

BALTIMORE CITY PUBLIC SCHOOLS

APPLICATION FOR CONTRACT RENEWAL CONSIDERED DURING SY2022-23

Applications due 12 p.m. – Thursday, September 1, 2022



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

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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 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, The Charter and Operator-Led Schools Advisory Board, 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 engage 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 and data availability.

Renewal Process and Board Policy

The renewal process focuses on accountability, transparency, and a holistic assessment of each school's performance in the years leading up to the renewal review. There are several core components of the renewal process, all of which are designed to be based on research and best practice. The criteria for renewal are based on standards 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 three key areas:

- a. **Student Achievement** (including, but not limited to performance on state assessments, growth measures, graduation and preparation for college and career, and fidelity to charter).
- b. **School Climate** (including, but not limited to attendance, suspensions, enrollment, climate surveys, academic programming for students with disabilities);
- c. **Effective Financial Management and Governance** (including, but not limited to annual audits, budget submission, grants management, compliance with laws, rules, policies, and regulations).

The renewal process consists of the following components:

- Renewal Rubric
- Application for Renewal
- Data Tables prepared by City Schools
- School Effectiveness Review

The renewal rubric provides a framework for the categories of information considered in the renewal analysis and establishes performance criteria. 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 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. Per Policy IHBJ, the Board also considers an operator’s history of partial renewal terms and “may decide that a public charter school is not eligible for two consecutive partial renewals.”

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.	March – April 2022
SER Conducted	<p>The SER process places a team of trained reviewers in the school for two and a half days.</p> <p>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.</p>	Spring 2022
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.	June 22, 2022
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.	July – August 2022
Data Table Releases	Data tables released as data becomes available. Tables have ratings for quantitative measures for which MCAP scores are not a factor. Tables with MCAP results will be released in January 2023.	July – August 2022, January 2023

Action	Description	Date(s)
	Operators have opportunity to submit factual corrections following each release.	
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 1, 2022.	September 1, 2022
Advisory Board Review	Advisory Board reviews renewal materials and applications. Advisory Board provides advice on the renewal recommendations to the CEO.	September – October 2022, January 2023
Renewal Measures Report Shared with Operators	Operators receive ratings on all renewal measures in which MCAP scores are not factors and have the opportunity to submit factual corrections.	November 2022
Presentation of Initial Findings	Initial findings of strengths and weaknesses of school performance are shared with the Baltimore City Board of School Commissioners at a public meeting.	November 8, 2022 (tentative)
MCAP results released by MSDE	MSDE is expected to release 2021-22 MCAP results.	December, 2022 (tentative)

Action	Description	Date(s)
Submission of addendum addressing MCAP results	Operators will receive absolute MCAP ratings and will have the opportunity to submit an addendum to their application addressing those results.	December-January 2022
CEO's recommendation shared with operators	Operators receive CEO's renewal recommendation and communication plan for school community. Recommendations are embargoed until the Renewal Work Session.	Mid-January 2023
Special Board of School Commissioners Renewal Work Session	Special Board of School Commissioners Renewal work session is held to allow for announcement of CEO's recommendation and comment from school communities on recommendations.	Late-January 2023 (tentative)
Board of School Commissioners Votes	Board of School Commissioners votes on renewal recommendations.	February 14, 2023 (tentative)

Instructions for Submission of Application for Renewal

Deadline: Applications for renewal are due to the Office of New Initiatives by 12:00 p.m. on Thursday, September 1, 2022.

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 40 page limit for the application. The 40 page limit should include an executive summary which shall be between 3-5 pages. Required document requests and appendices are not included in the 40 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 contacted 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

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, where possible. For data released later, schools will have the opportunity to submit an addendum to address that data.

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 track absolute performance, change in performance, as well as the method the school uses to track student growth data. Address the following:

- i. How did the school track student performance in the 2019-20 and 2020-21 school years when no state assessments were administered?
- ii. How does the school use absolute performance, growth, and school level performance data?
- iii. Over the contract term, 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, and students in different racial groups?
- iv. 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 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, and students in different racial or ethnic groups, and how the school is progressing towards its academic goals.

c. Discuss how the school has performed against the performance measures and expectations specified in the renewal rubric and in comparison to the district average performance for the same grade configuration during the same period. How is the school contributing to overall district success in raising achievement of students?

d. 2021-22 Maryland Comprehensive Assessment Program (MCAP) Results – Please see question in addendum. Responses are due following release of MCAP results, tentatively expected in December 2022.

e. 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. Please describe key successes, how the school has addressed any challenges in this area and how the school has continued to improve outcomes for students in this area. 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 the 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.

f. 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 diploma-track four-year cohort graduation rate.

g. 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 diploma-track students in the graduation cohort served by the school who have dropped out prior to graduation by the total number of diploma-track students in the graduation cohort.

h. Alternate Growth Assessments:

*Note: For the following question on alternate assessments, in order to use NWEA or another alternate assessment in place of the PARCC growth measure, a school must have used the assessment for at least two consecutive years. If you are opting to use alternate assessment data, City Schools will be in touch with you in advance of the application due date to collect your school's data. Use of alternate assessments other than the NWEA is subject to approval by City Schools. **Schools who wish to use such assessments must notify the district by July 8, 2022.** To be eligible for approval, assessments must, at a minimum, measure growth, cover the same grade bands as state assessments, and have a minimum 85% administration rate for at least 2 consecutive years within the time period covered in the renewal process.*

For schools approved to use NWEA or another alternate assessment in place of PARCC measures of student growth performance:

- i. How long has the school administered the alternate assessment?
 - ii. Please explain why the school wants the alternate assessment to be considered in place of the PARCC for demonstrating student growth. 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.
 - iii. Describe how the assessment is indicative of academic achievement and growth and school goals.
 - iv. 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 English Learners).
- i. 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 instruction, student interventions and differentiation? Please provide one or more specific examples of how data analysis has resulted in a change at the school.
- j. What 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 of choosing high-quality curricular materials aligned with the school's programming? How does the process ensure that materials are reflective of the identities and experiences of the school's students, as well as present a diversity of subject matter and perspectives? 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.
- k. 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 with daily access to rigorous, grade-appropriate instruction is key to minimizing learning gaps between student populations. How does the school ensure that all students (students with disabilities, English learners, students behind grade level, students in high-poverty households and students in different racial or ethnic groups) 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 provide support along the continuum to these students, what data does it use to inform these supports, and what practices does the school utilize to ensure that supports provided to these students improve outcomes and is aligned to research and best practices?
- l. How did the school maintain continuity of learning during the move to virtual learning in 2020-21, and then back to in-person learning in 2021-22? What strategies and tools did the school use to ensure students continue to get high-quality instruction on a day-to-day basis and that all student groups received appropriate supports? How has the school maintained continuity of learning for students who have been out of school for an extended period of time in 2021-22 due to illness?
 - m. 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.
 - n. 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 its students including across student groups.
 - 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. Does The School Have A Strong School Climate?

- 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 what kinds of supports are in place for school leadership to help teachers further their practice (mentoring, coaching, tailored professional learning opportunities, etc.)
 - vi. How does school leadership collaborate with teachers on furthering the school's mission?
 - vii. 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 ensure students are on a pathway leading to achieve goals around their next phase of learning and/or college and career?
 - v. How does the school communicate with students regarding their behavior and guide students towards making positive decisions and resolving conflicts in the school?
- 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, generally, and towards achieving goals related to the student's next phase of learning and/or college and career?
 - vi. How does the school communicate with parents regarding student behavior and the work the school is doing to guide students towards making positive decisions?

