>:

<u>Type of School</u> (Charter, Contract, Transformation, New Schools Initiative, Turnaround or Innovation High School):

<u>Application Type</u>:   Initial Renewal ☐   Subsequent Renewal ☐

<u>School Certification Statement</u> (to be signed by Chairperson of the School's Board of Trustees or his/her designee [if applicable], or School Leader):

I hereby certify that the information submitted in this application for renewal is true to the best of my knowledge and belief; that this application has been reviewed and endorsed by the school's board of trustees; and that, if awarded a renewal charter, the school shall be operated in a manner consistent with the description outlined in the application for renewal.

Signature: _____   Date:

Print/Type Name:
Title (if designated):

<u>Contact Information</u>:

Contact Name: Title:

Mailing Address:

Telephone: Facsimile: Email:

Management Company (if any):   Partner Org. Name (if any):
Management Company Phone #:   Partner Org. Phone #:

<u>School Summary</u>:

School's initial opening date (as Charter, Contract, Transformation School, New School Initiative, Turnaround or Innovation High School):

Grades served during current contract:
Grades to be served in the course of the next term:

Enrollment on September 30, 2019:
Total proposed enrollment: first year of renewal term: Last year of renewal term:
Maximum projected enrollment (at full growth):

Unique Calendar (please check any that apply):
- ☐ Intercession
- ☐ Extended Day
- ☐ Extended Year
- ☐ Other (please describe)
  _____

- ☐ Regular Half Days (if checked indicate the duration—weekly, monthly, etc.)
  _____
- ☐ Trimester Reporting

Applying for Waivers? Y/N   Number of Waivers_____

Note waivers except for cap requests will be considered after the Board has voted on the contract.

Application for Renewal

The application for renewal (the "application") provides an opportunity for schools to present information regarding school performance both qualitatively and quantitatively. In addition, the application should be used to articulate school plans and programs for the proposed renewal term.

The application has been developed in order to track three important measures of school success:
- Is the school an academic success?
- Does the school have a strong school climate?
- Does the school have strong governance and financial management practices?

The application will also track a fourth factor:
- If renewed, what are the school's plans for the next contract term?

The application is divided into the four categories listed above and includes narrative questions, along with requests for supporting documents in several sections. In some instances, the school should also provide other documents or spreadsheets of data, as part of its response to narrative questions. In such instances, please include this information as an appendix to the application and label it accordingly. City Schools will provide the school with completed data tables for items referenced in this application and the rubric. The data tables will be provided to the school in advance of the school completing the application for renewal.

Under each section there are key questions to be answered and required elements to be included in each application. The completed application should be a clear, concise, and compelling explanation of the past, present, and future of the school that builds a case for a renewal of the contract. Throughout the application, the school operator should reflect on the school's strengths during the years of the current contract and outline a plan for the future to sustain current successes and improve upon them.

Narrative Renewal Questions/Requests for Information

1. **Executive Summary**

   Please provide a brief narrative summarizing the key issues addressed in your application. It should be a concise description of how the school has earned renewal of its contract and should also touch on the school's plans for the next contract term should it be granted renewal. The executive summary should be between 3-5 pages in length.

2. **Is the School an Academic Success?**

   a. Please summarize the school's performance in both standardized testing and other assessments the school uses to tack absolute performance, change in performance, as well as the method the school uses to track student growth data. Address the following:

      i. How does the school use absolute performance and school level performance data?
      ii. How does the school use this data to ensure that academic programming creates opportunities for achievement for all student groups and addresses differences in achievement between student groups, including students with disabilities, English learners, students behind grade level, students in high-poverty households, and students in different racial groups?
      iii. How does the school identify and assist students on an individual or small cohort basis to improve academic performance from one year to the next?

   Please refer to relevant data tables provided by City Schools addressing the school's absolute performance, trend in performance and growth in performance on the PARCC, and the school's own data over the course of the contract term.

   b. Discuss the school's record of achievement for all students, including students with disabilities, English learners, students behind grade level, students in high-poverty households and students in different racial or ethnic groups, in regards to academic goals.

   c. Discuss how the school has performed against the performance measures and expectations specified in its contract and in comparison to the district average performance for the same grade configuration during the same period.

   d. College and Career Readiness *(for Middle/High and High Schools)*

      Please summarize the school's College and Career Readiness measurements and describe how the school prepares all of its students for college and career. If the school has not yet started but will start serving high school grades or is in the process of adding high school grades, please describe the work being done to ensure all students are prepared for college and career.

