

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B150031

Grants.gov Tracking#: GRANT11701198

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/11/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Chicago Education Partnership

* b. Employer/Taxpayer Identification Number (EIN/TIN):

46-4015368

* c. Organizational DUNS:

0792987690000

d. Address:

* Street1:

415 N. Laramie Avenue

Street2:

* City:

Chicago

County/Parish:

* State:

IL: Illinois

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

60644-1907

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Michael

Middle Name:

* Last Name:

Rogers

Suffix:

Title:

Executive Director

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Chicago Education Partnership CSP Grant 2014

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="249,750.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="249,750.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Matt Shaw</p>	<p>TITLE</p> <p>Consultant</p>
<p>APPLICANT ORGANIZATION</p> <p>Chicago Education Partnership</p>	<p>DATE SUBMITTED</p> <p>07/11/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee
* Name: Chicago Education Partnership
* Street 1: 415 N. Laramie Avenue Street 2:
* City: Chicago State: IL: Illinois Zip: 60644
Congressional District, if known: IL-007

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education	7. * Federal Program Name/Description: Charter Schools CFDA Number, if applicable: 84.282
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8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:
Prefix: * First Name: Not Applicable Middle Name:
* Last Name: Not Applicable Suffix:
* Street 1: Not Applicable Street 2:
* City: Not Applicable State: Zip:

b. Individual Performing Services (including address if different from No. 10a)
Prefix: * First Name: Not Applicable Middle Name:
* Last Name: Not Applicable Suffix:
* Street 1: Not Applicable Street 2:
* City: Not Applicable State: Zip:

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Matt Shaw
* Name: Prefix: * First Name: Matthew Middle Name:
* Last Name: Shaw Suffix:
Title: Consultant Telephone No.: Date: 07/11/2014

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PR/Award # U282B140031

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

CEP - GEPA.pdf

Add Attachment

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Chicago Education Partnership
General Education Provisions Act Statement

Chicago Education Partnership ensures equitable access to, and participation in our program for students and teachers and other program beneficiaries regardless of gender, race, national origin, color, disability, or age through the following measures:

- We actively recruit minority students and students with disabilities
- If we have more applicants than seats available, we hold a blind lottery
- We actively recruit teachers and other staff who are members of underrepresented groups.
- We will meet the needs of student with disabilities through necessary accommodations and provide them with instruction in the least restrictive environment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="Chicago Education Partnership"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Matthew"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Shaw"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Consultant"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Matt Shaw"/>	* DATE: <input style="width: 150px;" type="text" value="07/11/2014"/>

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Chicago Education Partnership Abstract Narrative
Non-SEA Planning, Program Design, and Implementation Grant 84.282B

Chicago Education Partnership
415 N. Laramie Ave.
Chicago, IL 60644
Michael Rogers, Project Director


Chicago Education Partnership (CEP) will open in August of 2015 with 180 students in kindergarten and first grade and will grow by one grade per year until it reaches to 810 students in grades K-8 at capacity.

The mission of CEP is to create a school that dramatically transforms the lives of K-8 students and prepares them for success in college and in life through: the delivery of a rigorous and personalized academic program, a focus on holistic education and the development of strong character. Our vision is to provide Chicago's Austin neighborhood with a robust elementary school that prepares students to enter and excel in a college preparatory high school. Our goal is that 100% of CEP graduates are able to attend one of their top three high school choices.

The CEP student experience is driven by the three pillars of our school design: personalization, character development and partnership.

Personalization: CEP will provide students with a student centered and individualized learning program. Each student will have a personalized learning plan (PLP) that is unique to his or her individual academic and behavioral needs.

Character Development: CEP students will participate in character building activities on a continuous basis. The school's core values include: curiosity; perseverance; respect and self-control; self-confidence; and courage and a growth mindset.

Partnership: CEP will partner with a well-established and successful afterschool service provider to provide a continuum of service from 7:30am to 6:30 pm.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Chicago Education Partnership

Planning, Program Design and Implementation Project Narrative

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I Absolute Priority

Absolute Priority:

Improving Achievement and High School Graduation Rates. Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools.

Chicago Education Partnership's (CEP) mission is to create a school that dramatically transforms the lives of K-8 students and prepares them for success in college and in life through: the delivery of a rigorous and personalized academic program, a focus on holistic education and the development of strong character.

Based on the demographics of the other Chicago Public Schools (CPS) that are in close proximity to our planned location, we estimate that more than 90% of our students will qualify for free or reduced price lunch, 85% of all CPS students qualify for free or reduced price lunch.

Students in under-resourced neighborhoods often enter school with multiple barriers to learning that prevent them from achieving meaningful academic results, deter a genuine love for reading, inhibit healthy physical/emotional development and counteract deep character and value growth. We desire to reduce and eliminate those barriers to learning and to a successful life. We will utilize what we have learned about children and families in challenging Chicago neighborhoods and apply our educational experience into a holistic partnership service model that serves kids throughout the entire school day and through the after-school hours. Considering the numerous challenges that many students face, we believe that stand-alone education interventions are not sufficient to prepare them for success in high school, college and in life. Our school will build on decades of school leadership experience, participation in the prestigious Ryan Fellowship, and the knowledge gained through the founding and development of an

extraordinarily successful after-school program that, for twelve years, has seen a dramatic impact on thousands of children in some of Chicago's most challenging neighborhoods.

Our program was designed specifically to raise achievement rates and establish an expectation that graduates of our K-8 school will not only graduate from high school but from college as well. We will accomplish this through a highly personalized education plan for each student, a strong focus on character development and our partnership with By The Hand (BTH).

Personalization: CEP will provide students with a student centered and individualized learning program. Each student will have a Personalized Learning Plan (PLP) that is unique to his or her individual academic and behavioral needs. The PLP will progress from a diagnostic phase conducted prior to the start of the school year to an implementation phase when it is used regularly by teachers, students and, at times, parents as a tool to discuss progress, demonstrate mastery of standards, and set long- and short-term goals. Students will meet every six weeks with their adult mentors to review the PLP and adjust it as necessary.

The CEP school design also utilizes technology to foster personalization. During a 90 minute humanities block and a 90 minute STEM block, students will rotate through three activities: direct instruction, targeted small group learning and individualized computer instruction. At a minimum, students will spend 60 minutes per day working independently in the computer lab setting. During the computer instruction, students will utilize programs such as ST Math and Lexia which are Common Core aligned, adapt to their individual needs, and promote progress at an optimal pace. Through technology, students will have the opportunity to accelerate or remediate based on their individual mastery of the skills and content. The information gained through the utilization of technology also influences the small group instruction alignment and focus.

Character Development: CEP students will participate in character building activities on a continuous basis. The school's core values are based, in-part, on the work of Carol Dweck and Paul Tough and include: curiosity, perseverance (grit, hard work and persistence), respect and self-control, self-confidence, and courage and a growth mindset.

As is shown repeatedly throughout the work of Dweck, Tough and others, developing a school culture and explicitly training students in non-cognitive skills and habits of mind yield substantial results in the lives of children. CEP will provide explicit instruction in these areas through the weekly character development class and will utilize weekly all school assemblies to further embed the core values into the school's cultural norms. The character development activities that occur during the school day will be further reinforced during the after school program through CEP's partnership with BTH.

Partnership: Because we believe that maximum impact in an individual's life can most effectively be achieved through the determined efforts of a myriad of influencers, our vision is to prepare students for academic success, develop proficient and enthusiastic readers and to provide comprehensive, holistic services to students in partnership with our after-school provider, BTH. BTH is a high performing after-school program that works collaboratively with schools to promote academic excellence while nurturing the whole child. Together, CEP and BTH will provide students with a comprehensive continuum of service from 7:30am – 6:30pm and will create a synergistic and cohesive program that meets students' academic, social and emotional needs.

II Competitive Preference Priorities

Competitive Preference Priority 1— Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners] (up to 4 points).

Chicago Education Partnership has selected its curriculum and developed its educational program to meet the needs of all students including students with disabilities. Our rotational model, small group instruction and tiered supports will help to ensure that all students master the content and skills necessary to succeed in high school, college and in life. Following is a description of the specific actions we will take to meet the needs of students with disabilities.

Chicago Education Partnership is dedicated to meeting the needs of all students through extensive learning opportunities and academic rigor. We will ensure this happens through differentiated instruction and opportunities for a free and appropriate public education (FAPE) for all. CEP will work to meet the needs of all learners in the school community. Once becoming eligible for specialized services, Individualized Education Programs (IEPs) will be written for each identified student and followed by the team in order to best meet the academic and social/emotional needs. Individual student needs will be met by general education and special education teachers, as well as assistant teachers, paraprofessionals, and clinicians as appropriate and as indicated in the IEP. The individualized plans will indicate the tools and strategies that the students need in order to successfully access the general education curriculum. Each student will be given the opportunity to access the curriculum, special area classes, and extra-curricular activities in the general education classroom to the maximum extent possible. Students will be placed in the least restrictive environment (LRE) and provided with support as indicated on the IEP. It is CEP's intention to provide an inclusion model, with special education and general education teachers utilizing the Teaming or Alternative Teaching approaches. As determined

appropriate and outlined in the IEP, students will also have small group, pull-out services available, as well as other forms of co-teaching methods. Students will receive specialized instruction throughout the regular block schedule, which will consist of rotations between direct instruction, small group learning, and technology sessions. These forms of differentiated instruction will allow for various learning styles and preferences of all students to be met throughout the day. The rotations will allow for teachers to scaffold curriculum and concepts to meet the needs of both high-and low-performing achievers in each classroom. School, classroom, and individual goals will be set and modified on an on-going basis.

Students will be held to high expectations and given modifications and accommodations on an individual basis. CEP's unique approach to learning through technology will allow for the exceptional learners to have access to programs and materials in a hands-on, individualized manner. The opportunity to rotate between direct instruction, small group instruction, and the computer lab will allow for all students to access materials in a variety of ways. Student growth and success will be measured on an on-going basis through formative and summative assessments, IEP progress monitoring, and state and local assessments. Staff will be offered regularly scheduled professional development opportunities. During these times, staff will learn, plan, and practice current educational strategies and trends in order to meet the needs of their student population. They will also be given time to analyze data and review assessment reports in order to measure student growth and make short-and long-term plans to strengthen teaching practices and meet the needs identified through the assessments.

CEP will teach the student community a core set of values which will be transferred into their school work, extra-curricular activities, and general life skills. Students will be able to give feedback to the school personnel about how their education can be individualized in order to

cater to their unique learning preferences and styles. The students will have opportunities to work in small group rotations based on interest and need. They will engage in academic experiences that align to the common core state standards and the school’s vision for preparing students to be life-long learners. All learners will engage in a blended learning model with the opportunity to integrate technology into daily practices.

Competitive Preference Priority 2— Support for Military Families.

Chicago Education Partnership is committed to working with and serving all students and families in the city of Chicago. This includes working with and supporting military families. In order to initially reach out to military families, CEP will contact the National Guard Armories in the city of Chicago. We will reach out to and hope to support families associated with all National Guard Armories in Chicago, but we will also more specifically target Northwest Armory at 1551 N Kedzie Avenue, which is just four miles from our proposed campus location. Beyond working with the National Guard Armories, we will also reach out to the Veterans Affairs Offices throughout the city. These offices work with military families every day and help them with various issues such as housing, educations, and family issues and concerns. By reaching out to the Veterans Affairs Offices, we will be able to provide them with another option for military families as they work to support them in the Chicago.

The 2011 White House Report, *Strengthening Our Military Families: Meeting America’s Commitment*, states that “[r]esearch suggests that children of deployed parents experience more stress than their peers.” Furthermore, it points to the challenges associated with frequent relocations and prolonged parental absences as obstacles for military connected students. The report also states that “...military children in public schools feel like their classmates and

teachers do not understand what they are going through. CEP will address these challenges through our holistic approach to education and our focus on personalized learning.

Our holistic approach to education will provide military connected students and their families with the supportive and social-emotional services that they will need to overcome these obstacles and succeed in school. CEP will address the social and emotional needs of military connected students through the implementation of a counseling program based on the American School Counseling Association (ASCA) model. This model provides a framework for the development of a comprehensive, data-driven school counseling program. Our counseling program will be supplemented through our partnership with the Cornerstone Counseling Center of Chicago which will provide counseling and mental health services to students whose needs go beyond the scope of the CEP counseling program. CEP will also partners with health and dental service providers to meet the needs of military connected students and their families.

Additionally, our partnership with BTH, our afterschool service provider, will provide students with a continuum of service from 7:30am – 6:30pm. BTH has a strong social-emotional support component of its program as well.

As described throughout this proposal, CEP will provide an individualized learning program for all students. This is especially important for military connected students who may need significant remediation as a result of their frequent moves and the stresses associated with extended parental absence. The core components of our individualized learning program are the PLP, small group instruction, individualized tutoring, and blended learning. Please see the response to the Absolute Priority as well as the response to Selection Criteria (1) and Selection Criteria (2) for descriptions of these components of our individualized learning program.

III Application Requirements

(a) Describe the educational program to be implemented by the proposed charter school;

Please see Selection Criteria (1) for answers to this section

(b) Describe how the charter school will be managed;

Please see Selection Criteria (6) for answers to this section.

(c) Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives;

Please see Selection Criteria (3) for answers to this section.

(d) Describe the administrative relationship between the charter school and the authorized public chartering agency;

Please see Selection Criteria (7) and (8) for answers to this question.

(e) Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;

Please see Selection Criteria (4) for answers to this section.

(f) Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired,

The items requested in our budget are for planning, start-up and implementation expenses both prior to opening the charter school and during our first two years of operations. By our third

year of operations, CEP will be financially sustainable solely on recurring public revenue which includes a per pupil allocation, an independent facility supplement, state and federal poverty related funds, and special education funding.

(g) If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification.

Chicago Education Partnership is not requesting any waivers.

(h) Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary;

Please refer to the budget narrative for this response.

(i) Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school;

CEP is a public charter school that will serve students in Chicago, Illinois. Consistent with state law, enrollment in CEP is open to any student who lives in Chicago without regard to disability, race, creed, color, gender, national origin, religion, ancestry, marital status, or need for special education services. If there are more applicants than spaces available, CEP will hold a computerized, random lottery.

Please refer to Selection Criteria (4) for details related to informing students and parents about the charter school.

(j) Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (IDEA)

CEP will fully comply with the State Law and our Local Education Agency's mandates pertaining to section 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. CEP will meet all state and LEA requirements regarding the treatment and education of disabled students. As a charter school, CEP is required to make its services available to all students, regardless of achievement or ability. We will provide fair and equitable supplementary services to all disabled students. We will work closely with the LEA to ensure that all required accommodations are provided to students with disabilities and will either receive dedicated funding or in-kind services from the LEA for the provision of these accommodations.

(k) If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(c) of the ESEA (20 U.S.C 7221a(c)(2)(C)), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.

Not applicable.

IV Selection Criteria

(1) *Quality of the proposed curriculum and instructional practices (20 U.S.C. 7221c(b)(1)).*

CEP will open in August of 2015 with 180 students in kindergarten and first grade in a newly constructed school building in the Austin neighborhood of Chicago and will grow to 810 students in grades at capacity in grades K-8. Each grade level will have two sections of 45 students. In ELA and Math the 45 student sections will be divided into three groups of 15 students who rotate through three stations over the course of a 90 minute class. In all other subjects each section of 45 students will be subdivided into groups of 22 or 23 students.

The mission of CEP is to create a school that dramatically transforms the lives of K-8 students and prepares them for success in college and in life through: the delivery of a rigorous and personalized academic program, a focus on holistic education and the development of strong character.

CEP will utilize Core Knowledge as the primary source for the curriculum in all core subject areas. Core Knowledge is a common core aligned, research based curriculum that has been highly successful with students similar to the ones we expect to serve. Core knowledge is guided by the theory that “knowledge builds on knowledge. The more you know, the more you are able to learn.”¹ Core Knowledge was developed to provide schools with a coherent, cumulative and content specific scope and sequence that ensures that students have the body of knowledge necessary for reading achievement and academic success. According to E.D. Hirsch, Jr., the founder of the Core Knowledge Foundation and author of several education related books, “Specific subject-matter knowledge over a broad range of domains is the key to language

¹ <http://www.coreknowledge.org/sequence>

comprehension – and, as a result to a broad ability to learn new things. It is the cornerstone of competence and adaptability in the modern world.”²

Core Knowledge “provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, it also helps prevent the repetitions and gaps that so often characterize current education. Core Knowledge sets high expectations for all children that are achievable thanks to the cumulative, sequential way that knowledge and skills build.”³

Core Knowledge provides a detailed scope and sequence for: language arts/English, history and geography, visual arts, music, mathematics, and science. Several research studies have demonstrated that Core Knowledge has a significant positive effect on student outcomes. For example, an Oklahoma City Study compared ITBS outcomes for students with similar demographics enrolled in schools that used the Core Knowledge curriculum (about 50% of the district schools) to their counterparts at district schools that were not using Core Knowledge. The study revealed that students receiving Core Knowledge scored significantly higher in reading comprehension, vocabulary, science, math concepts, and social studies.⁴ Additionally, Core Knowledge has been successfully implemented in charter schools across the country with

² Hirsch, E.D. "(Hirsch, American Educator Winter 2009-2010 p. 8." *American Educator*. 12 1999: 6-10. Print.

³ <http://www.coreknowledge.org/about-the-curriculum>

⁴ Taylor, Gracy, and George Kimball. Oklahoma City, OK. School District. *Equity Effects of Core Knowledge*. Oklahoma City, OK: , 2000. Print.

positive outcomes at several well-known schools including the Icahn Network of schools in New York City.

Supplemental Curricula

Singapore Math: CEP will utilize Singapore Math as the supplemental math curriculum. Singapore Math is recommended by Core Knowledge as a companion to the Core Knowledge Sequence. Singapore Math is a widely used math curriculum that was developed in 1998 to bring the high performing math education program in Singapore to the US. Singapore Math is used by schools across the country with great success to serve student populations similar to ours. One such example is KIPP Empower, a high performing blended learning school in LA.

FOSS: We will utilize FOSS as our supplemental science curriculum. FOSS is recommended by Core Knowledge as a companion to the Core Knowledge Sequence. FOSS is a research-based science curriculum for elementary and middle school students that “is designed to meet the challenge of providing meaningful science education for all students in diverse American classrooms and to prepare them for life in the 21st century.” FOSS includes four pedagogies which are consistent with our mission and vision: active investigation, recording in science notebooks, reading in FOSS Science Resources, and assessments.

Supplemental Online Curriculum

CEP will open with both a reading and math online content provider. We have researched several online content providers and have selected Lexia and ST Math as the proposed online programs. However, we recognize the importance of testing these products directly prior to making a final decision. As such have and will continue to pilot these programs

over the course of the next 12 months with the BTH after-school program and we will utilize the findings from these pilots to inform our final decisions related to digital content providers.

Lexia Core 5 is a research based, common core aligned, online reading curricula that provides personalized learning on foundational reading skills to students in grades K-5 with a focus on the six areas of reading instruction: phonological awareness, phonics, structural analysis, automaticity and fluency, vocabulary, and comprehension.

Lexia assesses students and places them at the proper level to work independently on reading skills. The program provides students with immediate corrective feedback and scaffolding and advances them as they demonstrate proficiency. Lexia is aligned with NWEA MAP and provides teachers with meaningful, timely, and actionable data that they can use to drive instruction. Several studies have demonstrated that Lexia accelerates the development of foundational literacy skills, supports English Language Learners and assists schools in closing the achievement gap. Lexia has also demonstrated success with student populations similar to the student population in Austin.

This success has been born out in BTH's Lexia pilot program which it launched earlier this year. Over the last five months, students who used the Lexia program for the recommended time gained an average of 1.2 years of grade-specific skills.