- vii. What is the process for updating the parent/student handbook? How is the handbook communicated to parents and students?
 - viii. What structures, approaches, or practices explain or support parent satisfaction at your school?
- iv. How does the school culture honor the experience, culture and humanity of students, staff, and community in all of its diversity?
 - 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. How has the school utilized virtual and in-person meeting spaces? How did these contribute to positive school culture and what modifications need to be made as the school continues to evolve practice in this area in the future?

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 are the factors that contribute 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 year after the school's entry point (for example, K would be the entry point for a K-8 (PK is not included in this measure), 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 attendance, and/or to 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. What are the school's goals for attendance and chronic absence? Is the school's attendance and chronic absence rates meeting the school's goals and improving? What strategies are leading to success?
- ii. How does the school's attendance rate compare with the district average? How does the school's chronic absence rate compare? Is the school's performance in this area contributing to overall district success?
- iii. 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.
- iv. 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.
- v. How does the school's attendance rate for students with disabilities compare with the district average for this population as well as to general education students in the school? If this is a concern for the school, please indicate the school's plan for addressing this.
- vi. How does the school's chronic absence rate for students with disabilities compare with the district average for this population as well as to general education students within the school? 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 \leq 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 or keep low the rate of suspensions (and expulsions, if applicable). If this is a concern for the school, please indicate the school's plan for addressing this.
- ii. What is the number of students with disabilities that receive a short-term suspension, long-term suspension (or expulsion, if applicable) and how does this compare with general education students in the school as well as the school's total population of students for these categories? If students with disabilities are disproportionately represented in the data, please indicate the school's plan for addressing this.
- 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 rate 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 are 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? 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.
- iv. Please describe how school leadership is supported by the executive (operator) and what types of supports are provided to school leadership to further their practice (mentoring, coaching, tailored professional learning opportunities, etc.). How do the Board and executive gauge the effectiveness of the support provided?

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 regarding compliance with applicable laws, rules, regulations, and policies. Address the school's practices and systems regarding 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 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, including necessary acceleration for students following the Covid-19 pandemic.
- 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.

Addendum: 2021-22 MCAP Results (*Responses to this question should only be submitted following the release of 2021-22 Maryland Comprehensive Assessment (MCAP) data in December 2022. Deadline for submission will be announced when MCAP results are released by MSDE. Please limit response to three pages.*)

- a. Discuss your school’s results on the 2021-22 MCAP assessment. Considering this data, how has the school performed against the performance measures and expectations specified in the renewal rubric, and in comparison, to the performance of schools with similar levels of poverty? How is the school contributing to overall district success in raising achievement of students?
- b. What do the results reveal about how all student groups are achieving at the school? Your response should include separate discussions of the following student groups (if present), at a minimum:
 - i. students with disabilities
 - ii. English learners
 - iii. students behind grade level
 - iv. students in different racial or ethnic groups
- c. What practices and strategies does the school have in place to support student achievement including, but not limited to, direct supports to students, professional development of instructional staff, and data practices? Are there any modifications to school programming, strategy, professional learning, or practices, etc., that need to be made in light of the MCAP data?

Proposed Enrollment and Grade Expansion Plan Template 5(b)(i)					
	Contract Term				
	Year 1	Year 2	Year 3	Year 4	Year 5
	2023 -24	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 <i>Next</i> Contract Term)					
Projected Minimum Enrollment for <i>Next</i> Contract Term ¹					
Proposed Grades Served					
Number of Students per Grade					
Proposed Total School Population					

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.
- 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 (use attached template)
- g. Current financial policies and procedures manual where internal controls are addressed

7. **Other Appendices**

City Schools Operator Renewal Rubric
Elementary School
SY 2022/23

Category		Total	Whole	Rubric				
Is the school an academic success? (min 50% weight of decision)		100	50.00%	Data Source	Highly Effective	Effective	Developing	Not Effective
1.1 Absolute Performance on MCAP								
	Absolute: Mean Scale Score MCAP - Reading (grades 3-5)	11.25	5.625%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
	Absolute: Mean School Score MCAP - Math (grades 3-5)	11.25	5.625%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
1.2 Multi-Year Growth on PARCC								
	Growth in Mean Scale Score on PARCC - Reading (grades 3-5)	16.25 / 0	8.125% / 0	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
	Growth in Mean Scale Score on PARCC - Math (grades 3-5)	16.25 / 0	8.125% / 0	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
1.2 Multi-Year Growth: NWEA assessment (Optional and in lieu of PARCC Growth; other alternative assessments considered subject to City Schools approval)								
	School's Scores on the NWEA over time - Reading (Grades 3-5)	0 / 16.25	0 / 8.125%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score over time on the NWEA VCG -.20 to 0.5	School's average student score over time on the NWEA VCG -.021 to -0.50	School's average student score over time on the NWEA VCG-.51 to -1
	School's Scores on the NWEA over time - Math (Grades 3-5)	0 / 16.25	0 / 8.125%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score over time on the NWEA VCG -.20 to 0.5	School's average student score on the NWEA VCG -.021 to -0.50	School's average student score on the NWEA VCG-.51 to -1
1.3	Fidelity to Charter/Application Overall	25 / 15	12.5 / 7.5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. Evidence that the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school has implemented the mission expressed in its charter application and the mission is clear to most stakeholders. Evidence that the school has made a good to fair effort to gather data to assess its efficacy and has implemented effective strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school is beginning or attempting to implement the mission expressed in its charter application but the mission is not clear to most stakeholders. Evidence that the school has begun to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand, but these strategies have not yet been proven effective.	Little or no evidence found that the school has implemented the mission expressed in its charter application. Little to no evidence that the school is gathering data to assess its efficacy and has developed strategies to address any challenges in response to data, particularly in the areas of enrollment, student attendance, drop-out rates, attrition and student choice data/school demand.
1.4	Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to Charter/Application Overall)	0 / 10	0 / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has provided high quality programming for students in all racial groups and is aware of its performance data for all groups. The school has a myriad of instructional approaches, processes and practices in place that seek to ensure that all student groups achieve and to prevent gaps between student groups from appearing. If gaps are present for student groups that are made up of 20 or more students in the school, the gaps are minimal and the school has implemented effective strategies that have kept the lower performing groups' performance high, being in the 80th percentile or higher in the district.	Evidence that the school has delivered quality programming for students in all racial groups and is aware of its data for each student group. While there may be achievement gaps between student groups that are made up of 20 or more students in the school, the school has varied instructional approaches, processes and practices in place to identify these gaps and has implemented effective strategies that have kept the lower performing group's performance between the 65th to 80th percentile in the district.	Evidence that the school is making progress in delivering quality programming for all student racial groups and is aware of its data for all student groups. There may be achievement gaps between student groups that are made up of 20 or more students in the school, but the school has implemented some instructional approaches, processes and practices that the school believes will decrease these gaps. However, these strategies have not yet been proven effective as shown in the school's data for different student groups .	Little or no evidence found that the school has delivered or made progress in delivering quality programming for students in all racial groups, is aware of its data for all groups or has implemented instructional approaches, processes or practices in response to achievement gaps between student groups that are made up of 20 or more students in the school.