      Please refer to relevant data table provided by City Schools addressing the school's measurement of College and Career Readiness over the course of the contract term. Please include other considerations relevant to evaluating and understanding the school's performance in this area.

   e. Graduation Rate *(for Middle/High and High Schools)*

What is the school's graduation rates for the last three years? What strategies has the school used to support students' progress towards graduation? Please discuss the strategies used during the contract term to increase the graduation rate. This response should also include the goals for graduation rate and steps the school has taken to address challenges in this area

Please refer to the relevant data table provided by City Schools on the school's four-year cohort graduation rate.

f. Drop Out Rate (*for Middle/High and High Schools only*)

What is the student drop-out rate? This response should include the percentage of students that have dropped out of the school's program. If you have seen a trend with the number of student dropouts, please indicate in this response. Please discuss the strategies used during the contract term to reduce the drop-out rate and steps the school has taken to address challenges in this area.

Please refer to the relevant data table provided by City Schools on the student drop-out rate. City Schools defines dropout rate as the percentage of students dropping out in a single year (July through June, including students dropping out over the summer and students dropping out of evening high school and other alternative programs). Students who leave school for any reason, except death, before graduation or completion of a Maryland-approved educational program and who are not known to enroll in another school or state-approved program during the current school year are considered dropouts. Students who re-enter school during the same year in which they dropped out of school are not counted as dropouts. The dropout rate is computed by dividing the number of dropouts by the total number of students served by the school (as of September 30).

g. For schools using NWEA data in place of PARCC measures of student absolute performance and trend :

How long has the school administered the Northwest Evaluation Association (NWEA)?
   i.   Please explain why the school wants the NWEA alternate assessment to be considered in place of the PARCC for demonstrating absolute student achievement and trend. The response should specify the grades and subjects for students assessed and over what time period, along with an explanation of how the data is tracked over time.
   ii. Describe how the assessment is indicative of academic achievement and growth and school's goals.
   iii. Please describe how the school uses this assessment information to inform instructional decisions and how you use it to differentiate instruction (including for special populations such as students with disabilities and ELL).

Note in order to use this in place of the PARCC a school must have used the NWEA for at least two consecutive years. If you are opting to use NWEA data, City Schools will be in touch with you in advance of the application due date to collect your school's NWEA data.

h. Discuss how the school uses data to inform decisions regarding instruction, curriculum, school programs, professional development and/or other school components.

   i.   What types of data do school leaders and teachers analyze? How does the school use data to assess the effectiveness of school practices and programs?

    ii.   What systems or processes, if any, does the school use to review and analyze data?

    iii.   How does individual student achievement data inform student interventions and differentiation? Please provide one or more specific examples of how data analysis has resulted in a change at the school.

i. What curricular changes have been made to the curriculum since your initial application or last renewal?

    i.   What was the rationale for these changes?

    ii.   Do the changes align with MD College and Career Ready Standards? What did you do to ensure alignment?

    iii.   What was the process choosing high-quality curricular materials aligned with the school's programming and what was the process for engaging stakeholders and obtaining stakeholder buy-in for changes to the curriculum? Please include evidence of this process as part of the appendix.

    iv.   If applicable, attach the new curriculum or a summary as an appendix.

j. Highly Effective Instruction

    i.   Please describe the school's approach to instruction and the elements that characterize how the school seeks to implement it.

    ii.   Research shows that providing students daily access to rigorous, grade-appropriate instruction is key to minimizing learning gaps between student populations. How does the school ensure that all students are receiving such instruction?

    iii.   How does the school's approach to instruction honor the experience, culture and humanity of its students?

    iv.   Please describe the school's approach to instruction for students with disabilities in the least restrictive environment, including students with a variety of service levels (Inside a regular education classroom 80% or more; inside a regular education classroom 79-40%; inside a regular education classroom less than 40%). How does the school support these students and what data does it use to inform these supports?

k. How has the school maintained continuity of instruction during the move to virtual learning? What strategies and tools has the school used to ensure students continue to get high-quality instruction on a day-to-day basis and that all student groups receive appropriate supports?