ST Math is a game-based instructional software for K-5 students which uses a visual approach to teaching math. ST Math is a research based program that is used in over 1,700 schools across 30 states. With ST Math, students progress at their own pace and advance to the next level through demonstrated mastery. ST Math provides students with immediate, instructive feedback and provides teachers with the data that they need to both drive and differentiate their instruction. ST Math has demonstrated tremendous success in advancing math

proficiency across the country and has been used by CPS with tremendous success. A study conducted by the MIND Research Institute (the creator of ST Math) compared 14 low-performing CPS schools that implemented ST Math to 150 low-performing schools that did not implement ST Math and found that the schools that implemented ST Math saw a one-year 13% increase in students meeting/exceeding ISAT standards while the comparison group had a 6.7% increase in students meeting/exceeding ISAT standards.

Instructional Strategies

There are multiple instructional strategies that can be effectively utilized to increase student achievement. Within our instructional model, students will be exposed to a variety of learning environments that include: direct instruction, small group instruction, individual tutoring and technology assisted learning. Within each of these modalities, our teachers will employ a variety of instructional strategies to effectively engage students. Within each learning environment, all of the strategies that our teachers utilize, whether under the general umbrella of the Marzano framework (*Classroom Instruction That Works*), or the specific strategies identified by Lemov (*Teach Like a Champion*), are foundationally tied to the core principle that teachers play a transformative role in the lives of students. Both the academic and non-academic success of our students will be the direct result of the school culture that has been established and is continually maintained, and the adults who commit an extraordinary effort toward insuring student success. These strategies will be complemented by the use of both formative and summative assessments to determine the needs and progress of students.

Rotational Model: the daily schedule will include a 90-minute humanities block and a 90-minute STEM block. During these blocks, 45 students will be rotated through three activities

in groups of 15 students: direct instruction with a lead teacher, small group learning with an apprentice teacher, and individualized computer instruction in a computer lab. During the computer lab portion of the rotation, RtI tier 3 students and students with IEPs will receive targeted interventions and individualized support from a dedicated interventionist, tutor or special education teacher.

Direct Instruction: For a portion of their rotation, students will be engaged with a teacher in a direct instruction format lesson. We will utilize three primary features of direct instruction (DI) to ensure students learn quickly and efficiently:

- *Students are placed in instruction at their skill level:* When students begin school, they are tested to find out which content and skills they have already mastered and which they need to work on. From this, students are grouped together, primarily within their grade level, with other students needing to work on the same skills. These groups are typically organized by the content and skill level that is appropriate for students within a grade level, however, on occasion, students will be grouped across grade levels.
- *The program's structure is designed to ensure mastery of the content:* The program is organized so that skills are introduced gradually, giving children a chance to learn those skills and apply them before being required to learn another new set of skills. Each lesson in which new material is introduced can be combined with a small group session in which review and application of skills students have already learned but need practice with in order to master are addressed. Skills and concepts are then integrated with more sophisticated, higher-level applications.
- *Instruction is modified to accommodate each student's rate of learning:* A particularly wonderful aspect of the DI instruction is that students are retaught or accelerated at the rate at

which they learn. If they need more practice with a specific skill, teachers can provide the additional instruction to ensure students master the skill. Conversely, if a student is easily acquiring the new skills and needs to advance to the next level, students can be moved to a new grouping so that they may continue adding to the skills they already possess. (the above modified DI description is taken from: <http://www.nifdi.org/what-is-di/basic-philosophy>)

Small Group Instruction with Flexible Groupings: Students will be grouped in a variety of ways for both the direct instruction and small group instruction portions of their rotations. Teachers will utilize a combination of ability grouping, heterogeneous grouping and targeted grouping to hone in on a specific skill that a handful of students may be having difficulty with. Within this small group setting, students may be presented with real-world challenges that allow them to directly apply knowledge and skills deemed necessary to address the appropriate standards. Learning opportunities are constructed to be relevant to the students and learning goals are partly determined by the students themselves. This places partial and explicit responsibility on the students' shoulders for their own learning. Creating assignments and activities that require student input also increases the likelihood of students being intrinsically motivated to learn. Small group instruction is also effective in addressing the needs of students requiring remediation or accelerated learning. Both strategies allow teachers to address the individual needs of learners in an effective and efficient manner and create an environment that is conducive to learning for students who need a differentiated approach.

Technology Enabled Instruction: CEP will implement a blended learning model that incorporates best practices from several highly successful charter schools and networks across the country including, Firstline Schools, Rocketship Education, and KIPP LA, among others. An important element of our blended model includes the intelligent use of technology and its

integration into instruction throughout the school. There will be multiple computer labs across the school as well as computer stations in every classroom in the early primary grades and 1:1 devices in the upper primary and middle school grades. This will enable students to have the opportunity to access online academic content at any time. Additionally, technology will provide both the students and teachers with data to help them track progress and mastery. The technology and online content will facilitate differentiation both in the classroom and through the use of the computer labs. At a minimum, students will spend 60 minutes per day working independently in the computer lab setting.

Computer assisted instruction can be effectively used to deliver explicit core instruction, drill and practice opportunities, topic and standard review, remediation, acceleration, and to provide a personalized individualized learning experience which tracks progress and provides data for further instructional decision making.

By utilizing technology enabled devices and the most effective software, we will generate immediate feedback and usable data to inform student learning. Students will have a learning environment that is crafted to meet their individual learning needs, their optimal pace and their changing levels of mastery. They will be guided by expert faculty who will be informed by 21st century learning tools that allow them to capitalize on the ability of technology and data to inform, direct, and personalize instruction. Effective utilization of adaptive and engaging devices and content will produce measurable learning growth in students.

Individual Tutoring: In addition to the small group learning during the school day, students will also receive individualized tutoring and support through our after-school partner, BTH. This will provide students with targeted support to successfully acquire and master new

skills. The tutoring will be aligned with the instruction that students receive during the school day in a cohesive and coordinated manner.

CEP teachers will be coached to utilize the instructional strategies suggested by two research based, highly regarded and widely utilized books: *Classroom Instruction that Works* by Robert Marzano, Debra Pickering, and Jane Pollock, and *Teach Like a Champion* by Doug Lemov. These two works will provide teachers with guiding principles and specific techniques to use in all instructional settings and across every discipline. The Marzano work in particular, will serve as the principal instructional philosophy that bridges the mission, vision, and values of the school with the day to day practice in the school.

As Marzano states in *Classroom Instruction That Works*, “As a result of analyzing the achievement scores of more than 100,000 students across hundreds of schools, researchers concluded that the most important factor affecting student learning is **the teacher**. More can be done to improve education by improving the effectiveness of teachers than by any other single factor. (Sanders & Horn, 1994; Wright, Horn, & Sanders 1997).”⁵ Robert Marzano et. al., identified nine categories of instructional strategies that have a high probability of enhancing student achievement for *all students in all subject areas at all grade levels*. To ensure that all students succeed academically, we believe that high-quality instruction must be the norm and not the exception in our school. This will require teachers to develop a common language for instruction and effectively use a common set of instructional strategies that have a high likelihood of increasing student achievement. The Marzano work will provide our school with just such a common language.

⁵ Marzano, Robert. *Classroom Instruction that Works*. London: Pearson, 2013. Print.

(2) The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (20 U.S.C. 7221c(a)(1)).

Based on the demographics of surrounding schools, we anticipate that more than 90% of our students will qualify for free or reduced price lunch. Based on our direct experience working in the Austin neighborhood, we anticipate that many of the students entering kindergarten and first grade will require significant remediation. We will administer the NWEA MAP for Primary Grades assessments in both reading and math as a diagnostic tool for all students upon enrollment. These assessments will be given over the summer to provide teachers with the information that they need to plan their instruction for the year. Teachers will utilize the assessment data to develop a PLP for each student. Assessment data will be reviewed weekly during dedicated professional development time. This will enable the review of both formative and summative assessment data and allow our faculty to utilize this data to drive instructional decision making.

CEP will utilize a Response to Intervention process to identify and meet the needs of all students who require remediation, including those who are below grade level through specific instructional strategies, programs, services and supports. Consistent with best practice as defined by the National Center of Response to Intervention, we will implement four essential components of RtI:

- Universal screening: We will utilize NWEA MAP as our universal screening tool to be administered three times a year.

- Progress monitoring: We will monitor student responses to all three tiers of RtI prevention through weekly formative assessments as well as data from their work on digital content and other student work. Teacher teams will utilize the weekly early release day to review the data and determine if students should shift from one tier to another.
- Data-based decision making: Data based decision making is a core CEP strategy. It will guide us in our creation of lesson plans and pacing guides, review of curricular materials, assessment of instructional practices, and implementation of student interventions.
- Multi-level prevention system: We will utilize three tiers of prevention:

At the primary tier of prevention, teachers will provide all students with evidence based curriculum and instructional practices that incorporate differentiated instruction. This will be accomplished through small group instruction, computer assisted instruction that is targeted to meet students' individual learning styles and needs, project-based learning and varied pacing.

Students who are at high risk for poor learning outcomes, as identified through the screening process, will be placed in a secondary tier of prevention. They will receive targeted supplemental instruction through targeted small group instruction and tutoring.

Students who are not making progress in tier 2 will progress to tier 3 and receive intensive supplemental instruction on a small group or individual basis.

Our rotational model provides us with several opportunities to provide students at each level of prevention with additional support. Our schedule will include a 90-minute humanities block and a 90-minute STEM block. During these rotations, a group of 45 students will be separated into three 15 student sub groups. Each sub group will spend 30 minutes in direct instruction, 30 minutes in small group learning and 30 minutes receiving computer assisted instruction during the 90-minute period. This will allow us to work with small groups in various

modalities to provide targeted support. In addition, the computer based instruction will be personalized to provide students with instruction that meets their individual needs.

We anticipate that up to five of the 15 students receiving computer based instruction will require additional support through RtI interventions. Utilizing a highly successful model created by Firstline Schools in New Orleans, we have created breakout rooms adjacent to the computer labs which will be staffed by interventionists to work with these small groups providing them with individualized targeted supports. This will effectively provide up to 1/3 of the total student body with targeted intervention.

In addition, these supports will continue through the after-school program where students will continue to receive small group and individualized tutoring and instruction based on their areas of greatest need. The articulation with the after-school program is a unique feature to our school and a critical component to our success. In order to facilitate a seamless learning experience for students, the interventionists will work part-time for CEP and part-time for BTH. They will work with the same students during the day and through the after-school program, coordinating the activities of both programs to maximize the potential impact on students learning and engagement. These teachers will know the students' academic and social-emotional needs at a deep level and will be instrumental in working both with the school-based and after-school-based staff members to identify student needs and ensure that they are met.

(3) The quality of the strategy for assessing achievement of the charter school's objectives (20 U.S.C. 7221c(a)(4)).

A key component of our mission is to prepare students for success in college and in life. To this end we have established academic growth and attainment goals to hold ourselves

accountable for preparing students for high school and ultimately for college. We recognize, however, that many of our students will be significantly below grade level when they start with us. As a benchmark, we analyzed 2013 attainment and growth data from the nine CPS elementary schools located within a mile of our proposed site. The following table represents data found on the CPS 2013 Progress Reports for each school:

	National Percentile Growth		National Percentile Attainment	
	Reading	Math	Reading	Math
Brunson	14th	54th	1st	1st
DePriest	50th	84th	7th	13th
Ellington	95th	99th	24th	22nd
Hay	4th	87th	1st	10th
Howe	88th	99th	9th	50th
McNair	4th	76th	3rd	5th
Nash	3rd	61st	3rd	5th
Spencer	0th	2nd	0th	2nd
Catalyst Circle Rock	25th	59th	25th	25th
School Average	31th	69th	8th	15th

As evidenced by the data above, the neighboring schools have a wide range of growth outcomes however, individually and collectively, the attainment scores are very low. In addition to the school data, we used the new CPS School Quality Rating Policy (SQRP) as a guide to determine our targets. For FY16, we have set our growth targets to meet the four point SQRP criteria and established attainment goals at 40% which meets the three point SQRP criteria and

takes into account the low levels of attainment in the surrounding schools. We believe that the FY16 targets are ambitious yet realistic. Because we anticipate that we will be able to push student growth and attainment year over year as we extend the length of time that we are working with our students and hone our model, we have assumed that our percentiles will increase by 5% per year until we reach 85%.

Additionally, in order to prepare students for a college preparatory high school and close the achievement gap students will need to achieve levels of growth that exceed the national average NWEA MAP growth norms. Therefore, we have added a metric that measures the percentage of students meeting 130% of their growth goal.

The following table details our academic goals for our first five years of operations:

Growth Goals:

Metric	Tested	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grades Served		K-1	K-2	K-3	K-4	K-5
National School Growth Percentile on the NWEA Reading and Math Assessments	3x / year	Above 70th percentile	Above 75th percentile	Above 80th percentile	Above 85th percentile	Above 85th percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	3x / year	70%	75%	80%	85%	85%

Metric	Tested	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grades Served		K-1	K-2	K-3	K-4	K-5
Percentage of students meeting 130% of their growth goals on the NWEA MAP Reading and Math Assessments	3x / year	50%	55%	60%	65%	75%

Attainment Goals

Metric	Tested	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grades Served		K-1	K-2	K-3	K-4	K-5
National School Attainment Percentile on the NWEA Reading and Math Assessments	3x / year	Above 40th percentile	Above 45th percentile	Above 50th percentile	Above 55th percentile	Above 60th percentile
Percentage of Students Scoring Level 4 or Above on PARCC Assessment in Math and Reading	1x / year			50%	55%	60%

Additional academic goals:

Metric	Tested	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grades Served		K-1	K-2	K-3	K-4	K-5
Average Daily Attendance Rate (Grades K-8)	Daily	95%	95%	95%	95%	95%
My Voice, My School 5 Essentials Survey	1X / year	Organized	Organized	Well Organized	Well Organized	Well Organized
School culture survey	4x / year	TBD	TBD	TBD	TBD	TBD

In addition, we have established the following operational goals:

Goal	Metric	FY16	FY17	FY18	FY19	FY20
Cash Reserve	Financial Statement	30 days cash				
Variance to Budget	Monthly Financial Reports	+/- 10%	+/- 7.5%	+/- 5%	+/- 5%	+/- 5%
No Material Weakness in Controls or Compliance	Audit	Meet	Meet	Meet	Meet	Meet
% of Teachers Retained	Staffing Information	65%	70%	75%	80%	80%
Teacher Satisfaction	Survey	65 %	70%	75%	80%	80%

Goal	Metric	FY16	FY17	FY18	FY19	FY20
% of Students Retained	Enrollment Information	70%	75%	80%	85%	90%
Student Demand	# of applicants per seat	2	2	2	2	2
Parent Satisfaction	Survey	65 %	70%	75%	80%	80%

(4) *The extent of community support and parental and community involvement (20 U.S.C. 7221c(b)(3); 20 U.S.C. 7221b(b)(3)(E)).*

(i) *The extent of community support for the application*

We believe that the community plays a critical role in the successful launch and operations of a charter school. As such, we activated our extensive network in the Austin neighborhood of Chicago and launched a highly successful community engagement campaign. Over the course of the last year, we have held dozens of community meetings to advise all stakeholders of the development of our school, canvassed the Austin neighborhood and made home visits, presented at churches, and met with community stakeholders including: elected officials, leaders of faith-based organizations, leaders of community-based organizations, local business leaders, social service agencies and Principals of surrounding CPS.

Throughout our community engagement campaign, we received tremendous community support for our charter application from a diverse set of stakeholders. Community support for our application is evidenced in several ways (please note that the figures and actions below represent activity prior to the submission of our charter application to the district):

- We collected 414 signatures on our petitions of support

- We received 222 intent to enroll forms for 180 open seats
- We obtained 30 letters of support from local community stakeholders including:
 - Our Representative to the U.S. Congress, Danny Davis
 - Our two local aldermen, Emma Mitts and Jason Ervin
 - Our state representative, LaShawn Ford
 - Two CPS Principals whose schools are within a mile of our location
 - Ten social service providers and non-profit agencies
 - Eleven faith based organizations
 - Two health care providers
 - Two local businesses

In addition, we established a Parent and Community Advisory Committee which meets regularly and provides us with critical community feedback as we continue to plan, design and implement our charter school.

CEP is also dedicated to establishing the school as a pillar in the community and to working within the community to tackle education in a collaborative and holistic manner. One of the primary vehicles for accomplishing this work will be the West Side Education Consortium (WSEC), a newly formed collective of organizations that provide educational services to school-aged children. CEP was a founding member of this partnership.

(ii) The extent to which the proposed project encourages parental and community involvement in the planning, program design, and implementation of the charter school.

At every stage of the charter school planning, program design and implementation, CEP has and will continue to seek feedback and involvement from both parents and community

members. During the planning and program design phase we solicited feedback from a diverse group of community stakeholders at meetings and through a variety of mechanisms, including email, text message, Facebook, electronic newsletter, and an onsite suggestion box. Through our many interactions, stakeholders consistently stated their interest in and demand for the key components of our school design, including:

- Character development
- Personalized and individualized learning
- A culture of high expectations
- High academic standards
- The partnership between the school and BTH
- A safe and nurturing environment

The feedback we received has also provided us with several key insights into parents' and community members' priorities for a new school in the Austin neighborhood. Specifically, parents and community members stressed the importance of:

- Hiring high quality teachers who hold state certification
- Hiring African American staff
- Implementing a strong discipline policy
- Deep and meaningful parent engagement
- Opportunities for parents to access wraparound and supportive services through school

We have thoroughly addressed the community priorities by:

- Developing a staff recruitment plan that includes attracting a diverse faculty of highly qualified and state certified teachers

- Putting in place a strong PBIS framework and student code of conduct
- Developing a robust parent involvement plan that includes: quarterly parent workshops, quarterly parent-teacher conferences, a Parent Advisory Committee, and home visits
- Developing meaningful partnerships with social service organizations and other agencies that can meet the range of parent and family wraparound service needs.

In addition, CEP will actively engage parents and caretakers in their children's education.

We believe that parents are critical partners in the work that we do and that their involvement in students' education leads to higher levels of academic and personal achievement. We will involve them in a multitude of activities through both the school and after-school programs:

- **Parent orientation** – We will hold an annual parent orientation at the beginning of the school year to provide the opportunity to learn about the school, our curriculum and instructional practices, the role of the digital content, and our partnership with BTH.
- **Quarterly parent workshops** – CEP will hold quarterly workshops for parents to provide them with insights into the work that their children are doing, train them in the use of the school's learning management system and provide them with tools to help students with their homework.
- **Quarterly parent-teacher conferences** – Conferences will be held four times per year and will include both CEP and BTH staff (if the parents choose). We will utilize conferences as an opportunity to review student PLPs with parents and make adjustments as necessary.
- **Volunteer opportunities** – Parents will be encouraged to volunteer a minimum of two days per year. This will allow parents to develop a stronger connection to the school.

while meeting critical school needs. CEP will also create multiple opportunities for parents to become involved and participate in their children's education.

- **Parent Advisory Committee** – The Parent Advisory Committee will provide CEP parents with a formal mechanism to provide feedback to the school and board of directors. The Parent Advisory Committee will meet with the school Principal on a monthly basis and members of the Parent Advisory Committee will be invited to attend and report at board meetings.
- **Communication** – At CEP, we place a high value on two-way communication with parents throughout the school year. Parents will have direct contact information for teachers and administrators and will be encouraged to reach out to staff on a regular basis. Teachers will communicate with parents on a weekly basis through newsletters to inform them about what is taking place in their students' classes, classroom expectations and ways for them to become involved. In addition, parents will have access to data regarding their children's performance through an online parent portal. The parent portal will provide real-time data on student progress and will serve as one of many avenues for communication between parents and staff.
- **Home Visits** – Through our after-school partner, BTH, we will conduct quarterly home visits for every student in the school. Home visits have been an integral component of the BTH's success. They will provide us with a meaningful opportunity to dialogue with parents about their children's academic, social and emotional needs while reinforcing the importance of creating a positive learning environment in the home. Home visits build trust, collaboration and strong relationships between parents and the school which in turn leads to stronger academic outcomes and reduced truancy.