1.5	5Essentials Student and Teacher Survey	20	10	5Essentials Survey Report	<p>School's value on the 5Essentials indicates that the school is Well Organized for Success. The school received strong or very strong in at least 3 of the 5 Essentials including Effective Leaders.</p> <p>The School's score value is > 2 overall on the 5E Survey.</p>	<p>School's value on the 5Essentials indicates that the school is Organized for Success.</p> <p>The School's value is between 1-2 overall on the 5E Survey including being rated as "Strong" or "Very Strong" in the Effective Leaders section OR the school's score value is >2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.</p>	<p>School's value on the 5Essentials indicates that the school is Moderately Organized for Success. School's value is 0 overall on the 5E Survey, or the school's score value is between 1-2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.</p>	<p>School's value on the 5Essentials indicates that the school is Partially Organized or Not Yet Organized for Success. The school's score value is < 0 overall on the 5E Survey</p>
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2	Does the school have a strong school climate?	100	25.00%		Highly Effective	Effective	Developing	Not Effective
2.1	Highly Effective Instruction	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.2	Talented People	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.3	Vision and Engagement	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.4	Family Satisfaction	6	1.5%	City Schools Data System	School's satisfaction for SY21/22 value is $\geq 90\%$	School's satisfaction for SY21/22 value is $\geq 80\%$	School's satisfaction for SY21/22 value is $\geq 70\%$	School's satisfaction for SY21/22 value is $< 70\%$, or the school did not have the required response rate of 10% of families participating
2.5	Cohort Retention	11	2.75%	City Schools Data System	School's student cohort retention 2 years after entry is ≥ 80 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 65 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 50 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is < 50 th percentile of all schools in the District
2.6	Student Attendance: Chronic Absence	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its chronic absence data, has strong processes in place to identify root causes and provide supports to families, and has implemented effective strategies that have kept chronic absence low over the course of the contract or have made significant reductions in chronic absence rates over time.	Evidence that the school is aware of its chronic absence data, has processes in place to identify root causes and provide supports to families and has implemented effective strategies that have decreased chronic absence rates.	Evidence that the school is aware of its chronic absence data, has attempted to identify root causes, and has implemented strategies that the school believes will decrease chronic absence but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its chronic absence data or has attempted to identify root causes, or has implemented strategies in response to chronic absence data.
2.7	Suspensions	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have kept suspensions low over the course of the contract or has resulted in significant decreases over time.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have decreased suspensions.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented strategies that the school believes will decrease suspensions but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its suspension data or that the school implemented strategies in response to suspension data or no evidence that the school has positive behavior interventions.
2.8	Effective Academic Programming for Students with Disabilities	11	2.75%	City Schools/ Renewal Application/ IEP Quality Monitoring Process	Evidence that school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Evidence that school has a demonstrated a trajectory of growth, is aware of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.	Evidence that school is working towards a trajectory of growth, is aware of its data and responsibilities to students with disabilities, and has implemented processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract but in some instances has struggled to take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.	Little or no evidence that school is working towards a trajectory of growth and is aware of its data and responsibilities to students with disabilities. School has failed to sufficiently implement processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract.

3	Has the school followed sufficient financial management and governance practices?	100	25.00%		Meets Expectations	Developing	Does Not Meet Expectations	
3.1	Audit Content, Internal Controls	33.33	8.33%	City Schools/ Renewal Application/ Audits	The Independent Auditor's Reports offer unqualified opinions and no management points were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions and any management points took multiple years to resolve or are still unresolved. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has fair performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions with multiple unresolved management points or material weaknesses identified. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has poor performance on their short term liquidity measure.	
3.2	Operator Capacity	33.33	8.33%	City Schools/ Renewal Application	Highly Effective Evidence indicates that in each year of the charter or contract term, the school has operated effectively and the operator has consistently met all state, and federal reporting requirements, critical District or federal obligations, has effectively managed grants, has received fewer than three Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and no Notices of Reprimand and have not received more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Effective Evidence indicates that, overall, during the charter or contract term, the school has operated effectively and the operator has met all state and federal reporting requirements, critical District or federal obligations, has appropriately managed grants and has received limited between three and five Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and not received any Notices of Reprimand nor more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Developing Evidence indicates that during the charter or contract term the school has increasingly operated effectively, the operator has met all state and federal reporting requirements. The operator has not consistently met all critical District obligations but has demonstrated progress in complying with all requirements and/or has demonstrated progress in its management of grants. During the charter or contract term the operator has received more than five Notices of Concern but none or few of them affect the safety or wellbeing of students, staff or the district or limited Notices of Reprimand or more severe sanction; the number, frequency and severity of any such notices has decreased over time and the operator has taken necessary steps to address these concerns and improve its efficacy in this area. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit and budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Not Effective Evidence indicates that throughout the charter or contract term the school has generally operated ineffectively as evidenced by the fact that the operator does not meet state or federal reporting requirements, or critical District or federal obligations or has ineffectively management grants. During the charter or contract term the operator has received Notices of Concern and Notices of Reprimand or more severe sanctions, with the number, frequency and severity of such notices indicative of consistent challenges with operations and compliance and/or any steps taken by the operator to improve efficacy in this area has been deficient and inadequate. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit or budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, and monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)
3.3	Strategic and Professional Management	33.33	8.33%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.

City Schools Operator Renewal Rubric
Elementary/Middle School
SY 2022/23

Category		Total	Whole	Data Source	Rubric			
1	Is the school an academic success? (min 50% weight)	100	50.00%		Highly Effective	Effective	Developing	Not Effective
1.1	Absolute Performance on MCAP							
	Absolute: Mean Scale Score MCAP - Reading (grades 3-5)	5.625	2.8125%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
	Absolute: Mean School Score MCAP - Math (grades 3-5)	5.625	2.8125%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
	Absolute: Mean Scale Score MCAP - Reading (grades 6-8)	5.625	2.8125%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
	Absolute: Mean Scale Score MCAP - Math (grades 6-8)	5.625	2.8125%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
1.2	Multi-Year Growth on PARCC							
	Growth in Mean Scale Score on PARCC - Reading (grades 3-5)	8.125 / 0	4.0625%	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
	Growth in Mean Scale Score on PARCC - Math (grades 3-5)	8.125 / 0	4.0625%	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
	Growth in Mean Scale Score on PARCC - Reading (grades 6-8)	8.125 / 0	4.0625%	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
	Growth in Mean Scale Score on PARCC - Math (grades 6-8)	8.125 / 0	4.0625%	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
1.2	Multi-Year Growth: NWEA assessment (Optional and in lieu of PARCC Growth; other alternative assessments considered subject to City Schools approval)							
	School's Virtual Comparison Scores on the NWEA over time- Reading (Grades 3-8)	0 / 17.5	8.75%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score over time on the NWEA VCG -.20 to 0.5	School's average student score over time on the NWEA VCG -0.21 to -0.50	School's average student score over time on the NWEA VCG-.51 to -1
	School's Virtual Comparison Scores on the NWEA over time- Math (Grades 3-8)	0 / 17.5	8.75%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score on the NWEA VCG -.20 to 0.5	School's average student score on the NWEA VCG -0.21 to -0.50	School's average student score on the NWEA VCG-.51 to -1
1.3	Fidelity to Charter/Application Overall	20 / 10	10% / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. Evidence that the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school has implemented the mission expressed in its charter application and the mission is clear to most stakeholders. Evidence that the school has made a good to fair effort to gather data to assess its efficacy and has implemented effective strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school is beginning or attempting to implement the mission expressed in its charter application but the mission is not clear to most stakeholders. Evidence that the school has begun to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand, but these strategies have not yet been proven effective.	Little or no evidence found that the school has implemented the mission expressed in its charter application. Little to no evidence that the school is gathering data to assess its efficacy and has developed strategies to address any challenges in response to data, particularly in the areas of enrollment, student attendance, drop-out rates, attrition and student choice data/school demand.
1.4	Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to Charter/Application Overall)	0 / 10	0 / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has provided high quality programming for students in all racial groups and is aware of its performance data for all groups. The school has a myriad of instructional approaches, processes and practices in place that seek to ensure that all student groups achieve and to prevent gaps between student groups from appearing. If gaps are present for student groups that are made up of 20 or more students in the school, the gaps are minimal and the school has implemented effective strategies that have kept the lower performing groups' performance high, being in the 80th percentile or higher in the district.	Evidence that the school has delivered quality programming for students in all racial groups and is aware of its data for each student group. While there may be achievement gaps between student groups that are made up of 20 or more students in the school, the school has varied instructional approaches, processes and practices in place to identify these gaps and has implemented effective strategies that have kept the lower performing group's performance between the 65th to 80th percentile in the district.	Evidence that the school is making progress in delivering quality programming for all student racial groups and is aware of its data of all student groups. There may be achievement gaps between student groups that are made up of 20 or more students in the school, but the school has implemented some instructional approaches, processes and practices that the school believes will decrease these gaps. However, these strategies have not yet been proven effective as shown in the school's data for different student groups.	Little or no evidence found that the school has delivered or made progress in delivering quality programming for students in all racial groups, is aware of its data for all groups or has implemented instructional approaches, processes or practices in response to achievement gaps between student groups that are made up of 20 or more students in the school.