l. What is the school's mission and its key design elements?   How has the school maintained fidelity to its mission and those elements?

    i.   Describe the school's mission as set forth in its contract and provide evidence that the school has pursued its mission over the last contract term.

    ii.   Discuss the school's record for implementing its mission and the key design elements of its original contract and amendments if applicable.   Include specific examples of school programs and activities that support this mission (e.g., community partnerships, parent programs, after school and extracurricular activities) and explain how these programs have helped the school pursue its mission. What challenges has the school faced in implementing its mission and how were those challenges addressed?

    iii.   Explain how the mission and design elements have helped the school, including teachers and school staff, to deliver quality programming to all of its students including all student

demographic groups. How does the school ensure programming is culturally relevant to its students?

  iv. Where the school did not implement one or more of the contract's key design elements, it should discuss the reasons why not and indicate the modifications to the program that were in fact implemented.

m. Has your mission changed? If so, please address the following:

  i. If the mission has been adjusted over the course of the contract, explain the rationale, describe the new mission of the school, how the school has pursued this mission, and how this new mission helps the school to improve the quality of programming delivered to all of its students including all subgroups.

  ii. Share the process for engaging stakeholders and obtaining stakeholder buy-in for changes to the mission. Please include evidence of this process as part of the appendix.

3. <u>Does The School Have A Strong School Climate?</u>

a. School Culture

  i. Teachers
    i. How satisfied are teachers with the school? What evidence supports this conclusion?
    ii. What number and percentage of teachers are retained from year to year?
    iii. Describe the school's teacher and school leader recruitment plan, including key qualifications, milestones, and the stakeholders involved. How does the plan contribute to a school staff whose culture and experiences are reflective of the student population? How are staff and administrators trained/coached/mentored in culturally responsive teaching strategies?
    iv. Describe the school's professional development plan, including time and resources devoted to it, the process for the creation of the professional development schedule, and how the school gauges the effectiveness of the professional development provided.
    v. Describe how school leadership interacts with teachers to provide feedback on instruction and how they collaborate on furthering the school's mission.
    vi. What structures, approaches, or practices explain or support teacher satisfaction and retention at your school?

  ii. Students
    i. How satisfied are students with the school? What evidence supports this conclusion?
    ii. What structures, approaches, or practices explain or support student satisfaction at your school? How have the social and emotional learning needs of students guided the selection, implementation and monitoring of these structures, approaches and practices to create a safe, inclusive school climate for students?
    iii. How are students engaged and involved in decision making at the school?
    iv. How does the school communicate with students regarding their progress and behavior?

  iii. Parents

   i. How satisfied are parents with the school? What evidence supports this conclusion?
   ii. How are parents involved in their child's education?
   iii. How are parents involved in the development of school culture? (Please specify parent led efforts like clubs or events).
   iv. How are parents engaged and involved in decision-making at the school?
   v. How does the school communicate with parents regarding student progress and behavior?
   vi. What is the process for updating the parent/student handbook? How is the handbook communicated to parents and students?
   vii. What structures, approaches, or practices explain or support parent satisfaction at your school?

 iv. Does the school culture honor the experience, culture and humanity of students, staff and community in all of its diversity? Please describe.

 v. Please discuss any other school rituals or routines not detailed in the preceding questions that contribute to the creation of a positive school culture. This section can include any school-wide systems that an observer might notice walking through the school along with internal indicators to show a positive culture.

 vi. Describe strategies the school has used to maintain a cohesive school culture during virtual learning. How have students, families and stakeholders been engaged in the absence of in-person gatherings?

b. Student Choice/Enrollment

Does student choice and/or enrollment data indicate that the school is in high demand? Please provide a history of the school's enrollment and address demand and withdrawal patterns over the contract term.

 i. What do you attribute as contributing factors to the school's demand and enrollment patterns?
 ii. If the student choice and/or enrollment data does not indicate that your school is in high demand, please indicate a plan to improve this.   If the school's enrollment has fallen below projections or the school is below full enrollment, please explain the reasons and describe strategies used by the school to increase enrollment.

c. Student Cohort Retention

Please summarize and evaluate your school's cohort retention data.

 i. Please detail strategies the school uses to maintain students as part of the school community and to improve student cohort retention rates.
 ii. If there are concerns about your cohort retention data, please detail the school's strategy for addressing this and the school's goals in this area.