(5) Quality of project personnel (34 CFR 75.210(e)(1), (e)(2), and (e)(3)(ii)).

(A) The extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability

Our goal at Chicago Education Partnership is to recruit, hire, develop and retain a team of high-performing educators who exemplify our mission, principles and cultural values. We also fundamentally believe that a diverse staff is a more effective one. Our model requires a diversity of teacher talent with respect to experience level and expertise, and we additionally plan to hire teachers from a diversity of backgrounds, including hiring a significant portion of staff reflective of our students' backgrounds. Typically, the educators in urban charter schools have minimal experience, lack diversity, and often come through alternative teaching certification programs. Our goal is that at least 70% of our staff meet at least one of the following diversity targets:

- Ethnic minority
- Men
- Career changer
- Non-TFA corps member
- 5+ years of Teaching Experience

In order to meet our diversity targets, Chicago Education Partnership will spend significant time on the hiring process. The Executive Director and Principal will work tirelessly to recruit top talent. This will be done through the following tactics: word of mouth, our extensive networks in the city of Chicago and the nation, Chicago area and top university job fairs, a variety of

websites, organizations such as Teach for America, Golden Apple, and The Inner-City Teaching Corps, and finally, social networking via Facebook, Twitter, and LinkedIn.

(B) The qualifications, including relevant training and experience, of key project personnel.

The CEP leadership team and founding board of directors have extensive and broad-based experience in the key areas related to successfully opening, managing and sustaining a new school, including: teaching, school leadership, operations, finance, development and community engagement.

Michael Rogers, CEP Executive Director: Michael has a strong track record of leadership and a rich, diverse set of experiences that uniquely prepare him for leading an innovative school with an ambitious vision. His varied professional experiences, coupled with his educational background, have cultivated an innovative, entrepreneurial approach that combines insights from a variety of disciplines and industries. Mike has served as a classroom teacher, department head over three departments at a prestigious 3000 student high school, and Principal of an independent K-8 school of over 500 students. Mike also has a long history of volunteer experiences including over a decade as a high school Young Life leader and many years serving kids at BTH in the Austin community. Specifically, his vision for this school has been greatly informed by blending a deep understanding of education and schools with that of finance, economics and strategy. His work at establishing a broad network of relationships within the Chicago education community is also a key asset. Michael has over fifteen years of experience in education both as a teacher and a school leader. Further, he has extensive training and demonstrated professional development leadership in such areas as:

- Understanding by Design – Wiggins & McTighe

- Design Qualities – Phil Schlechty
- Assessment For Learning – Rick Stiggins
- Curriculum Mapping utilizing McREL Standards and Benchmarks
- Classroom Instruction that Works/What Works in Schools – Robert Marzano
- Formative Assessment – Susan Brookhart
- The Framework for Teaching – Charlotte Danielson
- Instructional Practices Inventory – Jerry Valentine
- Writing Matters - Jean Baldikoski

Michael holds a Master of Arts in Educational Leadership from Aurora University and is Type 75 certified.

Mika Krause, Principal: Mika recently completed the Ryan Fellowship, a prestigious and rigorous Principal fellowship program created by the Accelerate Institute to prepare educators to become charter school leaders with expertise in accelerating student achievement. As a Ryan Fellow, Mika has been serving as part of the leadership team at Catalyst Circle Rock where she has been instrumental in the school’s realization of impressive NWEA MAP results. For the 2013-2014 school year, 78% of students met their fall to spring growth targets in reading and 78.2% of students met their fall to spring growth targets in math.

Prior to the Ryan Fellowship, Mika served in multiple leadership roles for the Chicago International Charter School Lloyd Bond Campus culminating with her position as the assistant director. In this capacity, she supported fourteen grade level teachers in their data driven instruction, planned and executed whole school professional development and conducted formal teacher observations for 20 staff members. Mika has over seven years of experience in education

both as a teacher and school leader. She holds a Masters of Education in Educational leadership from DePaul University and is Type 75 certified.

Her experience during the 2013-14 school year as a Ryan Fellow has served to immeasurably strengthen and develop her school leadership abilities. Selective fieldwork accomplishments and projects include:

Leadership—Served as a member of the school leadership team contributing to discussion and decision making regarding implementation of systems related to adult culture, student culture, development of teachers, and school-wide routines and procedures which resulted in increased efficiencies in the school.

Data Driven Instruction--Supported six grade level teachers through data collection and analysis, planning meetings, creation of goals and action steps, and accountability measures.

Professional Development--Planned and executed whole school professional development focused on balanced literacy which resulted in successful implementation of independent reading, guided reading, comprehension instruction, and read alouds.

Observation and Feedback--Coached seven teachers through weekly observation, feedback, and planning meetings that improved teacher proficiency in instructional delivery.

Strategic Planning--Synthesized learning from observations and practice into a thesis-style Leadership Playbook that is the basis for a school specific strategic plan.

CEP has assembled a robust Board of Directors with a broad base of skills and experiences to govern the school. The Board has demonstrated expertise in financial oversight and management, community engagement, human resource management and leadership development, fundraising, educational leadership, IT strategy and implementation, mental health services, and non-profit management. Following are brief bios for each board member:

Donnita Travis, Chairman of the Board: Donnita Travis launched BTH in 2001. Under her leadership, BTH has undergone tremendous growth, becoming a \$5.1 million nonprofit with four locations and a staff of 91 employees and 400-plus volunteers. BTH's success is due to Donnita's mission-focused and results-driven approach, BTH has been tracking its outcomes since 2002. Donnita is a seasoned entrepreneur, organizational leader and fundraiser who will provide CEP with the oversight and support that it needs to achieve success.

Donnita has been recognized for her work with children as Chicagoan of the Year in 2012, the recipient of Mayor Daley's SAGE Award in 2011 and Northwestern Kellogg's Social Entrepreneur of the Year in 2010. Travis has an MBA from Northwestern University and a BA in English and communications from Spalding University. Most recently, she attended Harvard Business School for Strategic Perspectives in Nonprofit Management after receiving the HBS Club of Chicago's Roman Nomitch Fellowship.

Vivette Payne, Vice Chairman of the Board: Vivette Payne is President of the Avery Payne Group, which specializes in organization, team and leadership development. Her expertise includes leadership coaching, team building, the custom design and delivery of leadership and other skill development programs, and facilitating planning and strategy development. Vivette also works with growing businesses to provide tips and techniques that help them start, grow and manage their business, from inception to peak performance.

Vivette served as the Chair of The Professional Women's Network, and is a Board member of The Christian Working Woman and BTH. Vivette received the Chicago Southland Chamber of Commerce's "Business Woman of the Year" award, and the Avery Payne Group has been awarded the U.S. Commerce Association's "Outstanding Business Award". Vivette holds a bachelor's degree in psychology and master's degree in organization development.

Michael Ross, Treasurer of the Board: Michael Ross is a seasoned executive in corporate cash management and information technology consulting. He currently serves as the Executive Director of the Corporate Investment Bank at JPMorgan Chase. In addition to his corporate career, Michael is a reverend who serves as the Pastor of New Galilee Baptist Church in the Austin neighborhood for the last twelve years. Michael is also a community activist who volunteers at Big Brothers-Big Sisters where he serves on the executive board and at BTH.

Susanne Francis: Dr. Francis has served as the Executive Director of Cornerstone Counseling Center of Chicago for nine years. She is a bilingual (Spanish) psychologist with over 15 years of experience working with students, families, and individual adults in a variety of settings. Her passion is creating access to quality mental health resources for people of all socio-economic and cultural backgrounds.

Dr. Francis oversees a program that serves over 300 students each week in over 20 Chicago neighborhoods through education that helps under-performing students remove the social and emotional barriers to learning. In addition, Dr. Francis trains over 1000 people every year on topics like workplace performance enhancement, parenting, and healthy relationships. She also serves as an executive consultant to organizations in a variety of fields.

Dr. Francis holds a bachelor's degree from Wheaton College (IL) and earned her doctorate degree in clinical psychology from the Chicago School of Professional Psychology. She earned her MBA from North Park University. She is an adjunct faculty member at the Chicago School of Professional Psychology, and is a Fellow of Leadership Greater Chicago.

Andy Code: Andrew W. Code is a founder and partner of Promus Capital and Promus Equity Partners, an investment firm with a concentration in alternative assets such as private equity, impact investing, hedge funds, managed futures, and real estate. Prior to Promus, he was

a founder and partner for 24 years at Code Hennessy Simmons Capital. CHS Capital is a \$2.6 billion private equity fund that invests in middle market companies that design, manufacture and distribute a broad array of consumer and industrial products and services. Prior to founding CHS, Mr. Code was a Vice President with Citicorp's Leveraged Capital Group in Chicago, and before that role, he was employed by American National Bank in Chicago.

Mr. Code sits on the boards of SCP Pool (NASDAQ), Quality Control Corporation, ProSteel Corp., and Boat House Holdings, LLC. He also sits on the board of several private investment companies including Resource Land Holdings, CapX Partners, LaSalle Capital Group, and Creation Investments.

He is the President of the Code Family Foundation, is a founder and chair of Chicago Fellowship, and sits on The University of Iowa Foundation Board and the Foundation Investment Committee where he will serve as committee chair starting in 2014. Mr. Code holds a B.A. and an M.B.A. from the University of Iowa.

Timothy Wiens: Tim Wiens has spent more than two decades in education as a teacher, dean of students, assistant Principal, head of school and college professor. Currently, he serves as Head of School at Delaware County Christian School in suburban Philadelphia. He previously served as Headmaster at Boston Trinity Academy, an urban college preparatory school in the heart of Boston. In addition to his responsibilities as Head of School, Tim serves as the Executive Director for the Council on Educational Standards and Accountability (CESA) and as a Visiting Scholar at Wheaton College (IL). He holds an undergraduate degree in secondary education and psychology, a master's degree in educational leadership, a doctorate in educational leadership, and is a licensed Principal and superintendent in the Commonwealth of

Massachusetts. He is the author of numerous articles and book chapters as well as the co-editor of the book, *Building a Better School*.

Constance Giere: Connie Giere is the Chief Health Informatics Officer at Loyola University Health System (LUHS). Connie is responsible for developing and implementing the electronic health record (EHR) training and optimization programs for 4,000 users. In this role, Connie participates in senior leadership decisions concerning the development and implementation of clinical workflows in the EHR and other clinical IT systems. She works with the regulatory and credentialing survey groups to ensure compliance in the utilization of the EHR. Connie co-chairs the multi-disciplinary informatics and the physician advisory committees for the two-hospital LUHS system to engage physician and ancillary clinicians in clinical information technology processes and decisions.

Prior to joining Loyola, Connie was a director of clinical consultants for a healthcare technology firm. She also worked for Motorola, developing disease management and healthcare benefits programs. Connie is a registered nurse and received a B.S. degree from Trinity International University and a MBA from Loyola University Chicago.

(6) *Quality of the management plan (34 CFR 75.210(g)(1) and (g)(2)(i)).*

The CEP Board of Directors will oversee all areas of the school's operations and is responsible for the financial, operational and academic well-being of the organization. The Board will continuously monitor the academic, financial and operational aspects of the school through Board Committees. These include:

Finance and Audit: The Finance and Audit Committee will monitor the school's financial health and oversee the school's annual financial and compliance audit. The finance

committee will be staffed by the Chief Financial Officer who will prepare monthly financial reports for the committee's review. The Finance and Audit Committee will be led by the Board Treasurer who will provide a report on the school's financial health at each Board meeting.

Governance: The Governance Committee will recruit and screen potential board members and will orient them upon joining the Board. Further, they will plan and execute an annual Board retreat. They will also conduct the annual evaluation of the Executive Director. The Committee will set annual goals with the Executive Director and will monitor his progress against those goals as well as the academic and operational goals detailed in this proposal.

Education: The Education Committee will monitor the academic performance of the school against the academic goals and metrics provided in response to Selection Criteria (3). The Education Committee will prepare academic oversight reports for each Board meeting and provide Board members with a context for interpreting academic outcomes. The Education Committee will also provide guidance and support to the Executive Director and Principal as they make key decisions regarding the academic program.

Advancement: The Advancement Committee will provide strategic oversight, guidance and support of the school's development, marketing, and community engagement efforts. The Committee will work with the Executive Director to establish fundraising targets and support him in all major fundraising efforts. The Committee will report to the Board on fundraising activities, marketing campaigns and the status of key school partnerships.

The Board of Directors directly oversees the Executive Director who is, in turn, responsible for managing, directly or indirectly, all staff members of CEP.

CEP's instructional leadership will initially be comprised of the Executive Director and the Principal. Together they will oversee all aspects of the school's educational program and

day-to-day operations. We envision a highly collaborative relationship between the Executive Director and the Principal where they work as a team to successfully develop and launch the school. In addition, CEP will employ a Director of Blended Learning and a Chief Financial Officer. Both of these positions will be filled in April 2015.

The Executive Director will have the ultimate responsibility for the success of the school's academics, finances and operations and will report directly to the board of directors. He will supervise and support the school Principal and serve as a thought partner to her in the development of the school and the educational program. The Executive Director will directly manage the school's finances, operations, fundraising and governance functions. The Executive Director will be directly responsible for managing the finances related to this grant until the Chief Financial Officer is hired.

The Principal will be the educational leader of the school and will manage the successful development and implementation of the educational program and the day-to-day operations of the school. She will report to the Executive Director and will supervise all instructional staff. In addition, she will be directly responsible for meeting the school's academic goals and driving successful student outcomes. The Principal will maintain school culture and manage the coordination with our afterschool partner, BTH.

The Director of Blended Learning (DBL) will work directly with teachers to support the blended learning initiatives of the school and periodically work directly with students in large groups, small groups, and individually. He/she will support a highly motivating, engaging, and effective individualized learning environment in order to maximize student achievement. The DBL will provide Level I tech support, participate in data analysis, software and hardware procurement. The DBL will be supervised by the Principal.

The Chief Financial Officer (CFO) will manage the day to day financial activity of the school and will coordinate all records, payroll, and accounts payable. In the capacity as CFO, they will work under the Executive Director and assist in overseeing the school finances including timesheets, resource allocation, budget oversight, fiscal reporting, data gathering, and financial strategic planning. The CFO will also be responsible for the school’s compliance and human resources functions. The CFO will report directly to the Executive Director but will be expected to interface and work closely with the Finance Committee of the Board. The CFO will take over responsibility for managing the finances related to this grant upon hire.

Over the next year, CEP will be actively preparing to successfully launch the school, and in subsequent years, CEP will be preparing for growth and focusing on implementing the plans described in this proposal. The milestones and targets detailed in the table below note both the one-time activities associated with the launch of the school as well as the annual and ongoing actions that we must take as our enrollment grows over the next several years.

CEP has budgeted for all the milestones and targets detailed below and is committed to meeting these targets on time and within budget.

Category	Milestone/Target	Responsibility	Timeline
Community Engagement and Recruitment	Hold monthly Parent and Community Advisory Council meetings	Executive Director and Chairman of the Board	Ongoing
Community Engagement and Recruitment	Develop marketing materials	Executive Director and Chairman of the Board	9/2014

Category	Milestone/Target	Responsibility	Timeline
Community Engagement and Recruitment	Launch student recruitment campaign	Executive Director and Principal	9/2014 (this will occur every fall)
Community Engagement and Recruitment	Accept and acknowledge student applications	Principal	9/2014-3/2015 (this same timeline will be followed every year)
Community Engagement and Recruitment	Hold lottery	Principal	4/2015 (this will be held every April)
Community Engagement and Recruitment	Register students	Principal	5/2015-8/2015 (this timeline will be followed each year)
Governance	Develop board orientation handbook	Executive Director	9/2014 – 12/2014
Governance	Hold monthly board meetings	Executive Director	Ongoing
Academic	Hold 3 week summer institute to focus on lesson and unit planning, assessment creation and school culture	Principal	Every Summer

Category	Milestone/Target	Responsibility	Timeline
Academic	Hold a data focused professional development day every six weeks	Principal and Teachers	Every six weeks
Academic	Develop an annual professional development calendar	Principal	Every summer
Academic	Implement weekly professional development aligned to school wide goals	Principal and Executive Director	Weekly
Academic	Implement Professional Learning Communities	Principal, Executive Director, Teachers	Weekly
Academic	Hold parent teacher conferences to review student progress and PLPs	Principal and Teachers	Four times per year
Academic	Complete NWEA MPG and MAP testing	Principal and Teachers	Every Fall, Winter, and Spring
Academic	Complete School Wide Academic Strategic Plan aligned to academic goals	Principal and Leadership Team	Every Spring
Academic	Progress monitor Strategic Plan	Principal and Executive Director	Monthly

Category	Milestone/Target	Responsibility	Timeline
Human Resources	Create school specific personnel policies	Executive Director and Board	10/2014-12/2014
Human Resources	Launch teacher hiring process.	Executive Director and Principal	10/2014 (this will occur every October)
Human Resources	Conduct teacher interviews and observations	Executive Director and Principal	12/2014-5/2015 (this timeline will be followed every year)
Human Resources	Target completion date for teacher hiring	Executive Director and Principal	5/2015 (this will occur every May)
Human Resources	Launch hiring process for CFO and Director of Blended Learning	Executive Director	12/2014
Human Resources	Interview, select and hire CFO and Director of Blended Learning	Executive Director and Board Treasurer	1/2015-4/2015
Financial Management	Develop and implement interim fiscal management policies and procedures	Executive Director and Board Treasurer	9/2014-12/2014

Category	Milestone/Target	Responsibility	Timeline
Financial Management	Develop and implement formal fiscal management policies and procedures	CFO and Board Treasurer	4/2015-5/2015
Financial Management	Purchase and set up accounting software	Executive Director and Consultant	9/2014-10/2014
Financial Management	Create a standard financial reporting package for the board and leadership	Executive Director and Consultant	9/2014 – 11/2014
Financial Management	Provide the Board and Finance Committee monthly financial reports	CFO	Ongoing
Financial Management	Develop an annual budget for Board approval	CFO	February of every year
Operations and Administration	Develop a safety manual and emergency procedures handbook	CFO	4/2015-6/2015
Operations and Administration	Develop a student and parent handbook	Principal	4/2015-6/2015
Operations and Administration	Develop school-wide policies and procedures to ensure full compliance with charter contract	CFO	4/2015-6/2015

Category	Milestone/Target	Responsibility	Timeline
Operations and Administration	Meet authorizer compliance requirements	CFO	Ongoing
Operations and Administration	Secure and set up student information system (SIS)	Director of Blended Learning	6/2015
Operations and Administration	Create a comprehensive technology plan	Director of Blended Learning	6/2015
Operations and Administration	Procure school start-up equipment, furniture, materials and supplies	CFO	4/2015-7/2015
Facility	Finalize lease agreement for building	Executive Director	12/2014
Facility	Monitor progress on construction (landlord will be responsible for all facility construction).	Executive Director	7/2014-6/2015

(7) Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency (20 U.S.C. 7221i(1)(L)).

CEP has received approval to open a school in fall of 2015 with conditions. The approval is contingent on the resubmission of the Academic Capacity section of the proposal followed by a review by CPS. We have submitted our revised Academic Capacity section of the proposal and are awaiting a final determination from CPS. As stated in the attached

authorization letter, CPS will make its final decision in October 2015. Additional details regarding the conditional approval can be found in the attached authorization letter and CPS Board Report.

As CEP is approved with conditions, we will not have a charter agreement with CPS until October. Upon approval, CEP will be held to the CPS School Quality Rating Policy (SQRP), a robust policy for evaluating school performance. We have also attached a copy of the SQRP to this application.

(8) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (20 U.S.C. 7721c(b)(2)).