1.5	5Essentials Student and Teacher Survey	20	10	5Essentials Survey Report	<p>School's value on the 5Essentials indicates that the school is Well Organized for Success. The school received strong or very strong in at least 3 of the 5 Essentials including Effective Leaders.</p> <p>The School's score value is > 2 overall on the 5E Survey.</p>	<p>School's value on the 5Essentials indicates that the school is Organized for Success.</p> <p>The School's value is between 1-2 overall on the 5E Survey including being rated as "Strong" or "Very Strong" in the Effective Leaders section OR the school's score value is >2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.</p>	<p>School's value on the 5Essentials indicates that the school is Moderately Organized for Success. School's value is 0 overall on the 5E Survey, or the school's score value is between 1-2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.</p>	<p>School's value on the 5Essentials indicates that the school is Partially Organized or Not Yet Organized for Success. The school's score value is < 0 overall on the 5E Survey</p>
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2	Does the school have a strong school climate?	100	25.00%		Highly Effective	Effective	Developing	Not Effective
2.1	Highly Effective Instruction	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.2	Talented People	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.3	Vision and Engagement	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.4	Family Satisfaction	6	1.5%	City Schools Data System	School's satisfaction for SY21/22 value is $\geq 90\%$	School's satisfaction for SY21/22 value is $\geq 80\%$	School's satisfaction for SY21/22 value is $\geq 70\%$	School's satisfaction for SY21/22 value is $< 70\%$, or the school did not have the required response rate of 10% of families participating
2.5	Cohort Retention	11	2.75%	City Schools Data System	School's student cohort retention 2 years after entry is ≥ 80 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 65 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 50 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is < 50 th percentile of all schools in the District
2.6	Student Attendance: Chronic Absence	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its chronic absence data, has strong processes in place to identify root causes and provide supports to families, and has implemented effective strategies that have kept chronic absence low over the course of the contract or have made significant reductions in chronic absence rates over time.	Evidence that the school is aware of its chronic absence data, has processes in place to identify root causes and provide supports to families and has implemented effective strategies that have decreased chronic absence rates.	Evidence that the school is aware of its chronic absence data, has attempted to identify root causes, and has implemented strategies that the school believes will decrease chronic absence but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its chronic absence data or has attempted to identify root causes, or has implemented strategies in response to chronic absence data.
2.7	Suspensions	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have kept suspensions low over the course of the contract or has resulted in significant decreases over time.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have decreased suspensions.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented strategies that the school believes will decrease suspensions but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its suspension data or that the school implemented strategies in response to suspension data or no evidence that the school has positive behavior interventions.
2.8	Effective Academic Programming for Students with Disabilities	11	2.75%	City Schools/ Renewal Application/ IEP Quality Monitoring Process	Evidence that school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Evidence that school has a demonstrated a trajectory of growth, is aware of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.	Evidence that school is working towards a trajectory of growth, is aware of its data and responsibilities to students with disabilities, and has implemented processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract but in some instances has struggled to take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.	Little or no evidence that school is working towards a trajectory of growth and is aware of its data and responsibilities to students with disabilities. School has failed to sufficiently implement processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract.

3				Has the school followed sufficient financial management and governance practices?				100	25.00%	Meets Expectations		Developing	Does Not Meet Expectations
3.1	Audit Content, Internal Controls	33.33	8.33%	City Schools/ Renewal Application/ Audits	The Independent Auditor's Reports offer unqualified opinions and no management points were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions and any management points took multiple years to resolve or are still unresolved. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has fair performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions with multiple unresolved management points or material weaknesses identified. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has poor performance on their short term liquidity measure.						
				Highly Effective		Effective		Developing		Not Effective			
3.2	Operator Capacity	33.33	8.33%	City Schools/ Renewal Application	Evidence indicates that in each year of the charter or contract term, the school has operated effectively and the operator has consistently met all state, and federal reporting requirements, critical District or federal obligations, has effectively managed grants, has received fewer than three Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and no Notices of Reprimand and have not received more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that, overall, during the charter or contract term, the school has operated effectively and the operator has met all state and federal reporting requirements, critical District or federal obligations, has appropriately managed grants and has received limited between three and five Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and not received any Notices of Reprimand nor more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that during the charter or contract term the school has increasingly operated effectively, the operator has met all state and federal reporting requirements. The operator has not consistently met all critical District obligations but has demonstrated progress in complying with all requirements and/or has demonstrated progress in its management of grants. During the charter or contract term the operator has received more than five Notices of Concern but none or few of them affect the safety or wellbeing of students, staff or the district or limited Notices of Reprimand or more severe sanction; the number, frequency and severity of any such notices has decreased over time and the operator has taken necessary steps to address these concerns and improve its efficacy in this area. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit and budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that throughout the charter or contract term the school has generally operated ineffectively as evidenced by the fact that the operator does not meet state or federal reporting requirements, or critical District or federal obligations or has ineffectively management grants. During the charter or contract term the operator has received Notices of Concern and Notices of Reprimand or more severe sanctions, with the number, frequency and severity of such notices indicative of consistent challenges with operations and compliance and/or any steps taken by the operator to improve efficacy in this area has been deficient and inadequate. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit or budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, and monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)					
3.3	Strategic and Professional Management	33.33	8.33%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.					