Please refer to the relevant data table provided by City Schools on student cohort retention data. City Schools defines student cohort retention as the number of students who remain at a school two years after the school's entry point (for example, K would be the entry point for a K-8, 6th grade would be the entry point for a 6-8 or 6-12).

d.   Attendance and Chronic Absence

Please discuss the specific goals and strategies used during the contract term to maintain high and/or improve attendance rates. Recognizing the importance of not only having specific attendance strategies for the school, but also of having strategies for handling chronic absence, please discuss the specific strategies used during the contract term to address chronic absence.

   i.   If the attendance rate is a concern for the school as a whole or a specific group of students within the school, detail the school's strategy for addressing this and the school's goals in this area.

   ii.   If chronic absence is a concern for the school as a whole or a specific group of students within the school, detail the school's strategy for addressing this and the school's goals in this area.

   iii. How does the school's attendance rate compare with the district average? How does the school's chronic absence rate compare? If either of these are a concern for the school as a whole or a specific group of students within the school, detail the school's strategy for addressing each of these areas and the school's goals in these areas.

   iv.   How does the school's attendance rate for students with disabilities compare with the district average for this population? If this is a concern for the school, please indicate the school's plan for addressing this.

   v.   How does the school's chronic absence rate for students with disabilities compare with the district average for this population? If this is a concern for the school, please indicate the school's plan for addressing this.

Please refer to the relevant data tables provided by City Schools on attendance and chronic absence. City Schools defines chronic absence as, among students enrolled at least 10 days, the number of students absent at least 10% of school days (attendance rate ≤ 90%, including excused and unexcused absences) divided by the total number of students enrolled at least 10 days, expressed as percent. The student chronic absence rate includes the attendance for all K-12 students on a school's register at any point during the school year (September through June). Pre-Kindergarten attendance is excluded for any school that has Pre-K students. If chronic absence is a concern, detail the school's strategy for addressing this and what the school's goals are in this area.

e.   Suspensions and Expulsions

What is the school's data on student suspension and expulsions and what goals has the school set for a future term?

   i.   Please discuss the strategies used during the contract term to reduce the percentage of suspensions and expulsions.

   ii.   What is the number of students with disabilities that receive a short-term suspension, long-term suspension or expulsion and how does this compare with the school's total population of students for these categories?

   iii. Please discuss the strategies used during the contract term to reduce the number of suspensions and expulsions for students with disabilities.

Please refer to the relevant data table provided by City Schools on the number of short-term suspensions, extended/long-term suspensions and expulsions by years in the most recent term of your school contract. City Schools defines short-term suspensions as the number of suspension incidents leading to 0 to 9 days suspended in a school year, extended/long-term suspensions is defined as the number of suspension incidents leading to 10 or more days suspended, and expulsions is defined as the number of expulsions in a school year.

4. **Has the School Followed Sufficient Financial Management and Governance Practices?**

   a. Has the school been operated in a fiscally sound manner?

      i. Please describe the school's history regarding its internal controls and the sound use of financial resources and its record in acting as a custodian of public funds. Please be sure to include a description of any major fundraising efforts, grant awards, capital projects, etc. Additionally, please include a discussion of any significant fiscal issues or concerns that arose during the current contract term.

      Please note that in assessing the school's record of fiscal performance, City Schools will also review information already on file that the school has submitted throughout the contract period, including annual budgets, quarterly financial statements and annual audited financial statements. However, if an audited financial statement for the most recent year is not yet available at the time of this application, the school must submit a preliminary summary of functional expenses for that year. Please attach any such information as an appendix.

   b. Strategic Leadership

      i. Please describe the school leader's vision for an effective learning environment and the steps the school leader takes to cultivate this environment in the school.

      ii. Please describe how your staffing enables the school to provide supervisory support to all staff, and provide evidence that the leadership structure as constituted serves both the instructional and operational needs of the school.

      iii. Please describe the evaluation process for the school leader, including the individuals involved, the schedule, criteria for evaluation and any follow up.

   c. Governance

      i. Please describe how the school's board monitors the academic performance, financial considerations, operational soundness and overall compliance record of the school. What metrics does the board review and how frequently?

      ii. Please indicate how often the board meets, describe its committee structure and indicate how often committees meet.