The flexibility and autonomy afforded by the SEA, Illinois State Board of Education, and the LEA, CPS, is outlined in the Illinois School Code. (105 ILCS 5/Art. 27A), Illinois State Charter Schools Law. The law specifically states that its purpose is to provide an avenue for the creation of innovative educational techniques and programs.

Illinois State Charter School law exempts charter schools from nearly all state rules that inhibit flexible operation and management. This law exempts charter schools from all other state laws and regulations in the School Code governing public schools and local school board policies with the following exceptions:

- The requirement to conduct background checks
- Portions of the code related to student discipline
- Portions of the code related to school report cards
- The Tort Immunity Act

- The section of the General Not for Profit Corporation Act regarding indemnification of officers directors, employees, and agents
- The Abused and Neglected Child Reporting Act
- The Illinois Student Records Act
- The P-20 Longitudinal Education Data Systems Act
- The Educational Labor Relations Act.

In addition, the law specifically states that a charter school is responsible for the management and operations of its fiscal affairs. Further, charter schools are granted autonomy to select vendors and service providers. The law also provides charter schools with tremendous autonomy regarding personnel. The only restrictions related to hiring are that a minimum of 75% of instructional staff must be state certified and those who are not state certified must meet certain minimum requirements. As a charter school, CEP has the freedom and flexibility to establish its own: school calendar and schedule, curricula, employment policies, student discipline policies and manage its own operations.

Other Attachment File(s)

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MICHAEL D. ROGERS
1414 E. FOREST AV.
WHEATON, IL. 60187

EXPERIENCE

By The Hand Club For Kids *Managing Director – Strategic Growth* Chicago, IL 2012- Present

- Responsible for shaping the organization’s strategic agenda by establishing long-term strategic objectives and derivative strategies that enable By the Hand to achieve its 2020 growth vision.
- Lead strategic planning and development activities in order to create a comprehensive strategic growth plan.
- Guide the prioritization of strategic initiatives and help drive these initiatives across the organization.
- Engage members of the leadership team in creating site or functional specific tactical plans that support strategic initiatives and oversee effective coordination between ongoing and planned activities.
- Refine the current organizational and economic models, and underlying assumptions, in order to ensure they are consistent with the strategic growth plan.
- Work with the Fund Development Team to create a multi-year fund development strategy that generates the financial support required for expansion.
- Analyze and evaluate all areas of organization: volunteer development, fund development, physical plant, site requirements, expansion opportunities, type of facilities required, technological needs, strategic partnerships, talent acquisition, staff retention and development model and processes, student enrollment, and help execute the changes required for successful growth.
- Identify ways to enhance student identification, recruitment, selection and enrollment criteria.
- Work with the leadership team to improve operational and administrative processes in order to optimize productivity, gain efficiencies, strengthen execution, and enhance the overall effectiveness of a growing organization.

Wheaton Christian Grammar School *Principal* Wheaton, IL 2007- 2012

Curriculum, Instruction, Professional Development

- Utilizing a number of existing models as a foundation, I developed a comprehensive WCGS teacher evaluation system.
- Primary teacher evaluator.
- Primary responsibility for teacher hiring/dismissal.
- Lead the addition of full-day kindergarten program.
- Lead the addition of Latin-Greek Root words to curriculum.
- Lead the addition of Worldview course to curriculum.
- Lead the addition of Eighth Grade Capstone research project.
- Supervise the development and implementation of K – 8 curriculum.
- Develop and implement all K-8 faculty development activities.
- Lead development and implementation of technology plan.
- Oversee new elementary and middle school teacher orientation and mentoring.

Development

- Formulated a WCGS Development Plan.
- Secured grant money from three previously non-utilized sources (Illinois Textbook Loan, School Safety/Educational Improvement Block Grant, Title II/IV).
- Participate in capital campaign development and implementation for new \$25 million campus.
- Participate in design and construction decisions for new \$25 million campus.
- Participate in individual and group fundraising opportunities.

Strategic Planning

- Developed Strategic Priority Action Plan.
- Strategic Plan priorities which I led:
 - Mission statement revision
 - Development and implementation of standards based curriculum (McREL)
 - Staff development training initiatives; Classroom Instruction That Works, What Works in Schools, Formative Assessment, Writing enhancement, Standards Based Report Card revision
 - Expansion of funding for Art/Music/Physical Education program
 - Expansion of after school club opportunities
 - Addition of service learning opportunities for students
 - Development of Dean of Spiritual Life profile
 - Revision of tuition/multi-child discount plan

Development and implementation of Director of Communications/Marketing position
Lead development and implementation of marketing plan
Large scale expansion of faculty and staff technology opportunities/curriculum integration

Operations

- Lead the development of junior high teaching schedule
- Assist in the development of the annual school calendar
- Operate the elementary and middle school on a day-to-day basis
- Monitor, review and supervise all elementary and middle school faculty
- Assist with budget formulation and control
- Assist with school financial development

First Trust Portfolios

Vice President - Public Finance

Warrenville, IL. 2006-2007

- Develop public school market of public finance team with a firm I have previously have worked for (Clayton Brown)
- Research project options and funding opportunities for public school districts, park districts and municipalities
- Structure public debt funding options
- Present funding solutions to potential clients
- Service ongoing needs of existing clients
- Housing and construction market collapse and desire to be in school leadership prompted my return to education

Naperville North High School

Instructional Coordinator - Humanities Dept. Naperville, IL. 2001- 2006

Curriculum and Instruction

- Provide departmental leadership and guidance regarding implementation of curriculum review and reform according to district standards that utilize Understanding by Design (Wiggins and McTighe) and Design Qualities (Schlechty). This includes personal involvement in all curriculum projects and personally writing curriculum as well.
- Conduct both formal and informal teacher observations for the purpose of evaluation and improvement of instruction. This includes the preparation of all mid-year and year-end summative evaluation materials.
- Develop and implement professional in-service programs and departmental staff development opportunities. This included facilitating content area seminars, working in conjunction with the Literacy Center to develop reading and writing workshops for all freshman Social Studies students and Vertical Team workshops for the social studies department.
- Leadership of vertical team concepts and skills implementation within social studies department.
- Continually reviewing departmental offerings with the purpose of better sequencing of offerings, eliminating course overlap and addressing areas where the department is deficient in course coverage.
- Providing departmental leadership and guidance in the implementation of school-wide mission, school improvement goals and the Standard Bearer Process.
- Leadership of all departmental staff on late arrival staff development days.

Operations

- Preparation of departmental master teaching schedule and teacher class assignments. This involved over 29 teachers and 270 sections of class.
- Preparation and management of departmental budgets. This included nine budget accounts totaling approximately \$100,000.
- Preparation of all building and grounds modifications for three departments.
- Identification of all capital outlay needs for three departments.

Other areas

- Lead the selection of staff in all three departments (29 people). This includes review and screening of applicant information, conducting interviews and presenting recommendations for employment to the Principal.
- Preparation and presentation of comprehensive three-year plan involving curriculum, assessment, and technology in all three departments. This is done in close collaboration with the Instructional Coordinator of Naperville Central High School.
- Preparation and presentation of yearly action plans that specify departmental accomplishments and future goals.
- Interviewing, placing and supervising departmental student teachers
- Supervising assigned departmental administrative assistant.
- Organizing and conducting regular departmental meetings and overseeing departmental, school and district committee assignments.
- Co-Chair of Naperville North Advanced Placement Committee
- Member of the Naperville North School Improvement Committee

- Serve as resource for department regarding professional growth opportunities and current educational research findings.
- Continually supply department members (both formally through evaluation and informally) with leadership in student discipline issues, alternative instructional strategies, lesson preparation and other areas that might enhance classroom instruction.
- Coordination of Eighth Grade Parent night for three departments.
- Departmental leadership of assessment reform measures to ensure that the district goals of more valid, reliable, authentic and varied assessments are implemented.

Geneva High School *Teacher/Coach* Geneva, IL. 1995-2001

- Creatively and successfully educate high school students in the disciplines of Advanced Placement U.S. History, standard U.S. History, and American Government
- Create, develop and teach an Urban History class: The History of Chicago
- Head varsity tennis coach

Romeoville High School *Teacher/Coach* Romeoville, IL. 1994-1995

- Creatively and successfully educate high school students in the disciplines of Advanced Placement U.S. History, standard U.S. History, and honors economics
- Junior varsity tennis coach

Promotional Marketing, Inc. *Promotion Coordinator* Chicago, IL. 1990-1991

- Responsible for hiring, training and leading up to 15 marketing managers
- Develop budgets and tactical field marketing plans for multi-million dollar clients

John Nuveen & Co. *Sales Associate - Secondary Trading* Chicago, IL. 1989-1990

- Successful sales of fixed income unit trust products, mutual funds and money market funds
- Personal region responsible for over 30% of multi-million dollar sales volume

Clayton Brown & Associates *Syndicate Director* Chicago, IL. 1988-1989

- Manage unit trust underwriting desk; consolidated broker/dealers into underwriting syndicate

Young Life *Director of Junior High Development* Lake Forest, IL. 1987-1988

- Supervise, train and lead diverse group of volunteer staff and junior and senior high students

EDUCATION

Aurora University Aurora, IL. 1998-2000
M.A. - Educational Leadership - Type 75 certification

North Central College Naperville, IL. 1992-1994
Teacher Certification Program

The University of Iowa Iowa City, IA. 1981-1985
B.A. - Political Science

Lake Forest High School Lake Forest, IL. 1977-1981

Mika J Krause

Education

- DePaul University, Chicago, Illinois. Masters of Education, Educational Leadership. Graduated with Distinction. September 2011-March 2013.
- University of Illinois at Urbana-Champaign. Bachelor of Science in Elementary Education. August 2003 –May 2008.
- Certification: Type 03 Elementary Teaching, Type 75 General Administration.

Experience in the Field of Education

Accelerate Institute, Chicago, IL and Catalyst Circle Rock, Chicago, IL

July 2013-present

Ryan Fellow, Class of 2014

- Selected to the prestigious Ryan Fellowship, which identifies and develops transformational school principals with expertise in accelerating student achievement.
- Achieved successful completion of Accelerate Summer Institute, four weeks of rigorous coursework developed and presented by Northwestern University Kellogg School of Management faculty and educational leaders from around the country.
- Currently completing leadership field study at Catalyst Circle Rock Charter School in the Austin Neighborhood, Chicago, Illinois.
- Selected fieldwork accomplishments and projects include:
 - **Leadership**—Served as a member of the school leadership team contributing to discussion and decision making regarding implementation of systems related to adult culture, student culture, development of teachers, and school-wide routines and procedures which resulted in increased efficiencies in the school.
 - **Data Driven Instruction**--Supported six grade level teachers through data collection and analysis, planning meetings, creation of goals and action steps, and accountability measures.
 - **Professional Development**--Planned and executed whole school professional development focused on balanced literacy which resulted in successful implementation of independent reading, guided reading, comprehension instruction, and read louds.
 - **Observation and Feedback**--Coached seven teachers through weekly observation, feedback, and planning meetings that improved teacher proficiency in instructional delivery.
 - **Strategic Planning**--Synthesized learning from observations and practice into a thesis-style Leadership Playbook that is the basis for a school specific strategic plan.

Chicago International Charter Schools Lloyd Bond Campus, Chicago, IL

Assistant Director, Charter Schools USA

July 2012-June 2013

- Selected fieldwork accomplishments and projects include:
 - **Leadership**—Served as a school leader of a staff of 35 individuals and 350 students.
 - **Data Driven Instruction**—Supported 14 grade level teachers through data analysis and implementation using the NWEA MAP data three times throughout the year. School met all achievement targets set by Chicago International Charter Schools with 63% of students making projected growth in math and 59% of students making projected growth in reading.
 - **Professional Development**--Planned and executed whole school professional development for two weeks of new teacher institute prior to school year beginning. Planned and executed whole school and grade level professional development throughout the school year targeting areas of growth and school wide goals.
 - **Observation and Feedback**—Completed formal observations four times throughout the school year on 20 instructional staff members. Completed goal-setting process with 20 instructional staff members. Provided feedback and coaching to a staff of 29 individuals.
 - **Strategic Planning**—Co-facilitated the development of a school wide improvement plan in collaboration with the building principal, teachers, students, and parents.

Mika J Krause

Lead Teacher, Fourth Grade, EdisonLearning, Inc.

July 2009-July 2012

- Managed daily professional development meetings, member of school leadership team, collaborated with a team of teachers, and daily teaching of a full curriculum.
- Averaged over 1.5 years of growth on the NWEA test during all three years in the classroom as a result of data driven instruction, implementing a standards driven curriculum, and implementing differentiated, small group instruction daily.

Math Curriculum Coordinator, EdisonLearning, Inc.

August 2010-July 2012

- Administered professional development on the Everyday Mathematics curriculum and problem solving, organized family math events, and served as a representative on regional curriculum mapping team.
- Assisted in 63% of students meeting their growth projection in mathematics during the 2011-2012 school year and 71% of students met their growth projection in mathematics during the 2010-2011 school year as a result of data driven instruction, school wide problem solving initiative, and mastery in implementation of curriculum by all staff.

Summer Bridge Program Coordinator, EdisonLearning, Inc.

February 2010-July 2011

- Directed a team of twelve staff members, developed a math and reading curriculum, and selected a group of seventy pre-kindergarten through fifth grade students based on school wide data.

Certified Trainer, EdisonLearning, Inc.

May 2010-July 2012

- Trained to deliver professional development on the Imagine It! Reading curriculum, Open Court reading curriculum, Delta science curriculum, and learning environment.
- Delivered two weeks of training to a start up school within the EdisonLearning network.

Member of Start Up Team, EdisonLearning, Inc.

July 2009

- Established school wide routines, procedures, mission, and vision, and attended weeklong training on school start up as one of the first five members of the Lloyd Bond start up team.

Northmoor Edison Primary School, Peoria, IL

Teacher, Fourth Grade

August 2008-June 2009

- Taught at a school, which was nationally recognized as a Blue Ribbon School for their success in closing the achievement gap.
- Attended daily professional development meetings, submitted weekly lesson plans, collaborated with a team of teachers, and daily teaching of a full curriculum.

February 5, 2014

Mr. Michael Rogers
Executive Director
Chicago Education Partnership, Inc.
415 N. Laramie Avenue
Chicago, IL 60644

Dear Mr. Rogers:

Thank you for the tremendous effort that you and your design team have put forward to submit a proposal to open a new charter school in 2015. Congratulations on your success at each step of the process including the written submissions, capacity interview with the Comprehensive Evaluation Team (CET) members, Neighborhood Advisory Council (NAC) interviews and community forums at both Tier 1 and Tier 2 stages.

Chicago Board of Education Report #14-0122-EX10 approved the Board entering into a Charter School Agreement with Chicago Education Partnership, Inc. (CEP) for the operation of Chicago Education Partnership Charter School (CEP Charter School). The Board's approval, however, is contingent upon several factors including (1) final review and approval of the CEP Charter School proposal; (2) an assessment of the Chicago Public Schools' need for this charter school based upon demographics and student demands; (3) any required subsequent public hearings; and (4) CEP meeting the benchmarks established by the Office of Innovation and Incubation (I&I) as outlined below.

All costs incurred in compliance with meeting these benchmarks shall be the sole responsibility of CEP. If the benchmarks referenced in this letter are not completed by the dates indicated herein, Board Report #14-0122-EX10 may be rescinded (thereby denying the proposal for CEP Charter School) or may be amended to delay the opening of CEP Charter School.

Academic Capacity and Educational Plan

By **July 1, 2014**, CEP will provide to I&I additional detailed information in further response to Section 2: Academic Capacity of the 2013 New Schools Request for Proposals (RFP), along with any material changes to the other three sections of the proposal. If the proposal does not meet standards on all five (5) subsections of Section 2: Academic Capacity of the 2013 New Schools RFP, or fails to meet standards for any other subsection of the 2013 New Schools RFP due to material changes since the original proposal was submitted, the opening for CEP Charter School may be delayed to school year 2016-17.

The additional detailed information submission referenced above will be evaluated using the evaluation criteria for the 2013 New Schools RFP. In particular, the review will seek to assess whether:

- The proposal outlines the systems, traditions, structures, and policies to enable school leadership and faculty to achieve the outlined school culture (behavioral, socio-emotional, promoting college-readiness, etc.);
- The proposed principal has a track record of driving student academic achievement with similar student populations (both demographically and in similar grade levels) in a school setting, and has instructional leadership experience across different subject areas and grade levels;
- Member(s) of the proposed instructional leadership team have experience implementing key aspects of the proposed educational model, including successfully

implementing project-based learning and blended learning and overseeing effective instruction across all subject areas;

- The academic goals for the five years of the agreement are aligned with the learning standards included in the attached curriculum map and the assessment plan clearly articulates how the instructional leadership team will continually assess student learning on the identified learning standards (minimally on a six-week cycle);
- The curriculum map includes learning standards for each grade level served in the five-year agreement (K-5) across all subjects;
- The proposal includes a comprehensive teacher evaluation framework and evidence that member(s) of the instructional leadership team have enrolled in an official training session that is aligned to key components of the stated evaluation framework (e.g., the Charlotte Danielson "Framework for Teaching");
- The proposal includes clear goals to assess the success of proposed teacher professional development and staff retention, infrastructure and associated initiatives.

Timeline

- By July 1, 2014: CEP will provide additional detailed information in further response to Section 2: Academic Capacity of 2013 New Schools' Request for Proposal.
- October 1, 2014: Deadline for CEP to submit a signed Letter of Intent as a written acknowledgement of its intent to enter into the charter contract.
- October 2014 Board vote (Tentative): If proposal meets on all standards, I&I may recommend that the Board approve facility, enter into a contract with CEP, and release start-up and incubation funding for a SY 2015-16 school opening.

ISBE COMPLIANCE AND FORMAL AGREEMENT WITH CPS

Board approval is not the final step in the process of authorizing new charter schools. The recently approved board report authorized CEP to enter into an agreement with the Board; however, this initial approval is not an indication that the proposal is considered by the Board to be final or comprehensive. Thus, as part of the agreement negotiating process, the proposal will be reviewed to ensure that the design elements of the charter school comply with the charter school law, Illinois School Code, other laws, statutes, regulations, court orders, decrees and CPS policies (where applicable). In order to enter into an agreement signed by both CPS and CEP, CEP is expected to comply, if necessary, with requests from the Board to submit additional materials as the school design takes more concrete form, and to supplement the proposal and/or to modify certain elements of the existing proposal in order to meet the requirements of the school type or other laws and regulations.

We welcome your comments on these details and look forward to a productive incubation period as CEP works to open a great new school choice for Chicago children.

Sincerely,

Jack Elsey

cc: Sagar Gokhale
Doresah Ford-Bey
Claudia Quezada

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CHICAGO EDUCATION PARTNERSHIP, AN ILLINOIS NOT-FOR-PROFIT
CORPORATION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Chicago Education Partnership, an Illinois not-for-profit corporation for a five-year term, beginning July 1, 2015. Approval will be contingent as detailed below. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by April 1, 2015. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Chicago Education Partnership, Inc.
415 N. Laramie Avenue
Chicago, Illinois, 60644
Phone: 630-200-6747
Contact: Michael Rogers, Executive Director

CHARTER SCHOOL: Chicago Education Partnership
Grades K-6: 400 N. Leamington Avenue
Chicago, Illinois 60644
Grades 7-8: 415 N. Laramie Avenue
Chicago, Illinois, 60644
Phone: 630-200-6747
Contact: Michael Rogers, Executive Director

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Chicago Education Partnership Charter school proposal was submitted by Chicago Education Partnership, Inc. and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal, considered "final and complete" in accordance with the Charter Schools Law, in December 2013. Chicago Education Partnership's mission is to create a school that dramatically transforms the lives of K-8 students and prepares them for success in college and in life through the delivery of a rigorous and personalized academic program, a focus on holistic education and the development of strong character. Chicago Education Partnership's school model is based on an extended school year/extended school day. It will meet the needs of all learners including English Language Learners, students with special needs, students in need of remediation and those in need of accelerated learning. The Chicago Education Partnership Charter School will be a college preparatory school which views excellence as commitment to constant improvement, through a rigorous education that seeks to develop the potential of each student. The educational program of the school will include: student-centered, personalized learning academic philosophy, culture of high

expectations established, self-pacing and mastery based advancement, blended instructional model, data-driven instruction, a pyramid of interventions for students to meet social/emotional needs and a deep partnership with the By The Hand Club for Kids. The school is slated to open in the fall of 2015 serving a maximum of 180 students in grades K-1. The school will add grades in subsequent years with an at capacity enrollment of 810 students in grades K-8. The school will be located across two adjoining facilities in the Austin neighborhood. Grades K-6 will be located at 400 N. Leamington Avenue and Grades 7 and 8 will be located at 415 N. Laramie Avenue. A community meeting and a public hearing on charter school submissions submitted in 2013, as required by statute, were held on December 16, 2013 and January 7, 2014.