**City Schools Operator Renewal Rubric
Middle School
SY 2022/23**

Category	Total	whole		Rubric			
1	100	50.00%	Data Source	Highly Effective	Effective	Developing	Not Effective
1.1 Student Performance on MCAP							
Absolute: Mean Scale Score MCAP - Reading (grades 6-8)	11.25	5.625%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
Absolute: Mean Scale Score MCAP - Math (grades 6-8)	11.25	5.625%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
1.2 Growth on PARCC							
Growth in Mean Scale Score on PARCC - Reading (grades 6-8)	16.25 / 0	8.125% / 0	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
Growth in Mean Scale Score on PARCC - Math (grades 6-8)	16.25 / 0	8.125% / 0	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
1.2 Multi-Year Growth: NWEA assessment (Optional and in lieu of PARCC Growth; other alternative assessments considered subject to City Schools approval)							
School's Scores on the NWEA over time - Reading (Grades 6-8)	0 / 16.25	0 / 8.125%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score over time on the NWEA VCG -.20 to 0.5	School's average student score over time on the NWEA VCG -.21 to -0.50	School's average student score over time on the NWEA VCG-.51 to -1
School's Scores on the NWEA over time - Math (Grades 6-8)	0 / 16.25	0 / 8.125%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score on the NWEA VCG -.20 to 0.5	School's average student score on the NWEA VCG -.21 to -0.50	School's average student score on the NWEA VCG-.51 to -1
1.3 Fidelity to Charter/Application Overall	25 / 15	12.5 / 7.5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. Evidence that the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school has implemented the mission expressed in its charter application and this mission is clear to most stakeholders. Evidence that the school has made a good to fair effort to gather data to assess its efficacy and has implemented effective strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school is beginning or attempting to implement the mission expressed in its charter application but the mission is not clear to most stakeholders. Evidence that the school has begun to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand, but these strategies have not yet been proven effective.	Little or no evidence found that the school has implemented the mission expressed in its charter application. Little to no evidence that the school is gathering data to assess its efficacy and has developed strategies to address any challenges in response to data, particularly in the areas of enrollment, student attendance, drop-out rates, attrition and student choice data/school demand.
1.4 Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to Charter/Application Overall)	0 / 10	0 / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has provided high quality programming for students in all racial groups and is aware of its performance data for all groups. The school has a myriad of instructional approaches, processes and practices in place that seek to ensure that all student groups achieve and to prevent gaps between student groups from appearing. If gaps are present for student groups that are made up of 20 or more students in the school, the gaps are minimal and the school has implemented effective strategies that have kept the lower performing groups' performance high, being in the 80th percentile or higher in the district.	Evidence that the school has delivered quality programming for students in all racial groups and is aware of its data for each student group. While there may be achievement gaps between student groups that are made up of 20 or more students in the school, the school has varied instructional approaches, processes and practices in place to identify these gaps and has implemented effective strategies that have kept the lower performing group's performance between the 65th to 80th percentile in the district.	Evidence that the school is making progress in delivering quality programming for all student racial groups and is aware of its data for all student groups. There may be achievement gaps between student groups that are made up of 20 or more students in the school, but the school has implemented some instructional approaches, processes and practices that the school believes will decrease these gaps. However, these strategies have not yet been proven effective as shown in the school's data for different student groups.	Little or no evidence found that the school has delivered or made progress in delivering quality programming for students in all racial groups, is aware of its data for all groups or has implemented instructional approaches, processes or practices in response to achievement gaps between student groups that are made up of 20 or more students in the school.
1.5 5Essentials Student and Teacher Survey	20	10	5Essentials Survey Report	School's value on the 5Essentials indicates that the school is Well Organized for Success. The school received strong or very strong in at least 3 of the 5 Essentials including Effective Leaders. The School's score value is > 2 overall on the 5E Survey.	School's value on the 5Essentials indicates that the school is Organized for Success. The School's value is between 1-2 overall on the 5E Survey including being rated as "Strong" or "Very Strong" in the Effective Leaders section OR the school's score value is >2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.	School's value on the 5Essentials indicates that the school is Moderately Organized for Success. School's value is 0 overall on the 5E Survey, or the school's score value is between 1-2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.	School's value on the 5Essentials indicates that the school is Partially Organized or Not Yet Organized for Success. The school's score value is < 0 overall on the 5E Survey
2 Does the school have a strong school climate?	100	25.00%		Highly Effective	Effective	Developing	Not Effective

2.1	Highly Effective Instruction	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.2	Talented People	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.3	Vision and Engagement	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.4	Family Satisfaction	6	1.5%	City Schools Data System	School's satisfaction for SY21/22 value is ≥ 90%	School's satisfaction for SY21/22 value is ≥ 80%	School's satisfaction for SY21/22 value is ≥ 70%	School's satisfaction for SY21/22 value is < 70%, or the school did not have the required response rate of 10% of families participating
2.5	Cohort Retention	11	2.75%	City Schools Data System	School's student cohort retention 2 years after entry is ≥ 80th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 65th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 50th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is < 50th percentile of all schools in the District
2.6	Student Attendance: Chronic Absence	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its chronic absence data, has strong processes in place to identify root causes and provide supports to families, and has implemented effective strategies that have kept chronic absence low over the course of the contract or have made significant reductions in chronic absence rates over time.	Evidence that the school is aware of its chronic absence data, has processes in place to identify root causes and provide supports to families and has implemented effective strategies that have decreased chronic absence rates.	Evidence that the school is aware of its chronic absence data, has attempted to identify root causes, and has implemented strategies that the school believes will decrease chronic absence but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its chronic absence data or has attempted to identify root causes, or has implemented strategies in response to chronic absence data.
2.7	Suspensions	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have kept suspensions low over the course of the contract or has resulted in significant decreases over time.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have decreased suspensions.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented strategies that the school believes will decrease suspensions but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its suspension data or that the school implemented strategies in response to suspension data or no evidence that the school has positive behavior interventions.
2.8	Effective Academic Programming for Students with Disabilities	11	2.75%	City Schools/ Renewal Application/ IEP Quality Monitoring Process	Evidence that school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Evidence that school has a demonstrated a trajectory of growth, is aware of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.	Evidence that school is working towards a trajectory of growth, is aware of its data and responsibilities to students with disabilities, and has implemented processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract but in some instances has struggled to take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.	Little or no evidence that school is working towards a trajectory of growth and is aware of its data and responsibilities to students with disabilities. School has failed to sufficiently implement processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract.
3	Has the school followed sufficient financial management and governance practices?	100	25.00%		Meets Expectations		Developing	Does Not Meet Expectations
3.1	Audit Content, Internal Controls	33.33	8.33%	City Schools/ Renewal Application/ Audits	The Independent Auditor's Reports offer unqualified opinions and no management points were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions and any management points took multiple years to resolve or are still unresolved. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has fair performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions with multiple unresolved management points or material weaknesses identified. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has poor performance on their short term liquidity measure.	
					Highly Effective	Effective	Developing	Not Effective

3.2	Operator Capacity	33.33	8.33%	City Schools/ Renewal Application	Evidence indicates that in each year of the charter or contract term, the school has operated effectively and the operator has consistently met all state, and federal reporting requirements, critical District or federal obligations, has effectively managed grants, has received fewer than three Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and no Notices of Reprimand and have not received more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that, overall, during the charter or contract term, the school has operated effectively and the operator has met all state and federal reporting requirements, critical District or federal obligations, has appropriately managed grants and has received limited between three and five Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and not received any Notices of Reprimand nor more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that during the charter or contract term the school has increasingly operated effectively, the operator has met all state and federal reporting requirements. The operator has not consistently met all critical District obligations but has demonstrated progress in complying with all requirements and/or has demonstrated progress in its management of grants. During the charter or contract term the operator has received more than five Notices of Concern but none or few of them affect the safety or wellbeing of students, staff or the district or limited Notices of Reprimand or more severe sanction; the number, frequency and severity of any such notices has decreased over time and the operator has taken necessary steps to address these concerns and improve its efficacy in this area. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit or budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that throughout the charter or contract term the school has generally operated ineffectively as evidenced by the fact that the operator does not meet state or federal reporting requirements, or critical District or federal obligations or has ineffectively management grants. During the charter or contract term the operator has received Notices of Concern and Notices of Reprimand or more severe sanctions, with the number, frequency and severity of such notices indicative of consistent challenges with operations and compliance and/or any steps taken by the operator to improve efficacy in this area has been deficient and inadequate. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit or budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, and monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)
3.3	Strategic and Professional Management	33.33	8.33%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.