      iii. Please describe the process to recruit and nominate new board members.

      iv. If the school has encountered any academic, fiscal, operations or compliance challenges requiring board intervention over the course of the contract term, please describe the challenge and what steps the board has taken to address the concern(s).

v. If the school partners with an educational service provider for the management and/or operation of the school, please describe how the board evaluates the performance of the provider and indicate how the school holds the operator accountable. What criteria does the board use to gauge progress towards goals outlined in the school's contract with the provider?

d. Laws, Rules, Regulations and Policies

i. Please describe the school's history with regard to compliance with applicable laws, rules, regulations and policies. Address the school's practices and systems with regard to compliance matters, including measures to track requirements, individuals involved and practices for addressing any significant problems. If there were any significant compliance problems, please describe the current status of those problems and measures taken to address and prevent those problems in the future.

ii. Please discuss the school's efforts during the current contract term to address the regulatory requirements relating to special student populations, including students with disabilities and English Language Learners. Please include any policies and procedures in place at the school to ensure appropriate service provision for students with disabilities (e.g., evaluations, I.E.P. meetings, compliance with mandated timeframes, etc.)

Please note that in assessing the school's record of compliance with applicable laws, rules, regulations and policies, City Schools will review information already on file that the school has submitted throughout the contract period.

5. **If Renewed, What are the School's Plans for the Next Contract Term?**

a. What is the school's vision in the next five years?

This response should describe what changes, if any, need to be made to the school's practices in the upcoming term to achieve its mission. What are the key challenges or risks in realizing this vision? What has the school done and what does the school plan to do to address each of the key challenges identified.

b. Please discuss any anticipated changes to key elements of the school's program. At a minimum, please address and provide a rationale for the following:

i. Please complete the table on page 18 entitled, Proposed Enrollment and Grade Expansion Plan Template. Please note and discuss any anticipated changes to the school's enrollment structure (either by decreasing or increasing in size with the same grades or by adding or eliminating grades).

ii. Any anticipated changes to the school's calendar.

iii. What is the process and timeline for any anticipated changes to core design elements of the school (such as the curriculum, leadership, or staffing structure).

iv.   Any anticipated changes to the management/operation of the school, either by the removal or addition of an educational service provider, a change from one such provider to another, or a change in board size or structure.

v.   Any anticipated changes to the school program that would require a waiver.

If changes to the original contract model are material, please submit a formal request as an appendix. If you are requesting a waiver/material change, please note the process for vetting the request differs depending on type of request. Some changes require Board approval and some require CEO/CEO designee approval. Please submit a letter signed by the school's executive director or board president detailing the request as well as the following:

- evidence of demand/capacity to meet the increase or change,
- school's rationale about how the increase or change meets a school need,
- evidence about how stakeholders--staff, parents, and the community--were involved in vetting and approving the request, and
- the capacity of the school to meet the needs of these additional students or requested programmatic change in terms of staff, programming and space in the facility.

Note waiver requests will be considered after the Board has voted on the contract.

Proposed Enrollment and Grade Expansion Plan Template 5(b)(i)					
	Contract Term				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2022 -23	2024 – 25	2025- 26	2026-27	2027-28
Projected Maximum Enrollment					
Proposed Enrollment (by grade)					
Grade __					
Grade __					
Grade __ (add rows where necessary)					
Total (Projected Enrollment for *Next* Contract Term)					
Projected Minimum Enrollment for *Next* Contract Term[2]					
Proposed Grades Served					
Number of Students per Grade					
Proposed Total School Population					

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[1] If the enrollment plan is approved, these projections will become the contractual minimum enrollment. As long as there are students interested in attending the school, the school will be expected to serve at least this number of students. Must serve students that live in the enrollment zone. The minimum allowable shall be the higher number of 95% of cap or 20 students below cap.

6. **Document Requests**

Please provide the following documents:

a. Detailed description of any new waiver requests, if applicable. Please note: Waivers approved in previous contract terms need only be listed by name. A new waiver request is not necessary.
b. A listing of the current board of trustees along with biographical information for each board member
c. Current by-laws for the board of trustees
d. A current organizational chart
e. Certificate of Good Standing (can be printed from the SDAT website)
f. Projected budget for next five years
g. Current financial policies and procedures manual where internal controls are addressed

7. **Other Appendices**