TERM: If approved, the term of the Chicago Education Partnership charter and agreement shall commence July 1, 2015 and end June 30, 2020.

CONTINGENT APPROVAL: Final approval of this proposal is contingent upon Chicago Education Partnership, Inc. submitting responses regarding its academic capacity, including, but not limited to information regarding: the identification of a principal with a proven track record of driving student academic achievement with similar student populations in a school setting, a curriculum map with learning standards for each grade and subject in the five-year contract, and systems, traditions, and structures to achieve the proposed school culture by July 1, 2014. The specifics regarding these contingencies and the requested submission will be communicated by the Chief Executive Officer or her designee to Chicago Education Partnership, Inc. in a formal Letter of Conditions. The Board hereby directs the Chief Executive Officer or her designee to monitor the deadlines set forth in the Letter of Conditions, oversee the evaluation of the submission by Chicago Education Partnership, Inc., and provide a written report regarding compliance with the Letter of Conditions to the Board by October 1, 2014. Thereafter, this will be re-presented to the Board for a determination regarding whether the contingencies have been satisfied. Failure to meet this contingency according to the terms set forth in the Letter of Conditions may, at the option of the Board, result in the rescission of the authority granted herein.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2015-2016 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form



James L. Bebley
General Counsel



Brian Martin
Charter Schools Program
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202-5970

July 9, 2014

To Whom It May Concern,

Chicago Public Schools has received a letter under Section 5203(d)(3) of the Elementary and Secondary Education Act (ESEA) providing notice that Chicago Education Partnership, Inc. is applying for the Charter Schools Program federal grant (Catalog of Federal Domestic Assistance (CFDA) 84.282B).

On January 22, 2014, the Chicago Board of Education (CBOE) conditionally approved Chicago Education Partnership to open in the fall of 2015. The CBOE stipulated that Chicago Education Partnership submit additional information about its educational program to Chicago Public Schools for further review. The January 22, 2014 publicly available Board Report outlines the contingent approval and can be found at the following link: http://www.cpsboe.org/content/actions/2014_01/14-0122-EX10.pdf. The attached Letter of Conditions outlines the timeline and specific requirements of Chicago Public Schools' review of conditional materials. The Office of Innovation and Incubation (I&I) will provide the Chicago Board of Education with a report outlining whether conditions have been met by October 1, 2014.

I&I fully supports the grant application for these important funds to aid Chicago Education Partnership in its planning and development process and, if fully approved by the CBOE to open in the fall of 2015, to help operationalize its model.

If the United States Department of Education has any additional questions regarding Chicago Education Partnership, please reach out to me directly.

Best,



Jack J. Elsey Jr.
Chief of Innovation and Incubation
Chicago Public Schools

February 5, 2014

Mr. Michael Rogers
Executive Director
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415 N. Laramie Avenue
Chicago, IL 60644

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We welcome your comments on these details and look forward to a productive incubation period as CEP works to open a great new school choice for Chicago children.

Sincerely,

Jack Elsey

cc: Sagar Gokhale
Doresah Ford-Bey
Claudia Quezada

School Quality Rating Policy (SQRP) Handbook

Guide to the Policy, Indicators, and Ratings

This document provides details related to the calculation of ratings under the School Quality Rating Policy (SQRP), as well as additional information on how Remediation and Probation status is intended to be implemented in Chicago Public Schools. This document is specific to the policy adopted on August 28, 2013.



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Introduction to the SQRP

PURPOSE AND GUIDING PRINCIPLES

The School Quality Rating Policy (SQRP) is the Board of Education's policy for evaluating school performance. It establishes the indicators of school performance and growth and the benchmarks against which a school's success will be evaluated on an annual basis. Through this policy, each school will receive a **School Quality Rating** and an **Accountability Status**. This rating and status serve several purposes:

1. Communicating to parents and community members about the academic success of individual schools and the district as a whole;
2. Recognizing high achieving and high growth schools and identifying best practices;
3. Providing a framework for goal-setting for schools;
4. Identifying schools in need of targeted or intensive support; and
5. Guiding the Board's decision-making processes around school actions and turnarounds.

The SQRP will take effect beginning with a School Quality Rating and Accountability Status issued in Fall 2014 based on school performance data gathered during the 2013-2014 school year. The Accountability Status the school receives will be the school's status for the duration of the 2014-2015 school year.

The Board recognizes that an effective and fair School Quality Rating system considers a broad range of indicators of success, including, but not limited to, student test score performance and student academic growth, closing of achievement gaps, school culture and climate, attendance, graduation, and preparation for post-graduation success. Therefore, this policy establishes a comprehensive system to assess school performance in order to identify, monitor, and assist schools with low student performance in these areas, as well as provide a framework for action to intervene in schools with stagnant or insufficient rates of student improvement. The School Quality Rating system also provides a means for recognition of schools that have demonstrated distinguished levels of performance.

LEGAL BACKGROUND

Section 5/34-8.3 of the Illinois School Code provides for the remediation and probation of schools and requires the CEO of the Chicago Public Schools to monitor the performance of each school. In doing so, the CEO is required to use criteria and a rating system established by the Board to identify those schools in which: (1) there is a failure to develop, implement, or comply with the school improvement plan; (2) there is a pervasive breakdown in the educational program as indicated by various factors such as the absence of improvement in reading and math achievement scores, an increased dropout rate, a decreased graduation rate, or a decrease in the rate of student attendance; or (3) there is a failure or refusal to comply with the provisions of the School Code, other applicable laws, collective bargaining agreements, court orders, or applicable Board rules and policies. The SQRP is the policy that lays out the criteria for making these determinations.

By state law, charter schools are exempt from Section 5/34-8.3. However, CPS charter schools are subject to the performance standards set out in this policy by and through the accountability provisions in their charter contract with the Board and will receive a School Quality Rating and Accountability Status. All other CPS schools are subject to this policy, including, but not limited to: neighborhood schools, magnet schools, selective enrollment schools, contract schools, Option Schools, and schools with non-traditional grade structures.

[HOW THE SQRP WORKS \(HIGH LEVEL OVERVIEW\)](#)

The SQRP is based on a weighted point system. Schools earn between 1 and 5 points for each indicator, which are then weighted and added together to compute an overall weighted score that is also between 1 and 5 points. It is with this overall weighted score that the school’s School Quality Rating and Accountability Status are determined. Below is an overview of the main elements of the SQRP.

Points	For each indicator in the SQRP, schools can earn between 1 and 5 points for reaching progressive benchmarks of performance. More information on the indicators and point values used in the SQRP is on page 7.
Weighting	Each indicator has a specific weight in the SQRP. Weights may be different based on the number and type of indicators that are available to a particular school, but the sum of the weights for the school will always be 100%. More information on weighting is on page 11.
Weighted Score	The points received for each indicator are multiplied by their weight and then added together. The resulting weighted score will be between 1 and 5. Indicators with larger weights will play a bigger role in determining the school’s overall weighted score. More information on calculating a weighted score is on page 17.
School Quality Rating	Based on the overall weighted score, schools are assigned a rating of Tier 1 (4 – 5 points), Tier 2 (3.5 – 3.9 points), Tier 3 (3 – 3.4 points), Tier 4 (2 – 2.9 points), or Tier 5 (1 – 1.9 points). Schools can also achieve a Tier 1 rating by being in the 90 th percentile or higher nationally on the attainment indicator set out in the policy. More information on School Quality Ratings is on page 17.
Accountability Status	The School Quality Rating is used to determine the school’s Accountability Status. In general, schools receiving a Tier 1, Tier 2 or Tier 3 rating are in Good Standing status, schools receiving a Tier 4 rating are in Remediation (aka “Provisional Support”) status, and schools receiving a Tier 5 rating are in Probation (aka “Intensive Support”) status. More information on the Accountability Rating is in the following section and on page 18.

ACCOUNTABILITY STATUS

While the school's rating (its "level" under the Performance Policy and its "tier" under the new SQRP) may seem like it is better known and more often discussed than the school's Accountability Status, the primary purpose of the SQRP is to determine the school's Accountability Status. It is from the school's Accountability Status that school accountability is made actionable. Specifically, when a school is placed on Remediation or Probation in accordance with Section 5/34-8.3, certain authority is granted to the Board of Education and the CEO to take steps to intervene in the school in order to correct the school's academic deficiencies.

One important change in how school performance information is communicated is related to the terms surrounding the school's Accountability Status. While the terms "Probation" and "Remediation" are a part of the Illinois School Code, CPS will in its general communication use terms that better reflect the types of support a school needs. Probation will be referred to as "Intensive Support" while Remediation will be referred to as "Provisional Support." The terms Probation and Remediation will continue to be used in internal documents, the SQRP itself, and direct notice to principals and Local School Council (LSC) members of the school's Accountability Status, so as to avoid any confusion over the school's status under Illinois School Code and CPS policy. However, the terms "Intensive Support" and "Provisional Support" will be used in communication and reports intended for the general public.

Below is a summary of each Accountability Status and what it means for school autonomy and governance.

Good Standing

This is the default status for a school. Schools in Good Standing status remain bound by federal and state law and CPS policies, but retain certain autonomy with regard to school improvement planning and budgets. LSCs retain all legislated authority in a Good Standing school, including approval of the Continuous Improvement Work Plan (CIWP) and budget, and principal contracting authority.

Remediation/Provisional Support

Schools in this status are in need of support. When a school is placed on Remediation, the CEO may take the following actions:

- a) Draft a new school improvement plan;
- b) Require additional training for the LSC;
- c) Direct the implementation of the CIWP; and/or
- d) Mediate disputes or other obstacles to reform or improvement at the school.

In practice, this means that the CEO or designee – usually the Chief of Schools for the Network – will work with the school to develop a Remediation Plan. This plan may include changes to curriculum and student support services, required professional development, expenditure plans, or other mechanisms that the Chief of Schools believes is necessary to improve student performance. The plan should be articulated in the school's CIWP and should be supported by the school's budget. Amendments to the CIWP and/or budget may be necessary. While LSC input into the plan is still valued, LSC approval of the

CIWP is no longer required. However, it is a requirement that LSC's be provided an opportunity to review and provide feedback on the CIWP, and LSCs retain their principal contracting authority.

Probation/Intensive Support

Schools in this status are in need of a more intensive support than can be provided through a Remediation Plan. Similar to the Remediation Plan, the CEO or designee will work with the school to develop and implement a Probation Plan, which may require amendments to the school's CIWP and/or budget. For schools on Probation, Board approval of the CIWP is required. LSCs must have an opportunity to review and provide input into the plan, but LSC approval of the CIWP and budget is not required. LSCs retain principal contracting authority, except as noted below.

When a school has been on Probation for at least one year, the Board of Education is authorized under Section 5/34-8.3 to take additional corrective measures. These measures require a hearing and Board vote. They include:

- a) Ordering new LSC elections;
- b) Removing and replacing the principal;
- c) Replacing faculty members, subject to the provisions of Section 24A-5 of the Illinois School Code;
- d) Reconstituting the attendance center and replacement and reassignment by the CEO of all employees of the attendance center (also known as a "turnaround");
- e) Intervening under Section 34-8.4 of the Illinois School Code;
- f) Operating an attendance center as a contract turnaround school;
- g) Closing of the school; or
- h) Any other action authorized under Section 34-8.3 of the Illinois School Code.

The actions above are sometimes referred to as "8.3 actions." When a school undergoes an action under 8.3(b) (principal removal) or 8.3(d) (reconstitution or "turnaround"), the school is automatically placed on Probation for a minimum of five years. The LSC's principal contracting authority is suspended until the school is removed from Probation. The purpose of these provisions is to ensure that the 8.3 action has time to be implemented before the school is eligible for Good Standing status and the default governance structure is restored.

COMMUNICATION OF RESULTS

Each school's School Quality Rating and Accountability Status will be communicated in multiple ways to ensure that principals, LSCs, staff, families, and the community understand how each school is performing on the SQR. The primary ways in which this information will be communicated are:

1. **Direct Principal Notification:** Principals will receive a letter and SQR report notifying them of the school's rating and status. The letter may be mailed to the school or posted on the CPS Dashboard.

2. **Direct LSC Notification:** LSC members will receive a letter and SQRP report, which will be sent to the LSC members' homes.
3. **The CPS Website:** Each school's rating, status, and complete SQRP report will be included on the school's profile page at cps.edu, as well as on the School Data page at cps.edu/schooldata.
4. **School Progress Reports:** Families will receive these reports annually in the fall. The School Progress Report includes information on the school's performance on a variety of indicators, including, but not limited to, the SQRP.

Policy Scoring

ASSIGNING POINTS

Points are assigned to each indicator based on the tables published in the SQRP and included on the next three pages. A definition for each indicator is provided in Appendix A. In order to receive points for an indicator, the indicator must be based on at least 10 students, with the exception of priority group indicators, which must be based on at least 30 students. For the My Voice, My School Survey, the school must have a minimum participation rate of 50% to receive points.

Elementary School Performance Indicators

Elementary School Performance Indicator	5 points	4 points	3 points	2 points	1 point
National School Growth Percentile on the NWEA Reading and Math Assessments	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
Priority Group National Growth Percentile on the NWEA Reading and Math Assessment (evaluated separately for African-American students, Hispanic students, English Language Learners (ELLs), and Diverse Learners)	70 th percentile or higher	Between 50 th and 69 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
Percentage of Students Meeting or Exceeding National Average Growth Norms on NWEA Reading and Math Assessments	70% or higher	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
National School Attainment Percentile on the NWEA Reading & Math Assessments	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
Percentage of Students Making Sufficient Annual Progress on the ACCESS assessment	55% or higher	Between 45% and 54.9%	Between 35% and 44.9%	Between 25% and 34.9%	Less than 25%
Average Daily Attendance Rate (Grades K-8)	96% or higher	Between 95% and 95.9%	Between 94% and 94.9%	Between 92% and 93.9%	Less than 92%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

High School Performance Indicators

High School Performance Indicator	5 points	4 points	3 points	2 points	1 point
National School Growth Percentile Based on EXPLORE, PLAN and ACT Assessments	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT Assessments (evaluated separately for African-American students, Hispanic students, English Language Learners (ELLs), and Diverse Learners)	70 th percentile or higher	Between 50 th and 69 th percentile	Between 30 th and 49 th percentile	Between 10 th and 29 th percentile	Below 10 th percentile
National School Attainment Percentile Based on EXPLORE, PLAN and ACT Assessments	90 th percentile or higher	Between 70 th and 89 th percentile	Between 40 th and 69 th percentile	Between 10 th and 39 th percentile	Below 10 th percentile
Average Daily Attendance Rate (Grades 9-12)	95% or higher	Between 90% and 94.9%	Between 85% and 89.9%	Between 80% and 84.9%	Less than 80%
Freshman On-Track Rate	90% or higher	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
1-Year Dropout Rate	2% or below	Between 2.1% and 4%	Between 4.1% and 6%	Between 6.1% and 8%	More than 8%
4-year Cohort Graduation Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	40% or higher	Between 30% and 39.9%	Between 20% and 29.9%	Between 10% and 19.9%	Less than 10%
College Enrollment Rate	75% or higher	Between 65% and 74.9%	Between 55% and 64.9%	Between 45% and 54.9%	Less than 45%
College Persistence Rate	85% or higher	Between 75% and 84.9%	Between 65% and 74.9%	Between 55% and 64.9%	Less than 55%
My Voice, My School 5 Essentials Survey	Well Organized	Organized	Moderately Organized	Partially Organized	Not Yet Organized
Data Quality Index Score	99% or higher	Between 95% and 98.9%	Between 90% and 94.9%	Between 85% and 89.9%	Less than 85%

Option School Performance Indicators

Option School Performance Indicator	5 points	4 points	3 points	2 points	1 point
Average Growth Percentile on STAR Reading Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
Average Growth Percentile on STAR Math Assessment	60 th percentile or higher	Between 50 th and 59 th percentile	Between 40 th and 49 th percentile	Between 30 th and 39 th percentile	Below 30 th percentile
Percent Making Growth Targets on STAR Reading Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
Percent Making Growth Targets on STAR Math Assessment	Greater than or equal to 65%	Between 55% and 64.9%	Between 45% and 54.9%	Between 35% and 44.9%	Less than 35%
One-Year Graduation Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Credit Attainment Rate	Greater than or equal to 70%	Between 60% and 69.9%	Between 50% and 59.9%	Between 40% and 49.9%	Less than 40%
Stabilization Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Average Daily Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%
Growth in Attendance Rate	Greater than or equal to 90%	Between 80% and 89.9%	Between 70% and 79.9%	Between 60% and 69.9%	Less than 60%

Participation Rate Minimums

Points for the assessment indicators listed on the following pages assume a 95% participation rate on the assessment. For schools with a participation rate below 95%, the following adjustments will be applied:

Participation Rate for Elementary and High School	Participation Rate for Option Schools	Point Adjustment
Greater than or equal to 95%	Greater than or equal to 90%	No adjustment
93% to 94%	85% to 89%	-1 point
92% to 93%	80% to 84%	-2 points
90% to 91%	75% to 79%	-3 points
Less than 90%	Less than 75%	-4 points

A separate participation rate will be calculated for each assessment indicator. This means that a school may receive an adjustment for one indicator (for example, the 2nd grade indicator, or for a specific priority group), even if the overall participation rate is above 95%.

Participation rates are based on the school’s enrollment at the *end of the posttest assessment window*. This means that if a student transfers into the school during the testing window, the school is expected to administer the test, unless a test was administered at the student’s previous school. While this student may not be included in the school’s assessments (see page 22 for information on “annualized” enrollment), the student *will be* included in the school’s participation rate.

Because Option School growth measures rely on a pretest and posttest taken during the same year, participation rate is calculated as the percentage of students who were enrolled during both the pretest window, and posttest window and tested in both windows. For calculation of this rate, each student’s participation is evaluated using the test administrations that are used in that student’s growth measure (i.e., the fall and winter, winter and spring, or fall and spring administrations).

Students with an IAA indicator on their IEP or whose previous year’s ACCESS Literacy score was less than 3.5 are excluded from the NWEA, EXPLORE, PLAN and ACT calculations in the SQRP, and are therefore excluded from the participation rate. **ELL students who are in 11th grade are still required to take the PSAE under state law.**

WEIGHTING SYSTEM

Each school will be measured on each indicator for which it has sufficient data. However, the school will only be evaluated on the indicators that are deemed applicable for that school. **In most cases, if the school has sufficient data for an indicator, that indicator is applicable.** For schools that have all available data, the following weights will be applied to calculate the weighted score for each indicator:

Standard Elementary School Model

Elementary School Indicator	Weight
National School Growth Percentile on the NWEA Reading Assessment	12.5%
National School Growth Percentile on the NWEA Math Assessment	12.5%
Priority Group National Growth Percentile on the NWEA Reading Assessment	Up to 5%*
Priority Group National Growth Percentile on the NWEA Math Assessment	Up to 5%*
Percentage of Students Meeting or Exceeding National Average Growth Norms	10%
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 2	2.5%
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%
Average Daily Attendance Rate	20%
My Voice, My School 5 Essentials Survey	10%
Data Quality Index Score	5%

*The priority group percentile is measured separately for African-American students, Hispanic students, ELL and Diverse Learners. Each priority group calculation is worth 1.25% in reading and 1.25% in math. If there are fewer than 30 students in the priority group, the indicator is not used and the weight is reallocated to whole-school NWEA growth indicators.