City Schools Operator Renewal Rubric
Middle/High School
SY 2022/23

Category	Total	Whole		Rubric			
1	100	50.00%	Data Source	Highly Effective	Effective	Developing	Not Effective
1.1 Student Performance on MCAP							
Absolute: Mean Scale Score MCAP - Reading (grades 6-8)	3.75	1.875%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
Absolute: Mean Scale Score MCAP - Math (grades 6-8)	3.75	1.875%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
Absolute: Mean Scale Score - English 10	3.75	1.875%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
Absolute: Mean Scale Score - Algebra I	3.75	1.875%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
1.2 Growth on PARCC							
Growth in Mean Scale Score on PARCC - Reading (grades 6-8)	10 / 0	5% / 0	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
Growth in Mean Scale Score on PARCC - Math (grades 6-8)	10 / 0	5% / 0	City Schools Data System	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 80th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 65th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is ≥ 50th percentile of all schools in District based on grade band	School's median student growth percentile on PARCC from 2018 to 2019 is < 50th percentile of all schools in District based on grade band
1.2 Multi-Year Growth: NWEA assessment (Optional and in lieu of PARCC Growth; other alternative assessments considered subject to City Schools approval)							
School's Scores on the NWEA over time - Reading (Grades 6-8)	0 / 10	0 / 5%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score over time on the NWEA VCG -.20 to 0.5	School's average student score over time on the NWEA VCG -0.21 to -0.50	School's average student score over time on the NWEA VCG-.51 to -1
School's Scores on the NWEA over time - Math (Grades 6-8)	0 / 10	0 / 5%	School Provided Data	School's average student score over time on the NWEA VCG 0.51 to 1	School's average score on the NWEA VCG -.20 to 0.5	School's average student score on the NWEA VCG -0.21 to -0.50	School's average student score on the NWEA VCG-.51 to -1
1.3 College and Career Readiness	20	10.00%	City Schools Data System	School's value is ≥ 80th percentile of all schools in the District based on grade band	School's value is ≥ 65th percentile of all schools in the District based on grade band	School's value is ≥ 50th percentile of all schools in the District based on grade band	School's value is < 50th percentile of all schools in the District based on grade band
1.4 Fidelity to Charter/Application Overall	20 / 10	10% / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. Evidence that the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school has implemented the mission expressed in its charter application and this mission is clear to most stakeholders. Evidence that the school has made a good to fair effort to gather data to assess its efficacy and has implemented effective strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school is beginning or attempting to implement the mission expressed in its charter application but the mission is not clear to most stakeholders. Evidence that the school has begun to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand, but these strategies have not yet been proven effective.	Little or no evidence found that the school has implemented the mission expressed in its charter application. Little to no evidence that the school is gathering data to assess its efficacy and has developed strategies to address any challenges in response to data, particularly in the areas of enrollment, student attendance, drop-out rates, attrition and student choice data/school demand.
1.5 Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to Charter/Application Overall)	0 / 10	0 / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has provided high quality programming for students in all racial groups and is aware of its performance data for all groups. The school has a myriad of instructional approaches, processes and practices in place that seek to ensure that all student groups achieve and to prevent gaps between student groups from appearing. If gaps are present for student groups that are made up of 20 or more students in the school, the gaps are minimal and the school has implemented effective strategies that have kept the lower performing groups' performance high, being in the 80th percentile or higher in the district.	Evidence that the school has delivered quality programming for students in all racial groups and is aware of its data for each student group. While there may be achievement gaps between student groups that are made up of 20 or more students in the school, the school has varied instructional approaches, processes and practices in place to identify these gaps and has implemented effective strategies that have kept the lower performing group's performance between the 65th to 80th percentile in the district.	Evidence that the school is making progress in delivering quality programming for all student racial groups and is aware of its data of all student groups. There may be achievement gaps between student groups that are made up of 20 or more students in the school, but the school has implemented some instructional approaches, processes and practices that the school believes will decrease these gaps. However, these strategies have not yet been proven effective as shown in the school's data for different student groups .	Little or no evidence found that the school has delivered or made progress in delivering quality programming for students in all racial groups, is aware of its data for all groups or has implemented instructional approaches, processes or practices in response to achievement gaps between student groups that are made up of 20 or more students in the school.
1.6 Student Graduation Rate: Cohort Graduation Rate	10	5.00%	City Schools Data System	School's 4 year cohort graduation rate for diploma-track students is ≥ 90%	School's 4 year cohort graduation rate for diploma-track students is ≥ 75%	School's 4 year cohort graduation rate for diploma-track students is ≥ 71%	School's 4 year cohort graduation rate for diploma-track students is < 71%

1.7	5Essentials Student and Teacher Survey	15	7.5	5Essentials Survey Report	<p>School's value on the 5Essentials indicates that the school is Well Organized for Success. The school received strong or very strong in at least 3 of the 5 Essentials including Effective Leaders.</p> <p>The School's score value is > 2 overall on the 5E Survey.</p>	<p>School's value on the 5Essentials indicates that the school is Organized for Success.</p> <p>The School's value is between 1-2 overall on the 5E Survey including being rated as "Strong" or "Very Strong" in the Effective Leaders section OR the school's score value is >2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.</p>	<p>School's value on the 5Essentials indicates that the school is Moderately Organized for Success.</p> <p>School's value is 0 overall on the 5E Survey, or the school's score value is between 1-2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.</p>	<p>School's value on the 5Essentials indicates that the school is Partially Organized or Not Yet Organized for Success. The school's score value is < 0 overall on the 5E Survey</p>
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2	Does the school have a strong school climate?	100	25.00%		Highly Effective	Effective	Developing	Not Effective
2.1	Highly Effective Instruction	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.2	Talented People	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.3	Vision and Engagement	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.4	Family Satisfaction	6	1.5%	City Schools Data System	School's satisfaction for SY21/22 value is $\geq 90\%$	School's satisfaction for SY21/22 value is $\geq 80\%$	School's satisfaction for SY21/22 value is $\geq 70\%$	School's satisfaction for SY21/22 value is $< 70\%$, or the school did not have the required response rate of 10% of families participating
2.5	Cohort Retention	11	2.75%	City Schools Data System	School's student cohort retention 2 years after entry is ≥ 80 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 65 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 50 th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is < 50 th percentile of all schools in the District
2.6	Student Attendance: Chronic Absence	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its chronic absence data, has strong processes in place to identify root causes and provide supports to families, and has implemented effective strategies that have kept chronic absence low over the course of the contract or have made significant reductions in chronic absence rates over time.	Evidence that the school is aware of its chronic absence data, has processes in place to identify root causes and provide supports to families and has implemented effective strategies that have decreased chronic absence rates.	Evidence that the school is aware of its chronic absence data, has attempted to identify root causes, and has implemented strategies that the school believes will decrease chronic absence but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its chronic absence data or has attempted to identify root causes, or has implemented strategies in response to chronic absence data.
2.7	Suspensions	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have kept suspensions low over the course of the contract or has resulted in significant decreases over time.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have decreased suspensions.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented strategies that the school believes will decrease suspensions but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its suspension data or that the school implemented strategies in response to suspension data or no evidence that the school has positive behavior interventions.
2.8	Effective Academic Programming for Students with Disabilities	11	2.75%	City Schools/ Renewal Application/ IEP Quality Monitoring Process	Evidence that school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Evidence that school has a demonstrated a trajectory of growth, is aware of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.	Evidence that school is working towards a trajectory of growth, is aware of its data and responsibilities to students with disabilities, and has implemented processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract but in some instances has struggled to take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.	Little or no evidence that school is working towards a trajectory of growth and is aware of its data and responsibilities to students with disabilities. School has failed to sufficiently implement processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract.