Standard High School Model

High School Indicator	Weight
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	20%
Priority Group National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	Up to 10%*
National School Attainment Percentile on EXPLORE, PLAN and ACT Assessments	10%
Average Daily Attendance Rate	10%
Freshman On-Track Rate	10%
1-Year Dropout Rate	5%
4-Year Cohort Graduation Rate	10%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%
College Enrollment Rate	5%
College Persistence Rate	5%
My Voice, My School 5 Essentials Survey	5%
Data Quality Index Score	5%

*The priority group percentile is measured separately for African-American students, Hispanic students, ELL and Diverse Learners. Each priority group calculation is worth 2.5%. If there are fewer than 30 students in the priority group, the indicator is not used and the weight is reallocated to whole school growth indicator.

Standard Option School Model

Option School Indicator	Weight
Average Growth Percentile on STAR Reading Assessment	10%
Average Growth Percentile on STAR Math Assessment	10%
Percent Making Growth Targets on STAR Reading Assessment	15%
Percent Making Growth Targets on STAR Math Assessment	15%
One-Year Graduation Rate	15%
Credit Attainment Rate	5%
Stabilization Rate	10%
Average Daily Attendance Rate	10%
Growth in Attendance Rate	10%

Schools Fitting Multiple Models

In cases where more than one of the models above are applicable to the school – most commonly a school serving both elementary school and high school grades – the school will receive a separate School Quality Rating under each of the applicable models, but will also receive a combined School Quality Rating based on the weighted scores earned under each model. The weighted scores for each model will be weighted by the number of students in each of the two programs (based on 20th day enrollment) and averaged. The combined School Quality Rating will be used to determine the school’s Accountability Status. This process will ensure that all students in the school are included in the school’s rating and status.

Schools With Missing Indicators

There are four common reasons for an indicator to be missing:

1. There are too few students included in the indicator. Most indicators must include a minimum of 10 students, with the exception of the priority group indicators, which must include a minimum of 30.
2. The school does not serve the grade levels being measured. For example, a school that serves only grades 7-8 will not have data for the indicator titled “National School Attainment Percentile for NWEA Assessment in Grade 2.”
3. The school is serving a unique student population, such as schools primarily serving diverse learners, or schools located in a correctional facility, where the indicator may be available but not a reliable indicator of the school’s performance.
4. Data quality issues are compromising the integrity of the indicator being included. These issues may be brought to light in an audit of the school’s data or assessment practices, in which case the indicator may not be included in the school’s scoring.

In the case where an indicator is missing, the weight of the missing indicator will be reassigned to other indicators. The general principle for reassigning an indicator’s weight is to reassign to the closest related indicator, or if there is no closely related indicator, to reassign to the overall student growth indicator. If the overall student growth indicator is not available, the school will not be considered as having sufficient

data to receive a rating under this policy.¹ The tables on the following pages provide specific rules to be used to reassign weight.

Reassignment Rules for Missing Elementary Indicators

Missing Elementary Indicator	Standard Weight	Reassignment Rule*
National School Growth Percentile on the NWEA Reading Assessment	12.5%	School will not receive a rating.
National School Growth Percentile on the NWEA Math Assessment	12.5%	School will not receive a rating.
Priority Group National Growth Percentile on the NWEA Reading Assessment	5%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the NWEA Reading Assessment.
Priority Group National Growth Percentile on the NWEA Math Assessment	5%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the NWEA Math Assessment.
Percentage of Students Meeting or Exceeding National Average Growth Norms	10%	School will not receive a rating.
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8
National School Attainment Percentile on the NWEA Math Assessment for Grades 2	2.5%	National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	School will not receive a rating.
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	School will not receive a rating.
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	In the case that any of these indicators are missing, the weight for that indicator will be split evenly between National School Growth Percentile on the NWEA Reading Assessment and National School Growth Percentile on the NWEA Math Assessment.
Average Daily Attendance Rate	20%	
My Voice, My School 5 Essentials Survey	10%	
Data Quality Index Score	5%	

*See *Special Case box on page 14 for reassignment of weights for schools serving a highest grade level of Grade 3.*

¹ The scenarios here represent cases where the school is missing certain indicators from the standard model, but for which most of the metrics are still available. For schools where a substantial proportion of the indicators are not available, or where the CEO determines that the set of indicators in the model are not a valid way of measuring the school's performance, the CEO and Office of Accountability will develop and propose to the Board a set of indicators and a system for rating the school using those indicators. This will affect only a small number of schools, primarily those serving very unique populations or grade levels.

Special Case – Schools with a highest grade level of Grade 3

In these schools, all metrics from the standard model should be available. However, because the standard model would put a very high weight on 3rd grade performance and growth, the School Quality Rating Policy includes a specific weighting model for this case, which redistributes some of this weight to 2nd grade and some to attendance. The resulting weighting is as follows:

- National School Growth Percentile on NWEA Reading (Grade 3): 5%
- National School Growth Percentile on NWEA Math (Grade 3): 5%
- Priority Group National School Growth Percentile on NWEA Reading (Grade 3): 5%
- Priority Group National School Growth Percentile on NWEA Math (Grade 3): 5%
- Percentage of Students Meeting National Average Growth on NWEA (Grade 3): 10%
- National School Attainment Percentile on NWEA Reading (Grade 2): 5%
- National School Attainment Percentile on NWEA Math (Grade 2): 5%
- National School Attainment Percentile on NWEA Reading (Grade 3): 2.5%
- National School Attainment Percentile on NWEA Math (Grade 3): 2.5%
- Percentage Making Sufficient Annual Progress on ACCESS: 5%
- Average Daily Attendance Rate: 35%
- My Voice, My School 5 Essentials Survey: 10%
- Data Quality Index Score: 5%

Reassignment Rules for Missing High School Indicators

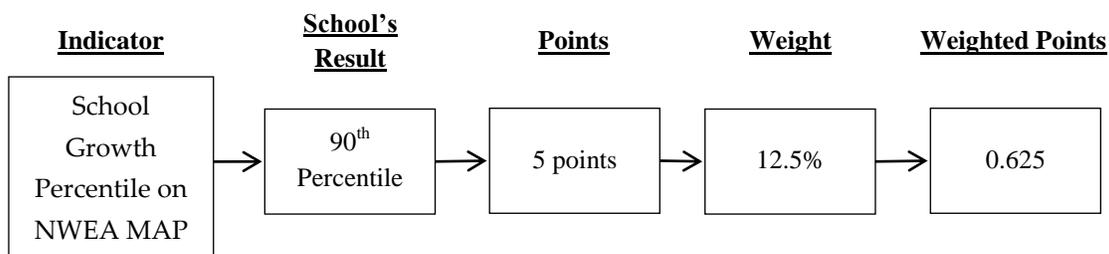
Missing High School Indicator	Standard Weight	Reassignment Rule
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	20%	School will not receive a rating.
Priority Group National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments	10%	For each priority group with missing data, weight will be reassigned to National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments.
National School Attainment Percentile on EXPLORE, PLAN and ACT Assessments	10%	School will not receive a rating.
Freshmen On-Track Rate	10%	Weight will be split evenly between Average Daily Attendance Rate and 1-Year Dropout Rate.
4-Year Cohort Graduation Rate	10%	If the school has prior graduates, weight will be evenly split between College Enrollment Rate and Persistence Rate. If not, the combined 20% from Graduation Rate, College Enrollment Rate, and College Persistent Rate will be split as follows: 5% to Average Daily Attendance Rate; 5% to Freshman On-Track Rate; 10% to 1-Year Dropout Rate.
College Enrollment Rate	5%	4-year Cohort Graduation Rate
College Persistence Rate	5%	College Enrollment Rate
Average Daily Attendance Rate	10%	In the case that any of these indicators are missing, the weight for that indicator will be reassigned to the National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments.
1-Year Dropout Rate	5%	
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%	
My Voice, My School 5 Essentials Survey	5%	
Data Quality Index Score	5%	

Reassignment Rules for Missing Option School Indicators

Missing High School Indicator	Standard Weight	Reassignment Rule
Average School Growth Percentile on the STAR Assessment in Reading	10%	School will not receive a rating.
Average School Growth Percentile on the STAR Assessment in Math	10%	School will not receive a rating.
Percent Making Growth Targets on STAR Assessment in Reading	15%	School will not receive a rating.
Percent Making Growth Targets on STAR Assessment	15%	School will not receive a rating.
1-Year Graduation Rate	15%	Weight will be split evenly between Average Daily Attendance Rate, Stabilization Rate, and Credit Attainment Rate.
Credit Attainment Rate	5%	Weight will be split evenly between Reading and Math scores for Average School Growth Percentile on the STAR Assessment.
Stabilization Rate	10%	
Average Daily Attendance Rate	10%	Weight will be split evenly between Stabilization Rate and Credit Attainment Rate.
Growth in Attendance Rate	10%	Average Daily Attendance Rate

CALCULATION OF THE SCHOOL QUALITY RATING

The School Quality Rating is based on the number of points the school receives for each of the applicable indicators (see the Weighting System section on page 11 for more information on applicability of indicators). The school will receive between 1 and 5 points for each indicator, which will then be multiplied by the weight of that indicator to calculate the **weighted points** for each indicator. For example:



The weighted points the school receives for each indicator will then be added together to calculate an **overall weighted score**. Because each indicator is worth between 1 and 5 points, the school's overall weighted score will also fall between 1 and 5. A rating will then be determined based on the following:

Overall Weighted Score	School Quality Rating
4.0 or more	Tier 1
Between 3.5 and 3.9	Tier 2
Between 3.0 and 3.4	Tier 3
Between 2.0 and 2.9	Tier 4
Less than 2.0	Tier 5

Regardless of the school's overall weighted score, the school will receive a Tier 1 rating if it meets the following requirements:

1. For high schools, being at the 90th percentile or higher on the National School Attainment Percentile for EXPLORE, PLAN and ACT Composite with a participation rate of at least 95%.
2. For elementary schools, being at the 90th percentile or higher on the National School Attainment Percentile for NWEA MAP in both reading and math with a participation rate of at least 95%.
3. For schools serving both elementary and high school grades, meeting both of the above criteria.

Notes on rounding

Rounding will only take place at the end of the calculation of the overall weighted score. The weighted points for each indicator will be reported to the second decimal place (0.00) but will not actually be rounded numbers. For this reason, adding the weighted points for each indicator as they are displayed on your SQRP report may result in a number that is slightly different than the overall weighted score that is reported. The overall weighted score will be rounded to the first decimal place (0.0) before the determination of the School Quality Rating is made. For example, an overall weighted score of 1.95 will be rounded to 2.0 and the school will receive a Tier 4 rating.

ASSIGNMENT OF ACCOUNTABILITY STATUS

A school's accountability status is based on a combination of the School Quality Rating (the school's "tier") and the school's Probation and Remediation history. The next two pages contain flow charts illustrating how the School Quality Rating and Accountability Status history are used in combination to determine the school's Accountability Status.

In general, a school receiving a rating of Tier 5 is placed on Probation (aka "Intensive Support"), a school receiving a rating of Tier 4 is placed on Remediation (aka "Provisional Support"), and a school receiving a rating of Tier 3 or higher is in Good Standing. However, there are several reasons a school may be placed on or retained in Probation or Remediation even if they have met a higher rating tier. Specifically:

1. A school that has been on Probation for two or more consecutive years needs a Tier 4 or higher rating for two consecutive years to be eligible to be removed from Probation.
2. A school that has been on Remediation for two or more consecutive years, or has been in a combination of Probation or Remediation for the last two or more consecutive years, needs a Tier 3 or higher rating for two consecutive years to be eligible to be removed from Remediation.
3. A school where the Board has taken action under ILSC 105 5/34-8.3(b) or (d) – meaning a principal removal or turnaround – is not eligible to be removed from Probation for at least five years. The school at that point must also meet AYP through the state for two consecutive years, and it must meet the other requirements of this policy (e.g., receive a Tier 3 or higher rating for two or more consecutive years).
4. A school may be placed on Probation regardless of the school's School Quality Rating if there is a failure or refusal to comply with the provisions of the Illinois School Code, other applicable laws, collective bargaining agreements, court orders, or Board rules and policies. One example of this may include a school that is in state or federal school improvement status but has not developed a CIWP and budget that address the AYP deficiencies that led to that status. Another example may include a school that has not complied with state and federal requirements for serving students with disabilities or English Language Learners. In such cases, the CEO would notify the school in writing of the reasons that the school was placed on Probation and the steps the school must take to be removed.
5. A school in Remediation where the CEO has decided that the Remediation Plan is insufficient to address the school's problems may be placed on Probation. This may include a school that has been in Remediation for multiple consecutive years but has shown very little improvement, or a school that does not have the appropriate conditions for improvement in place and needs more significant support to improve. In making this determination, the CEO will consider various factors including the length of time the school has had a Tier 4 rating status, long-term academic trends, school culture and climate, and quality of school leadership. In such cases, the CEO would notify the school in writing of the reasons that the school was placed on Probation and the steps the school must take to be removed.

The "Accountability Status" section starting on page 4 of describes what each status means for the school's governance and autonomy.

Chart: Assignment of Accountability Status based on 2013-2014 data

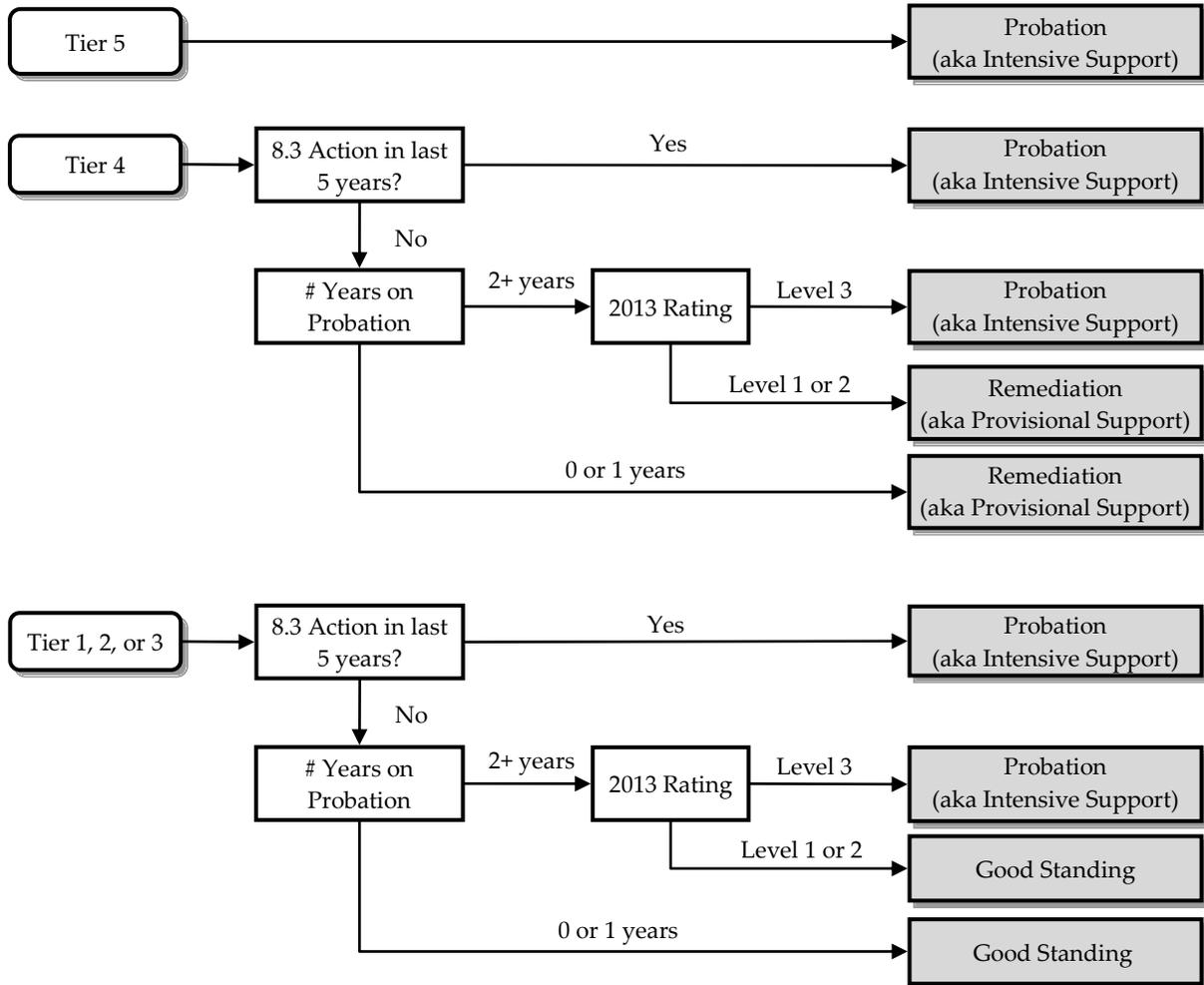
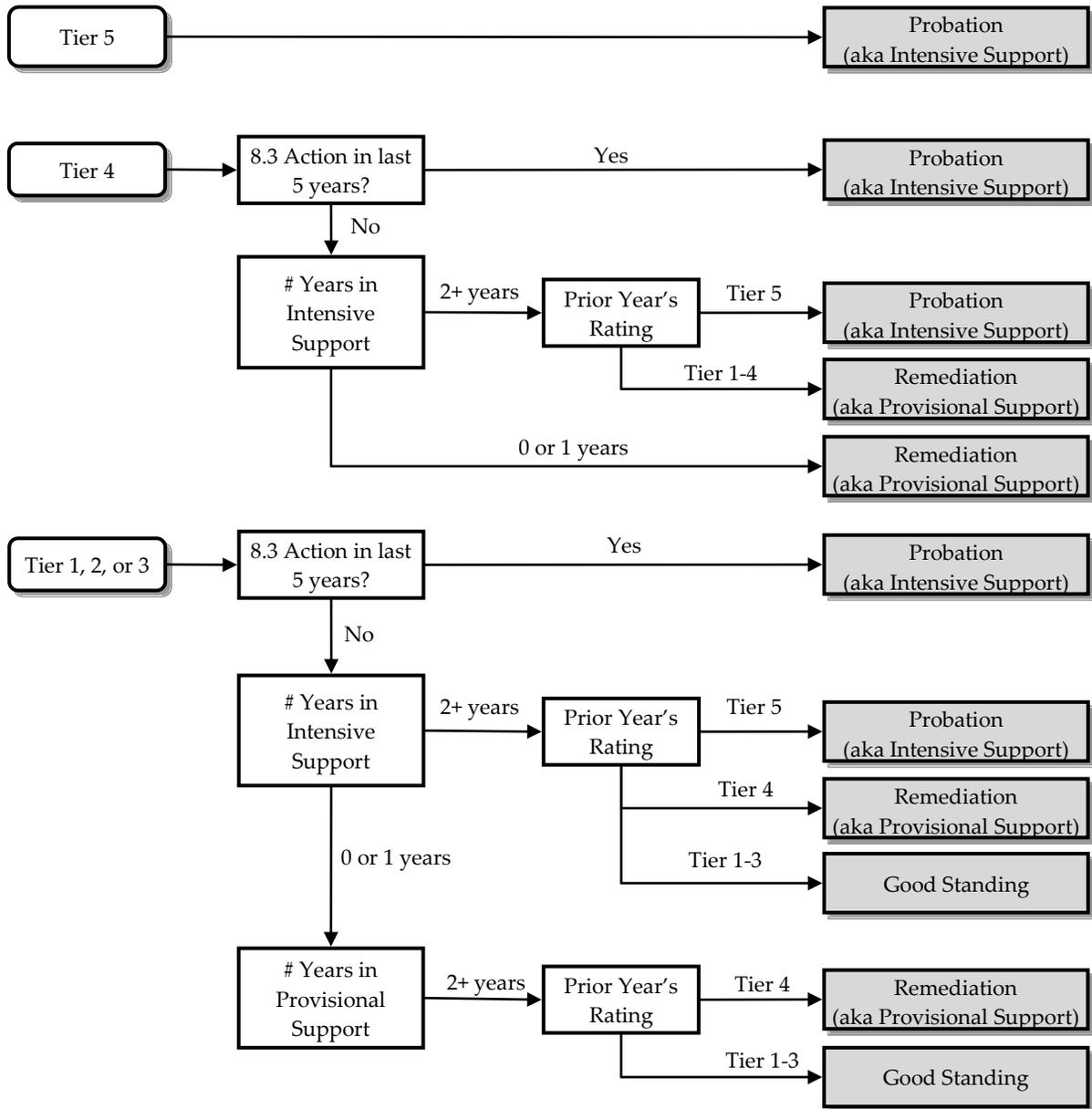


Chart: Assignment of Accountability Status in Years after 2014-2015



Data Quality Initiative

We recognize that for School Quality Ratings to be fair and accurate, they must be based on the highest quality data. To that end, CPS is committed to taking certain steps to maintain high standards for data quality. The Data Quality Initiative will consist of three major components:

1. Data Quality Index The DQI was developed in 2009 to help schools improve their data quality by flagging common data errors in the IMPACT system. The inclusion of the DQI as an indicator in the SQRP is intended to heighten awareness of the tool and provide a mechanism for schools to improve the quality of their data. While the DQI is not comprehensive of all possible data errors, it does cover common errors that play a significant role in the indicators used in this policy.
2. Training CPS will invest in the training of school clerks, counselors, and other school-based staff who play an important role in maintaining data in the IMPACT system. CPS will also develop a comprehensive set of online resources and a contact list to provide staff with the information and support they need to understand the correct procedures for data entry.
3. Audits While the two steps above will help schools correct the most common data quality issues, the need may still exist for CPS to conduct audits of school data to ensure that proper procedures are being followed. This may include a combination of site visits during test administrations; examination of attendance, enrollment and transfer records; and/or interviews.

A Data Quality Hotline will be made available for callers to report suspected improprieties with regard to testing; My Voice, My School survey administration; enrollment and transfer record keeping; or other areas of data quality. Callers can remain anonymous.

Appendix A: Guide to Indicators Used in the SQRP

A note on “annualized enrollment”: Many of the indicators used in the SQRP use “annualized enrollment” to attribute students to schools, which is a new concept for CPS. In previous years, most indicators attributed students to the school in which they were enrolled on a specific day, such as the 20th day or at the time of the test. Annualization determines the school at which each student was enrolled for the greatest amount of time during the year and assigns the student to that school. The result is that the school that has the most amount of time with the student during the year will be evaluated on that student’s performance. Not all indicators in the SQRP use “annualized enrollment”, but the definitions below note where it will be used.

INDICATORS USED IN ALL MODELS

Average Daily Attendance Rate

Definition	Average daily attendance rate of the school, adjusted for students with medically fragile conditions and early graduation for 8 th and 12 th graders
How it is calculated	Numerator: Total number of present days for students during the year Denominator: Total number of membership days for students during the year
Included Students	All students in grades K-12. For schools serving elementary and high school grades, the K-8 and 9-12 attendance rates will be calculated separately and applied to the school’s elementary and high school ratings, respectively. For Option Schools, only one attendance rate will be calculated that will include all students. Students are attributed to each school in which they were enrolled, but only for the days in which they were enrolled in that school.
Notes	For the SQRP rating only, students are removed from the calculation if they are homebound, “medically fragile” per their IEP, or in 8 th or 12 th grade subsequent to the first date on which CPS permits graduation. These adjustments will only be made if they improve the school’s attendance rate.

INDICATORS USED IN BOTH THE ELEMENTARY AND HIGH SCHOOL MODELS

National School Growth Percentile

Definition	Average spring-to-spring scale score growth of students on an assessment (NWEA MAP, EXPLORE, PLAN or ACT), compared to average national growth for schools with the same average pretest score. The school is assigned a percentile representing where it would fall on the national distribution.
How it is calculated	<p>Step 1: The average pretest and posttest scale scores are computed at each grade level in the school (grades 3-8 for NWEA and grades 9-11 for EXPLORE/PLAN/ACT).</p> <p>Step 2: For each grade level, the national 50th percentile posttest score is determined using school-level norms provided by the assessment publisher. The posttest norm for each grade level is adjusted for the average pretest score, meaning it is the national average score for a school with the same average pretest score at that grade level.</p> <p>Step 3: The 50th percentile posttest scores for each grade level are weighted by the number of students in the grade level and averaged in order to calculate an all-grades score. This score represents the 50th percentile nationally for a school that had the same pretest scores and the same proportion of students in each grade level. This “national average comparison score” will be different for every school, based on the school’s unique makeup.</p> <p>Step 4: The school’s actual posttest scores for each grade level will be weighted by the number of students in the grade level and averaged. The resulting score will be compared to the “national average comparison score” to determine the school’s percentile.</p> <p>Specifically, CPS will calculate the difference in terms of standard deviation units using a school-wide standard deviation. The standard deviations are then converted to percentiles using a normal distribution curve. The benchmarks in the SQRP correlate with the following standard deviations:</p> <p style="text-align: center;">10th percentile = -1.28155 40th percentile = -0.25335 70th percentile = 0.52440 90th percentile = 1.28155</p>
Included Students	Includes students in grades 3-8 for NWEA or grades 9-11 for EXPLORE/PLAN/ACT, or whichever grade levels the school serves in those ranges. Students must have a valid pretest and posttest result to be included in the calculation. For EXPLORE/PLAN/ACT, the student must have a valid pretest and posttest value for each subject to be included. A student is attributed to their “annualized” school. Students are excluded from the calculation if they are repeating a grade, if they have an IAA indicator in their IEP, or if their most recent ACCESS Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year in time to make this determination before

	the spring test, the student's ACCESS results from the prior year will be used.
Notes	<p>This indicator is calculated separately for reading and math for NWEA, and calculated using the Composite score for EXPLORE, PLAN and ACT. It is calculated at the following levels:</p> <ol style="list-style-type: none"> 1. All students 2. African-American students 3. Hispanic students 4. English Language Learners (ELLs), excluding those with a previous year's ACCESS Literacy score below 3.5. 5. Diverse Learners (students with an IEP), excluding those with an IAA indicator on their IEP. This does not include students with a 504 plan only. <p>For each priority group – as with the overall school group – pretest and posttest averages are calculated using the set of students in the school's "annualized cohort" as defined above. The calculation follows the logic described above, treating the priority group as a "school-within-a-school." The resulting priority group percentile represents how that priority group would compare nationally in terms of growth if those students made up their own school.</p> <p>In 2013-2014, 8th grade EXPLORE scores from Spring 2013 will be used as the pretest for 9th graders. In subsequent years, 8th grade NWEA reading and math scores will be used to derive an equivalent score on the EXPLORE scale based on the historical relationship between NWEA and EXPLORE. This equivalent score will serve as the student's pretest score.</p>

National School Attainment Percentile

Definition	Average spring scale score of students on an assessment (NWEA MAP, EXPLORE, PLAN or ACT), compared to the average national score. The school is assigned a percentile representing where the school would fall on the national distribution.
How it is calculated	<p>Step 1: The average spring scale scores are computed at each grade level in the school (grades 3-8 for NWEA and grades 9-11 for EXPLORE/PLAN/ACT).</p> <p>Step 2: For each grade level, the national 50th percentile score is determined using school-level norms provided by the assessment publishers. Unlike the growth percentile, the attainment norm for each grade level is not adjusted for the average pretest score, meaning that the 50th percentile for each grade will be the same at all schools.</p> <p>Step 3: The 50th percentile spring scores for each grade level are weighted by the number of students in the grade level and averaged in order to calculate an all-grades score. This score represents the 50th percentile nationally for a school that has the same proportion of students in each grade level. Even though the grade-level norms will be the same for all schools, this “national average comparison score” will be different for every school based on the proportion of students the school has at each grade level.</p> <p>Step 4: The school’s actual spring scores for each grade level will be weighted by the number of students in the grade level and averaged. The resulting score will be compared to the “national average comparison score” to determine the school’s percentile.</p> <p style="text-align: center;">Specifically, CPS will calculate the difference in terms of standard deviation units using a school-wide standard deviation. The standard deviations are then converted to percentiles using a normal distribution curve. The benchmarks in the SQRP correlate with the following standard deviations:</p> <p style="text-align: center;">10th percentile = -1.28155 40th percentile = -0.25335 70th percentile = 0.52440 90th percentile = 1.28155</p>
Included Students	Includes students in grades 2-8 for NWEA and grades 9-11 for EXPLORE/PLAN/ACT, or whichever grade levels the school serves in those ranges. A student is attributed only to their “annualized” school. Students are excluded from the calculation if they have an IAA indicator in their IEP or if their most recent ACCESS Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year in time to make this determination before the spring test, the student’s ACCESS results from the prior year will be used.
Notes	This indicator is calculated separately for reading and math for NWEA, and calculated using the Composite score for EXPLORE, PLAN and ACT. In addition, the NWEA indicator will be calculated separately for grade 2 and for grades 3-8 combined. The purpose is to establish the grade 2 measure as an outcome measure

	<p>for the early grades and to evaluate that measure separately from the overall attainment percentile of the remaining tested grade levels.</p> <p>While percentiles for priority groups may be calculated and reported to schools, priority group attainment percentiles will not be included in the SQRP.</p>
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My Voice, My School 5 Essentials Survey

Definition	Overall rating of the school on the 5 Essentials survey (a primary component of the My Voice, My School survey for students and teachers) administered in the spring.
How it is calculated	Ratings are calculated by the Consortium on Chicago School Research at the University of Chicago. The overall rating of the school is determined using data from all 5 Essentials, or from whatever combination of essentials for which the school has sufficient data. For more information on the 5 Essentials survey, visit http://ccsr.uchicago.edu/surveys .
Included Students	Students in grades 6-12 and all teachers are given the opportunity to complete the survey.
Notes	A school must have a 50% response rate to receive a rating. If the school has a 50% response rate among teachers but not students, the school will only have sufficient data for three of the five Essentials. If the school has a 50% response rate among students but not teachers, the school will only have sufficient data for two of the five Essentials and cannot receive a rating higher than "Organized".

Data Quality Index (DQI)

Definition	The percentage of data quality indicators that are correct in CPS data systems. The DQI used in the SQRP will include a subset of the data quality sections reported on the Dashboard. DQI will be calculated at the end of the year, before year-end processing (YEP).
How it is calculated	<p>On the last day before YEP, the percent of errors is calculated as follows for each of the data quality categories:</p> <ul style="list-style-type: none"> ▪ Numerator: Number of outstanding data quality errors that need to be corrected for the category ▪ Denominator: Total number of data quality checks performed for the category <p>The DQI scores used in the SQRP will be 100% minus this percentage. The percentages for each of the categories will be weighted and averaged based on the following weights:</p> <ul style="list-style-type: none"> ▪ Attendance: 40% ▪ Registration and Enrollment: 40% ▪ Student Contact Information: 15% ▪ Student Health: 5%
Included Students	All students
Notes	<p>The DQI refreshes on a daily basis; changes made to student records on IMPACT may not be visible on the Dashboard until the following day. The SQRP will use DQI data as of the last day before YEP, which is on or about June 30 of each year.</p> <p>The DQI on the Dashboard includes additional categories that will not be included in the SQRP calculation. These remain important categories for maintaining high-quality data and should still be tracked by schools.</p>

INDICATORS IN THE ELEMENTARY SCHOOL MODEL

Percent of Students Making National Average Growth on NWEA Reading and Math

Definition	The percentage of reading and math tests taken in grades 3-8 where students met the national 50 th percentile student growth score for students with the same pretest score
How it is calculated	<p>Numerator: Number of students meeting national spring-to-spring growth norms on the NWEA reading test plus number meeting growth norms on the math test. Growth norms are the national average growth of students with the same pretest score based on NWEA research.</p> <p>Denominator: Number of students taking the NWEA MAP reading test in both periods plus number taking the NWEA MAP math test in both periods</p>
Included Students	Includes students in grades 3-8, or whichever grade levels the school serves in that range. Students must have a valid pretest and posttest result to be included in the calculation. A student is attributed only to their “annualized” school. Students are excluded from the calculation if they are repeating a grade, if they have an IAA indicator in their IEP, or if their most recent ACCESS Literacy score is less than 3.5. Because the school will likely not have ACCESS results from the current year in time to make this determination before the spring test, the student’s ACCESS results from the prior year will be used.
Notes	This indicator measures the percentage of <i>tests</i> where students made national average growth, not the percent of <i>students</i> . This means a student does not have to make national average growth in both subjects to count positively in the numerator. For example, a student who makes national average growth in reading but not in math will count as 1 in the numerator and 2 in the denominator.

English Language Learner Growth on ACCESS

Definition	Percentage of ELL students meeting individual growth targets on the ACCESS Composite score.
How it is calculated	<p>Each student’s ACCESS Composite score is compared to a target score based on the student’s prior year score. Schools are rated in the SQRP on the percentage of students meeting their individual target score as follows:</p> <p>Numerator: Number of students meeting individual growth target on ACCESS Composite</p> <p>Denominator: Number of students taking the ACCESS assessment</p>
Included Students	Students are included only if they have a valid ACCESS score in both years. Students are attributed to the school where they spent the most time between the pretest and posttest ACCESS assessments.
Notes	Target scores will represent reasonable annual progress and will be adjusted for the student’s score in the prior year. <i>These targets are currently under development by CPS and will be communicated to schools as soon as they are available.</i>

INDICATORS IN THE HIGH SCHOOL MODEL

Freshman On-Track Rate

Definition	Percent of students earning five or more credits and failing no more than 0.5 core course during their 9 th grade year
How it is calculated	<p>Numerator: Number of first-time freshmen meeting the above criteria</p> <p>Denominator: Number of first-time freshmen enrolled at the school</p>
Included Students	Students are attributed to their annualized school. Includes first-time freshmen only. Students who are verified out-of-district transfers at the end of the year are excluded from the calculation. Unverified out-of-district transfers and students with a dropout leave code are considered off-track.
Notes	<p>Valid dropout and leave codes are available at http://impact.cps.k12.il.us.</p> <p>Charter schools that do not use IMPACT to schedule classes or assign grades will be required to provide CPS with the student data necessary to calculate the FOT rate. This data format must be submitted in the format requested by CPS by a deadline that will be established and communicated to schools.</p>

1-Year Dropout Rate

Definition	Percent of students in grades 9-12 dropping out during the year.
How it is calculated	<p>Numerator: Number of students whose end-of-year status is a dropout status or who have transferred out of district and whose transfer has not been verified</p> <p>Denominator: Number of students enrolled in grades 9-12 or who were last enrolled at the school, excluding students with a non-dropout leave code or a verified out-of-district transfer</p>
Included Students	Students are assigned to the school where they were most recently enrolled. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the school year are not counted as dropouts in this rate. The rate used in the SQRP excludes students who were considered dropouts in the 1-year dropout rate in either of the previous two years.
Notes	<p>Valid dropout and leave codes are available at http://impact.cps.k12.il.us.</p> <p>The purpose of excluding students with a prior dropout history is to provide a “hold harmless” period for schools re-enrolling dropouts during which the school will not be penalized in the SQRP if the student drops out again. These students are included in the school’s official dropout rate, but are not included in the rate used in the SQRP.</p>

4-Year Cohort Graduation Rate

Definition	Percent of students who were first-time freshmen four years prior that have graduated
How it is calculated	<p>Numerator: Number of students in the 4-year cohort who have graduated, including students who have completed the requirements for graduation but remain enrolled under their IEP. Graduates are identified by a leave code of 55 in SIM.</p> <p>Denominator: Number of students who were first-time freshmen in the school four years prior, excluding students with a non-dropout leave code or a verified out-of-district transfer</p>
Included Students	<p>Students are attributed to the school where they were enrolled as first-time freshmen. Students who transferred into CPS after the freshman year are not included in a cohort. Unverified out-of-district transfers whose transfer took place in the last 150 calendar days of the most recent school year are excluded in this rate.</p> <p>This rate includes summer graduates. Transcripts must be updated in SIM by <u>[DATE TBD]</u> for students to be considered as graduates.</p>
Notes	<p>Valid dropout and leave codes are available at http://impact.cps.k12.il.us.</p> <p>CPS will continue to calculate and publish a 5-year cohort graduation rate in addition to the 4-year rate.</p>

Early College & Career Credentials

Definition	Percent of students graduating from the school in the most recent year who have earned at least one credit from an approved early college course, a 3+ on an AP exam, a 4+ on an IB exam, or an approved career certification
How it is calculated	<p>Numerator: Number of students graduating from the school with one of the credentials listed above</p> <p>Denominator: Number of students graduating from the school</p>
Included Students	The denominator includes all graduates in the most recent year, regardless of their freshman cohort. Students meeting multiple criteria are only counted once in the measure.
Notes	Early college courses and career certifications will need to be pre-approved to count in the indicator. Schools will have the opportunity to view pre-approved courses and certification or apply for approval for additional offerings.

College Enrollment and Persistence Rates

Definition	<p>College Enrollment: The percentage of students enrolled in college in the fall after graduation from high school</p> <p>College Persistence: The percentage of students enrolled in college in the fall after graduation from high school that remain enrolled in college the following fall</p>
How it is calculated	<p>For college enrollment rate: Numerator: Number of students enrolled in a 2-year or 4-year college in the fall after graduating from high school Denominator: Number of students graduating from the school in the prior year</p> <p>For college persistence rate: Numerator: Number of students enrolled in a 2-year or 4-year college in the fall after graduating from high school that remain enrolled in college in the following fall Denominator: Number of students enrolled in a 2-year or 4-year college in the fall after graduating from high school</p>
Included Students	Students are attributed to the school from which they graduated. Students are included in the calculation based on the year they graduated, regardless of their freshman cohort.
Notes	College enrollment is determined based on the National Student Clearinghouse.

INDICATORS IN THE OPTION SCHOOL MODEL

Average Student Growth Percentile on STAR Assessment

Definition	Average fall-to-spring, fall-to-winter, or winter-to-spring growth percentile of students on the STAR reading and math assessments
How it is calculated	For each school, an average student growth percentile will be calculated from available individual growth percentiles from fall-to-spring, fall-to-winter, or winter-to-spring windows.
Included Students	Students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and winter-to-spring percentiles are not used.
Notes	An average student growth percentile is calculated separately for reading and math.

Percent of Students Making National Average Growth on STAR Reading and Math

Definition	Percentage of students with a growth percentile of 40 or higher on the STAR reading and math assessments
How it is calculated	<p>Numerator: Number of students with a growth percentile of 40 or higher on the STAR assessment</p> <p>Denominator: Number of students with valid pretest and posttest scores on the STAR assessment</p>
Included Students	Students are counted once per subject. For example, if a student has fall-to-spring growth, the student's fall-to-winter and Winter-to-Spring percentiles are not used.
Notes	This indicator is calculated separately for reading and math.

1-Year Graduation Rate

Definition	Percent of graduation-eligible students who graduate by the end of the school year
How it is calculated	Numerator: Number of graduation-eligible students who graduate at any point during the school year Denominator: Number of students who, at the beginning of the school year or at the time of enrollment, have sufficient credits such that they could graduate by the end of the school year if they took a full course load
Included Students	Verified transfers are excluded from the calculation. This rate includes summer graduates. Transcripts must be updated in SIM by [DATE TBD] for students to be considered as graduates.
Notes	Valid dropout and leave codes are available at http://impact.cps.k12.il.us .