3	Has the school followed sufficient financial management and governance practices?	100	25.00%		Meets Expectations	Developing	Does Not Meet Expectations	
3.1	Audit Content, Internal Controls	33.33	8.33%	City Schools/ Renewal Application/ Audits	The Independent Auditor's Reports offer unqualified opinions and no management points were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions and any management points took multiple years to resolve or are still unresolved. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has fair performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions with multiple unresolved management points or material weaknesses identified. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has poor performance on their short term liquidity measure.	
					Highly Effective	Effective	Developing	Not Effective
3.2	Operator Capacity	33.33	8.33%	City Schools/ Renewal Application	Evidence indicates that in each year of the charter or contract term, the school has operated effectively and the operator has consistently met all state, and federal reporting requirements, critical District or federal obligations, has effectively managed grants, has received fewer than three Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and no Notices of Reprimand and have not received more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that, overall, during the charter or contract term, the school has operated effectively and the operator has met all state and federal reporting requirements, critical District or federal obligations, has appropriately managed grants and has received limited between three and five Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and not received any Notices of Reprimand nor more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that during the charter or contract term the school has increasingly operated effectively, the operator has met all state and federal reporting requirements. The operator has not consistently met all critical District obligations but has demonstrated progress in complying with all requirements and/or has demonstrated progress in its management of grants. During the charter or contract term the operator has received more than five Notices of Concern but none or few of them affect the safety or wellbeing of students, staff or the district or limited Notices of Reprimand or more severe sanction; the number, frequency and severity of any such notices has decreased over time and the operator has taken necessary steps to address these concerns and improve its efficacy in this area. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit and budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that throughout the charter or contract term the school has generally operated ineffectively as evidenced by the fact that the operator does not meet state or federal reporting requirements, or critical District or federal obligations or has ineffectively management grants. During the charter or contract term the operator has received Notices of Concern and Notices of Reprimand or more severe sanctions, with the number, frequency and severity of such notices indicative of consistent challenges with operations and compliance and/or any steps taken by the operator to improve efficacy in this area has been deficient and inadequate. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit or budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, and monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)
3.3	Strategic and Professional Management	33.33	8.33%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.

**City Schools Operator Renewal Rubric
High School
SY 2022/23**

Category		Total	whole	Data Source	Rubric			
1	Is the school an academic success? (min 50% weight)	100	50.00%		Highly Effective	Effective	Developing	Not Effective
1.1	Student Performance on MCAP							
	Absolute: Mean Scale Score - English 10	10	5%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
	Absolute: Mean Scale Score - Algebra I	10	5%	City Schools Data System	School's 2022 value is ≥ 80th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 65th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is ≥ 50th percentile of all schools in the District based on grade band and rate of economic disadvantage	School's 2022 value is < 50th percentile of all schools in the District based on grade band and rate of economic disadvantage
1.2	College and Career Readiness	20	10%	City Schools Data System	School's value is ≥ 80th percentile of all schools in the District based on grade band	School's value is ≥ 65th percentile of all schools in the District based on grade band	School's value is ≥ 50th percentile of all schools in the District based on grade band	School's value is < 50th percentile of all schools in the District based on grade band
1.3	Fidelity to Charter/Application Overall	20 / 10	10% / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders. Evidence that the school is gathering data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school has implemented the mission expressed in its charter application and this mission is clear to most stakeholders. Evidence that the school has made a good to fair effort to gather data to assess its efficacy and has implemented effective strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand.	Evidence that the school is beginning or attempting to implement the mission expressed in its charter application but the mission is not clear to most stakeholders. Evidence that the school has begun to gather data to assess its efficacy and has begun to develop and implement strategies to address any challenges evident in the data, particularly in the areas of enrollment, student attendance, dropout rates, attrition and student choice data/school demand, but these strategies have not yet been proven effective.	Little or no evidence found that the school has implemented the mission expressed in its charter application. Little to no evidence that the school is gathering data to assess its efficacy and has developed strategies to address any challenges in response to data, particularly in the areas of enrollment, student attendance, drop-out rates, attrition and student choice data/school demand.
1.4	Effective Programming for All Student Racial/Ethnic Groups (For schools with diverse student bodies, splits rubric weight with Fidelity to Charter/Application Overall)	0 / 10	0 / 5%	SER/ Renewal Application/ City Schools Data System	Evidence that the school has provided high quality programming for students in all racial groups and is aware of its performance data for all groups. The school has a myriad of instructional approaches, processes and practices in place that seek to ensure that all student groups achieve and to prevent gaps between student groups from appearing. If gaps are present for student groups that are made up of 20 or more students in the school, the gaps are minimal and the school has implemented effective strategies that have kept the lower performing groups' performance high, being in the 80th percentile or higher in the district.	Evidence that the school has delivered quality programming for students in all racial groups and is aware of its data for each student group. While there may be achievement gaps between student groups that are made up of 20 or more students in the school, the school has varied instructional approaches, processes and practices in place to identify these gaps and has implemented effective strategies that have kept the lower performing group's performance between the 65th to 80th percentile in the district.	Evidence that the school is making progress in delivering quality programming for all student racial groups and is aware of its data of all student groups. There may be achievement gaps between student groups that are made up of 20 or more students in the school, but the school has implemented some instructional approaches, processes and practices that the school believes will decrease these gaps. However, these strategies have not yet been proven effective as shown in the school's data for different student groups .	Little or no evidence found that the school has delivered or made progress in delivering quality programming for students in all racial groups, is aware of its data for all groups or has implemented instructional approaches, processes or practices in response to achievement gaps between student groups that are made up of 20 or more students in the school.
1.5	Student Graduation Rate: Cohort Graduation Rate	20	10%	City Schools Data System	School's 4 year cohort graduation rate for diploma-track students is ≥ 90%	School's 4 year cohort graduation rate for diploma-track students is ≥ 75%	School's 4 year cohort graduation rate for diploma-track students is ≥ 71%	School's 4 year cohort graduation rate for diploma-track students is < 71%
1.6	5Essentials Student and Teacher Survey	20	10%	5Essentials Survey Report	School's value on the 5Essentials indicates that the school is Well Organized for Success. The school received strong or very strong in at least 3 of the 5 Essentials including Effective Leaders. The School's score value is > 2 overall on the 5E Survey.	School's value on the 5Essentials indicates that the school is Organized for Success. The School's value is between 1-2 overall on the 5E Survey including being rated as "Strong" or "Very Strong" in the Effective Leaders section OR the school's score value is >2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.	School's value on the 5Essentials indicates that the school is Moderately Organized for Success. School's value is 0 overall on the 5E Survey, or the school's score value is between 1-2 while not being rated as "Strong" or "Very Strong" in the Effective Leaders section.	School's value on the 5Essentials indicates that the school is Partially Organized or Not Yet Organized for Success. The school's score value is < 0 overall on the 5E Survey
2	Does the school have a strong school climate?	100	25.00%		Highly Effective	Effective	Developing	Not Effective
2.1	Highly Effective Instruction	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.