Credit Attainment Rate

Definition	Percent of students who earn the total credits possible during their time of enrollment
How it is calculated	Numerator: Number of students earning the total credits possible during their time of enrollment Denominator: Number of students receiving grades during their time of enrollment
Included Students	Students who have not been enrolled long enough to earn credits are excluded.
Notes	The total credits possible are individualized per the program model.

Stabilization Rate

Definition	Percent of stable students who are enrolled at the end of the school year, completed the program, or successfully transitioned to another CPS school
How it is calculated	Numerator: Number of stable students who enrolled at any time during the year and are enrolled at the end of the year, complete the program, or successfully transition to another CPS school Denominator: Number of stable students enrolled at any time during the year, excluding students with a non-dropout leave code or a verified out-of-district transfer
Included Students	Stable refers to students who have accumulated at least 42.5 membership days.
Notes	Unverified out-of-district transfers are counted as dropouts in this rate. Valid dropout and leave codes are available at http://impact.cps.k12.il.us .

Growth in Attendance

Definition	Percent of students who show an improvement of at least three percentage points in their individual daily attendance rates at an Alternative School compared to their daily attendance rate in the previous school year
How it is calculated	<p>Numerator: Number of stable students whose current year attendance rate at their school of enrollment is at least three percentage points greater than their average year-end attendance rate during the previous school year, or who have maintained a 90% attendance rate in the current year</p> <p>Denominator: Number of stable students with documented current year attendance</p>
Included Students	Stable refers to students who have accumulated at least 42.5 membership days. Students are attributed to the school only for the days in which they were enrolled in the school.
Notes	<p>Students without documented attendance from the previous school year who have at least 42.5 days of membership are counted positively.</p> <p>Students with at least 42.5 days of membership are included in the calculation of the rate even if they subsequently transfer out. The rate calculated for the students will only include membership days accumulated at the Option School.</p> <p>Attendance rates will be adjusted for students with medically fragile conditions and early graduation for 8th and 12th grade graduation consistent with Average Daily Attendance Rate. These adjustments will only be made if they improve the school's Growth in Attendance Rate.</p>

Appendix B: Weighting Models

The Weighting System section starting on page 11 articulates the process used when missing indicators cause the standard weighting model to be inapplicable to a school. The tables below provide the most likely alternative models that will result when indicators are missing due to the grade structure of the school. Refer to the Weighting System section for information on how weightings will be reassigned when any single indicator is missing for another reason. Because we may not have anticipated all of the possible scenarios that will face schools, these tables are not intended to be an exhaustive list. If a school does not fit into any of the categories below, a specific weighting model for that school will be developed by the CEO's Office and the Office of Accountability, and will be communicated to the school.

Elementary School Performance Indicators	Standard Model: Schools serving any combination of grades from 2-8, including grade 2	Schools serving any combination of grades 3-8 with no grade 2	Schools with a highest grade level of grade 3
National School Growth Percentile on the NWEA Reading Assessment	12.5%	12.5%	5%
National School Growth Percentile on the NWEA Math Assessment	12.5%	12.5%	5%
Priority Group National Growth Percentile on the NWEA Reading Assessment	5%	5%	5%
Priority Group National Growth Percentile on the NWEA Math Assessment	5%	5%	5%
Percentage of Students Meeting or Exceeding National Average Growth Norms on the NWEA Reading and Math Assessments	10%	10%	10%
National School Attainment Percentile on the NWEA Reading Assessment for Grade 2	2.5%	0%	5%
National School Attainment Percentile on the NWEA Math Assessment for Grade 2	2.5%	0%	5%
National School Attainment Percentile on the NWEA Reading Assessment for Grades 3-8	5%	7.5%	2.5%
National School Attainment Percentile on the NWEA Math Assessment for Grades 3-8	5%	7.5%	2.5%
Percentage of Students Making Sufficient Annual Progress on the ACCESS Assessment	5%	5%	5%
Average Daily Attendance Rate	20%	20%	35%
My Voice, My School 5 Essentials Survey	10%	10%	10%
Data Quality Index Score	5%	5%	5%

High School Performance Indicators	Standard Model: Schools serving grades 9-12 with 2 or more graduating classes	School serving grades 11-12 only with no freshman cohorts (e.g., DeVry HS)	Schools serving grade 9, grades 9-10 or grades 9-11 (phasing in)	Schools serving grades 9-12 with no prior graduating classes (new school)	Schools serving grades 9-12 with only 1 prior graduating class (new school)	Schools serving grades 10-12 or grades 11-12 with 2 or more previous graduating classes (phasing out)
National School Growth Percentile Based on EXPLORE, PLAN and ACT	20%	20%	25%	20%	20%	20%
Priority Group National Growth Percentile Based on EXPLORE, PLAN and ACT	10%	10%	10%	10%	10%	10%
National School Attainment Percentile Based on EXPLORE, PLAN and ACT	10%	10%	10%	10%	10%	10%
Average Daily Attendance Rate (Grades 9-12)	10%	15%	15%	10%	10%	15%
Freshman On-Track Rate	10%	0%	15%	10%	10%	0%
1-Year Dropout Rate	5%	10%	15%	5%	5%	10%
4-year Cohort Graduation Rate	10%	0%	0%	20%	10%	10%
Percent of Graduates Earning a 3+ on an AP Exam, a 4+ on an IB Exam, an Approved Early College Credit and/or an Approved Career Credential	5%	5%	0%	5%	5%	5%
College Enrollment Rate	5%	10%	0%	0%	10%	5%
College Persistence Rate	5%	10%	0%	0%	0%	5%
My Voice, My School 5 Essentials Survey	5%	5%	5%	5%	5%	5%
Data Quality Index Score	5%	5%	5%	5%	5%	5%

A new interactive version of Form 1023 is available at [StayExempt.irs.gov](http://www.stayexempt.irs.gov). It includes prerequisite questions, auto-calculated fields, help buttons and links to relevant information.

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

(00) OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Chicago Education Partnership			
3 Mailing address (Number and street) (see instructions)		Room/Suite	4 Employer Identification Number (EIN)
415 N. Laramie Avenue			46-4015368
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
Chicago, IL 60644		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: (312) 368-4018	
a Name: Renee M. Schoenberg		c Fax: (optional) (312) 630-7368	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: www.chicagoedpartners.org			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		08 / 19 / 2013	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 6-2006)

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None		
		
		
		
		

c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
None		
		
		
		
		

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business relationships**? If "Yes," identify the individuals and explain the relationship. See attached **Yes** **No**
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. **Yes** **No**
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. **Yes** **No**

- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. **Yes** **No**

- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
 - a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? **Yes** **No**
 - b** Do you or will you approve compensation arrangements in advance of paying compensation? **Yes** **No**
 - c** Do you or will you document in writing the date and terms of approved compensation arrangements? **Yes** **No**

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Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.

- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.

- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**

- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**

- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.

- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. See attached **Yes** **No**
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. **Yes** **No**
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. **Yes** **No**
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. **Yes** **No**

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. **Yes** **No**
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. **Yes** **No**

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. (See instructions.)

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. **Yes** **No**
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. **Yes** **No**
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. **Yes** **No**
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. **Yes** **No**
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. **Yes** **No**
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo. **Yes** **No**

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Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.) **Yes** **No**

<input checked="" type="checkbox"/> mail solicitations	<input checked="" type="checkbox"/> phone solicitations
<input checked="" type="checkbox"/> email solicitations	<input checked="" type="checkbox"/> accept donations on your website
<input checked="" type="checkbox"/> personal solicitations	<input checked="" type="checkbox"/> receive donations from another organization's website
<input type="checkbox"/> vehicle, boat, plane, or similar donations	<input checked="" type="checkbox"/> government grant solicitations
<input checked="" type="checkbox"/> foundation grant solicitations	<input type="checkbox"/> Other

Attach a description of each fundraising program. **See attached**

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

See attached

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide child care so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

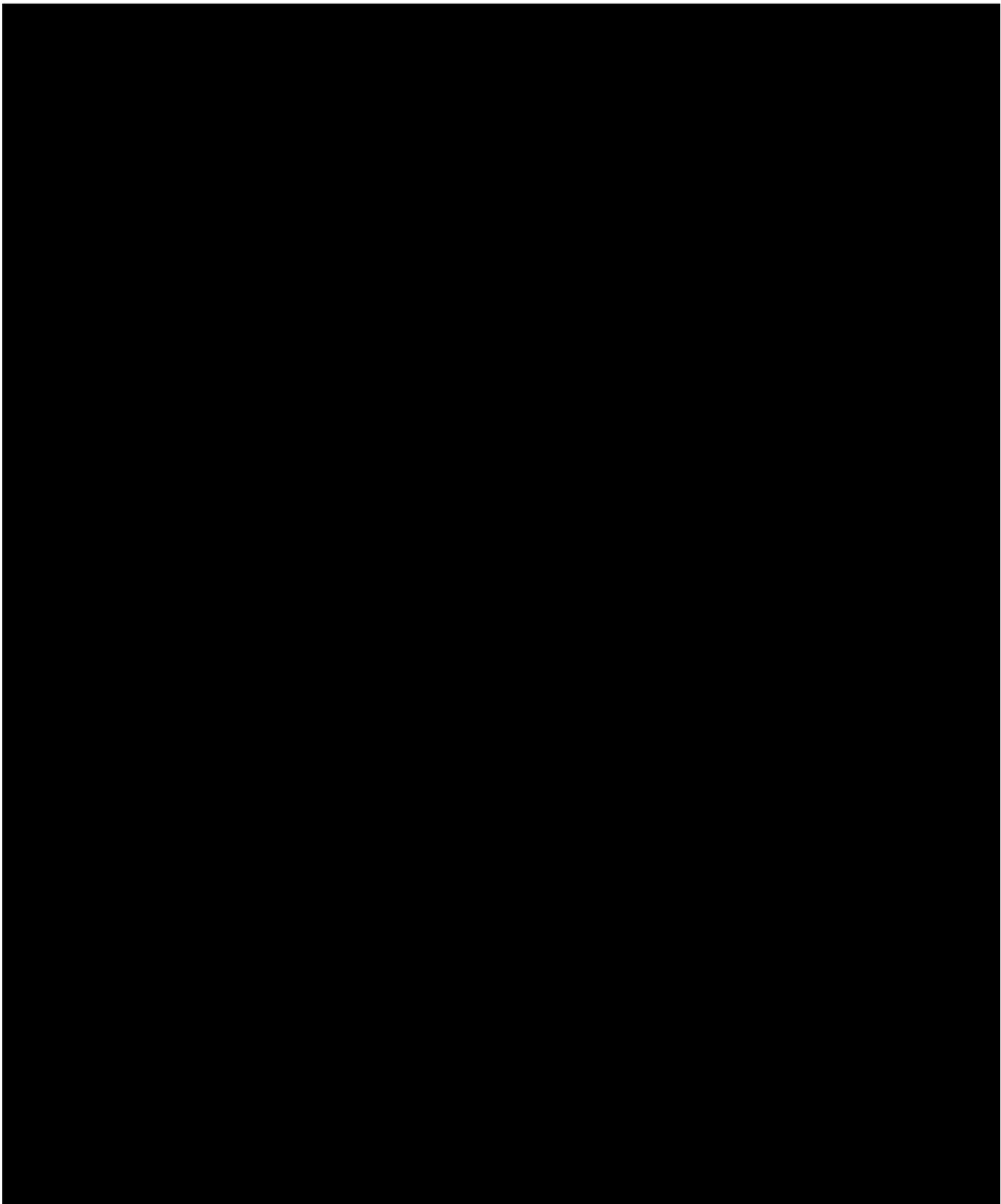
Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **See attached** **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following:
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.



Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Year End:

(Whole dollars)

Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10 None
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18 None
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions. Yes No
- b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI. Yes No
- 3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4. Yes No
- 4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation? Yes No
- 5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
The organization is not a private foundation because it is:
 - a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5) or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4)—an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- h 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- i A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status.

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

a Request for Advance Ruling: By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling.

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

b Request for Definitive Ruling: Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii).

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box.

(ii) (a) For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box.

(b) For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box.

7 Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. Your check or money order must be made payable to the United States Treasury. *User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1** Have your annual gross receipts averaged or are they expected to average not more than \$10,000? **Yes** **No**
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2** Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change).
- 3** Check the box if you have enclosed the user fee payment of \$750 (Subject to change).

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here



.....
(Signature of Officer, Director, Trustee, or other authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. **Yes** **No**

- b Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. **Yes** **No**
Elementary and Secondary. See attached

- 2a Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. **Yes** **No**

- b Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. **Yes** **No**
See attached

- 3 In what public school district, county, and state are you located?

- 4 Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? **Yes** **No**

- 5 Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. **Yes** **No**

- 6 Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. **Yes** **No**

- 7 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. **Yes** **No**
Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. **Yes** **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory Policy

Information required by **Revenue Procedure 75-50.**

- 1 Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. **Yes** **No**

- 2 Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? **Yes** **No**
 - a If "Yes," attach a representative sample of each document.
 - b If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

- 3 Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. **Yes** **No**

- 4 Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. **Yes** **No**

PR/Award # U282B140031

Schedule B. Schools, Colleges, and Universities (Continued)

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories. Not applicable because the school is not operational yet. See Annex II.6 to Schedule B.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. **Yes** **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) **Yes** **No**

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

- (a) Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.
- (b) As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:
- (c) All items described in the application requirements;
- (d) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;
- (e) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;
- (f) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;
- (g) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;
- (h) A copy of proof of applicant's non-profit status;
- (i) The applicants' DUNS and TIN numbers;
- (j) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;
- (k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

MATHEW SHAW
NAME OF AUTHORIZED OFFICIAL



SIGNATURE OF AUTHORIZED OFFICIAL

CONSULTANT
TITLE

7/10/14
DATE

CHICAGO EDUCATION PARTNERSHIP
APPLICANT ORGANIZATION

7/10/14
DATE SUBMITTED

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Chicago Education Partnership

Budget Narrative

Personnel

	Year 1	Year 2	Year 3	Total
Executive Director	████████			████████
Principal	████████			████████
Director of Blended Learning	████████	████████	████████	████████
Master Teacher Summer Stipends		████████	████████	████████
Total Personnel	████████	████████	████████	████████

The Executive Director and Principal will be fully dedicated to the program design from October 2014 through July 2015. The amounts requested represent 75%, or nine months of their annual salaries. During this period, they will be primarily engaged in the activities detailed in the Proposal Narrative Selection Criteria (6).

The Director of Blended Learning will be hired in April 2015 and will dedicate 50% of his/her time to this project in each of the program years. The Director of Blended Learning will be responsible for testing and selecting the digital content and training teachers in its implementation. As the use of technology will be an iterative process, the Director of Blended Learning will continuously evaluate the school's digital content and support both students and teachers in maximizing its potential. The Director of Blended Learning will develop and conduct a differentiated technology professional development program to support the diverse needs of our teachers. In addition, the Director of Blended Learning will develop the CEP

technology plan and oversee the design and setup of the school’s network. At the conclusion of this grant, the Director of Blended Learning will be funded through CEP’s per pupil allocation.

We are requesting a \$3,000 stipend for each master teacher to spend an additional three weeks over each summer to develop and refine the curricula. In the first year of the grant, this cost will be covered by start-up funding from Chicago Public Schools.

Travel

	Year 1	Year 2	Year 3	Total
Travel – CSP Grant Meetings	2,500	2,500	2,500	7,500
Total Travel	2,500	2,500	2,500	7,500

Each year, CEP will send two staff members to the annual CSP meeting in Washington D.C.

The funds requested here estimate that it will cost \$1,250 per person per year.

Equipment

	Year 1	Year 2	Year 3	Total
Student Computers		25,000	25,000	50,000
Furniture		18,000	18,000	36,000
Total Equipment		43,000	43,000	86,000

The equipment funding in this proposal is intended to supplement the funds we receive from Chicago Public Schools (CPS) for the procurement of furniture and equipment as the CPS funds in years two and three of the grant are insufficient to meet our technology and furniture needs. We have budgeted \$25,000 in computer expenses for each new cohort of 90 students, or approximately \$275 per new student. This funding will enable us to procure Chromebooks and maintain a 1:1 student to device ratio. The furniture funding assumes a cost of \$200 per new pupil.

Supplies

	Year 1	Year 2	Year 3	Total
Curricular Materials		25,000	25,000	50,000
Total Supplies		25,000	25,000	50,000

Similar to the equipment, CPS will provide us with funding for curricular materials for the first year of the grant. We will add 90 student in year two and in year three. For each cohort of 90 students we have budgeted \$25,000 in curricular materials or approximately \$275 per new pupil.

Contractual

	Year 1	Year 2	Year 3	Total
Community Engagement Consultant	5,000			5,000
Financial Management Consultant	15,000			15,000
Data Analysis Consultant		25,000	25,000	50,000
Curriculum Development Consultant	6,000	40,000	40,000	86,000
Curricular Training Consultants	5,000	30,000	20,000	55,000
Professional Development Conferences and Consultants		15,000	20,000	35,000
Total Contractual	31,000	110,000	105,000	246,000

Year 1:

We are requesting funding to provide consulting support to Executive Director and Principal during the year prior to opening. During this period, CEP will engage a community support consultant to assist with student recruitment and community outreach as well as a financial management consultant to establish the policies, procedures and systems necessary to successfully launch the school. In addition, we are requesting funding for a curriculum development consultant to support the Principal and Executive Director as they continue to align

the selected tools to the Common Core State Standards and a curricular training consultant to assist them in implementing the Core Knowledge sequence.

Years 2 & 3

We are requesting funding to hire a data analysis consultant for years two and three to support the school leadership in implementing the data systems necessary to build our capacity as a data driven school. The data analysis consultant will also provide professional development to teachers in the use of the data systems and the analysis of the data.

We are requesting funding to hire a curriculum development consultant to work with teachers and school leadership throughout the first two year of school operations to assist them in the preparation and review of unit plans, lesson plans and the associated assessments. This consultant will also provide staff training in the Understanding by Design curriculum development process. The curriculum development consultant will support the principal in the ongoing evaluation of the curricula and recommend revisions as necessary. This individual will also assist in the vertical and horizontal alignment of the curriculum.

We are requesting funding for curricular training consultants in years two and three to assist the faculty in implementing the Core Knowledge sequence, Singapore Math, ST Math, and Lexia and for providing training in implementing a restorative justice program. These consultants will assist us in implementing these curricula with fidelity.

We are requesting funds to support our robust professional development program. We budget approximately \$700 per employee to enable them to attend professional development conferences and to bring external consultants in to work with the staff.

Total Request

	Year 1	Year 2	Year 3	Total
Personnel	216,250	68,000	74,000	358,250
Travel	2,500	2,500	2,500	7,500
Equipment		43,000	43,000	86,000
Supplies		25,000	25,000	50,000
Contractual	31,000	110,000	105,000	246,000
Total	249,750	248,500	249,500	747,750

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Chicago Education Partnership

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	216,250.00	68,000.00	74,000.00			358,250.00
2. Fringe Benefits						
3. Travel	2,500.00	2,500.00	2,500.00			7,500.00
4. Equipment		43,000.00	43,000.00			86,000.00
5. Supplies		25,000.00	25,000.00			50,000.00
6. Contractual	31,000.00	110,000.00	105,000.00			246,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	249,750.00	248,500.00	249,500.00			747,750.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	249,750.00	248,500.00	249,500.00			747,750.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Chicago Education Partnership	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00			0.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Michael		Rogers	

Address:

Street1:	415 N. Laramie Avenue
Street2:	
City:	Chicago
County:	
State:	IL: Illinois
Zip Code:	60644
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)

Email Address:

--

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

- Yes Provide Exemption(s) #:

--

- No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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