2.2	Talented People	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.3	Vision and Engagement	16.67	4.17%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.
2.4	Family Satisfaction	6	1.5%	City Schools Data System	School's satisfaction for SY21/22 value is ≥ 90%	School's satisfaction for SY21/22 value is ≥ 80%	School's satisfaction for SY21/22 value is ≥ 70%	School's satisfaction for SY21/22 value is < 70%, or the school did not have the required response rate of 10% of families participating
2.5	Cohort Retention	11	2.75%	City Schools Data System	School's student cohort retention 2 years after entry is ≥ 80th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 65th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is ≥ 50th percentile of all schools in the District based on grade band	School's student cohort retention 2 years after entry is < 50th percentile of all schools in the District
2.6	Student Attendance: Chronic Absence	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its chronic absence data, has strong processes in place to identify root causes and provide supports to families, and has implemented effective strategies that have kept chronic absence low over the course of the contract or have made significant reductions in chronic absence rates over time.	Evidence that the school is aware of its chronic absence data, has processes in place to identify root causes and provide supports to families and has implemented effective strategies that have decreased chronic absence rates.	Evidence that the school is aware of its chronic absence data, has attempted to identify root causes, and has implemented strategies that the school believes will decrease chronic absence but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its chronic absence data or has attempted to identify root causes, or has implemented strategies in response to chronic absence data.
2.7	Suspensions	11	2.75%	City Schools Data System/ Renewal Application	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have kept suspensions low over the course of the contract or has resulted in significant decreases over time.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented effective strategies that have decreased suspensions.	Evidence that the school is aware of its suspension data, has positive behavior interventions in place, and has implemented strategies that the school believes will decrease suspensions but these strategies have not yet been proven effective.	Little or no evidence found that the school is aware of its suspension data or that the school implemented strategies in response to suspension data or no evidence that the school has positive behavior interventions.
2.8	Effective Academic Programming for Students with Disabilities	11	2.75%	City Schools/ Renewal Application/ IEP Quality Monitoring Process	Evidence that school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract.	Evidence that school has a demonstrated a trajectory of growth, is aware of its data and responsibilities to students with disabilities, has minimum gaps or has decreased gaps in the data as it relates to performance and climate metrics for students with disabilities over time, and has generally implemented appropriate processes, interventions and strategies to support student outcomes over the course of the contract. The school has taken prompt and appropriate steps to address any shortcomings.	Evidence that school is working towards a trajectory of growth, is aware of its data and responsibilities to students with disabilities, and has implemented processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract but in some instances has struggled to take measures that are appropriate and sufficient. The school has taken steps to remedy such shortcomings.	Little or no evidence that school is working towards a trajectory of growth and is aware of its data and responsibilities to students with disabilities. School has failed to sufficiently implement processes, interventions and strategies to support student outcomes including to address any gaps in the data as it relates to performance and climate metrics for students with disabilities over time over the course of the contract.
3	Has the school followed sufficient financial management and governance practices?	100	25.00%		Meets Expectations		Developing	Does Not Meet Expectations
3.1	Audit Content, Internal Controls	33.33	8.33%	City Schools/ Renewal Application/ Audits	The Independent Auditor's Reports offer unqualified opinions and no management points were found in each of the years of the charter term. The statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions and any management points took multiple years to resolve or are still unresolved. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has fair performance on their short term liquidity measure.	The Independent Auditor's Reports offer qualified opinions with multiple unresolved management points or material weaknesses identified. Or, the statements of cash flow and ratio of assets to liabilities indicate that the operator has poor performance on their short term liquidity measure.	
					Highly Effective	Effective	Developing	Not Effective

3.2	Operator Capacity	33.33	8.33%	City Schools/ Renewal Application	Evidence indicates that in each year of the charter or contract term, the school has operated effectively and the operator has consistently met all state, and federal reporting requirements, critical District or federal obligations, has effectively managed grants, has received fewer than three Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and no Notices of Reprimand and have not received more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that, overall, during the charter or contract term, the school has operated effectively and the operator has met all state and federal reporting requirements, critical District or federal obligations, has appropriately managed grants and has received limited between three and five Notices of Concern, none of which affect the safety or wellbeing of students, staff or the district, and not received any Notices of Reprimand nor more severe sanctions during the contract period. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timely audit and budget submissions, monitoring reports, quarterly reports, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that during the charter or contract term the school has increasingly operated effectively, the operator has met all state and federal reporting requirements. The operator has not consistently met all critical District obligations but has demonstrated progress in complying with all requirements and/or has demonstrated progress in its management of grants. During the charter or contract term the operator has received more than five Notices of Concern but none or few of them affect the safety or wellbeing of students, staff or the district or limited Notices of Reprimand or more severe sanction; the number, frequency and severity of any such notices has decreased over time and the operator has taken necessary steps to address these concerns and improve its efficacy in this area. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit and budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)	Evidence indicates that throughout the charter or contract term the school has generally operated ineffectively as evidenced by the fact that the operator does not meet state or federal reporting requirements, or critical District or federal obligations or has ineffectively management grants. During the charter or contract term the operator has received Notices of Concern and Notices of Reprimand or more severe sanctions, with the number, frequency and severity of such notices indicative of consistent challenges with operations and compliance and/or any steps taken by the operator to improve efficacy in this area has been deficient and inadequate. (Evidence that may be considered includes compliance with critical District, state or federal reporting requirements, timeliness of audit or budget submissions, whether school has been able to meet financial obligations or needed loans/advances from the district to meet obligations, and monitoring reports, quarterly reports, the school's ability to meet key contractual requirements, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand.)
3.3	Strategic and Professional Management	33.33	8.33%	SER	Evidence indicates that the key action is a practice or system that has been fully adopted at the school, and is implemented at a level that has had a demonstrably positive impact on the school's effectiveness.	Evidence indicates that the key action is a practice or system that has been adopted at the school, and is implemented at a level that has begun to improve the school's effectiveness.	Evidence indicates that the key action is a practice or system that is developing at the school, but that it has not yet been implemented at a level that has begun to improve the school's effectiveness, OR that the impact of the key action on the effectiveness of the school cannot yet be determined.	Evidence indicates that the key action is not a practice or system that has been adopted and/or implemented at the school, or that the level of adoption/implementation does not improve the school's effectiveness.