2012
Call For
Quality
Schools

For Schools Opening in Fall 2013 and 2014
Issued June 29, 2012

Proposals Due: August 13, 2012
I. OPPORTUNITY FOR EVERY STUDENT IN EVERY COMMUNITY

Chicago Public Schools (CPS) is committed to providing a world class education for every student in every community. We believe that every child should have access to school options that will provide him or her with the knowledge and skills necessary to be successful in college and career. To achieve this ambitious goal, we have identified several key strategic initiatives. The Call for Quality Schools (“the Call”), our process for identifying new high quality options, represents one of these key initiatives. More specifically, the District is seeking teachers, administrators, national education management organizations, current school leadership teams, and non-profit institutions from Chicago and nationwide to respond to this Call with proposals that demonstrate the capacity to run high quality new schools operating under Charter, Contract, or District governance models.

II. THREE SCHOOL TYPES

In its search for new high quality school options, the District does not have a preference for the type of operators who manage our schools. As such, the Call is seeking proposals from applicants who want to run schools fitting into one of the three school types outlined below:

- **Charter:** Charter Schools are independently-operated schools that are authorized by CPS under Illinois Charter Schools Law. These schools are funded and monitored by the District, but can exercise autonomy over many student-related policies. Charter Schools are governed by school-selected Boards of Directors and operate under contractual agreements with the District; typically these contracts are for five-year terms. Charter Schools are overseen by the Office of New Schools in the Portfolio Office.

- **Contract:** Contract Schools are District schools that are managed by external operators. These schools are funded and monitored by the District and must adhere to all student-related District policies. Contract Schools are governed by school-selected Boards of Directors and operate under contractual agreements with the District; typically these contracts are for five-year terms. Contract Schools are overseen by the Office of New Schools in the Portfolio Office. Alternative Contract Schools are overseen by the Network of Alternative Schools.

- **District Replicators and Innovators:** District Replicators and Innovators are District schools that are managed by District staff. These schools must comply with all District policies, and will be funded on a per pupil basis. District Replicators will be governed by Local School Councils (LSCs) and overseen by Network Offices.
School types are differentiated largely based on the type of governance and the level of autonomy from District policies. Operators should propose their chosen school under the type that will most effectively allow it to achieve its mission and goals. Table I provides more detail on each of these three school types.

Table I: Three School Types

<table>
<thead>
<tr>
<th></th>
<th>CHARTER</th>
<th>CONTRACT</th>
<th>DISTRICT REPLIATORS AND INNOVATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Must meet District Standards as specified in Charter School Agreement; may opt to participate in CPS initiatives</td>
<td>Must meet District Standards as specified in School Agreement; may opt to participate in CPS initiatives</td>
<td>Must meet District standards as specified in performance plans; may opt to participate in CPS initiatives</td>
</tr>
<tr>
<td>School Calendar and Schedule</td>
<td>Must meet applicable Illinois State minimums</td>
<td>Must meet applicable Illinois State minimums</td>
<td>Must meet applicable Illinois State minimums and comply with approved CPS calendar options</td>
</tr>
<tr>
<td>Illinois Teacher Certification</td>
<td>50% of teachers must be certified; all special needs teachers must be certified</td>
<td>100% of teachers must be certified</td>
<td>100% of teachers must be certified</td>
</tr>
<tr>
<td>NCLB Compliance</td>
<td>If Title I funding will be used, teachers in Title I schools are required to meet NCLB standards</td>
<td>All teachers are required to meet NCLB standards</td>
<td>All teachers are required to meet NCLB standards</td>
</tr>
<tr>
<td>Principal Requirements</td>
<td>None</td>
<td>Must have Type 75 Certification</td>
<td>Must meet CPS Principal Eligibility Requirements and have Type 75 Certification</td>
</tr>
<tr>
<td>Special Education</td>
<td>Must follow IDEA, Illinois Special Education Regulations, and ISBE and CPS Special Education Policies and Procedures</td>
<td>Must follow IDEA, Illinois Special Education Regulations, and ISBE and CPS Special Education Policies and Procedures</td>
<td>Must follow IDEA, Illinois Special Education Regulations, and ISBE and CPS Special Education Policies and Procedures</td>
</tr>
<tr>
<td>Policies for Student Conduct</td>
<td>Policies must comply with Illinois Charter Schools Law and other applicable laws</td>
<td>Must follow CPS Student Code of Conduct</td>
<td>Must follow CPS Student Code of Conduct</td>
</tr>
<tr>
<td>Chicago Teachers Union</td>
<td>School is not subject to CTU collective bargaining agreement</td>
<td>School is not subject to CTU collective bargaining agreement</td>
<td>School must comply with the CTU collective bargaining agreement</td>
</tr>
<tr>
<td>Teacher Pension Fund</td>
<td>Certified teachers in Chicago Teachers Pension Fund; others covered by Social Security</td>
<td>All teachers covered by Social Security</td>
<td>All teachers participate in the Chicago Teachers Pension Fund</td>
</tr>
<tr>
<td>Principals, Teachers and Staff</td>
<td>Charter School Board or sub-contracted management organization*</td>
<td>Contract School Board or sub-contracted management organization*</td>
<td>CPS</td>
</tr>
<tr>
<td>Employed by:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Compensation</td>
<td>Determined by school operator</td>
<td>Determined by school operator</td>
<td>In accordance with CPS salary schedules</td>
</tr>
<tr>
<td>Governance</td>
<td>Governing Board</td>
<td>Governing Board**</td>
<td>LSC or Appointed LSC</td>
</tr>
<tr>
<td>Incorporation</td>
<td>Incorporation as a nonprofit in Illinois required</td>
<td>Incorporation required; incorporation in Illinois recommended</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

*CPS may detail certain staff for Charter and Contract Schools (i.e. security, custodial, etc.) in CPS facilities; these staff members are CPS employees. CPS calendar, lengths of school day and working conditions must be honored per CBAs. Schools must honor Department of Labor regulations regarding overtime and extended day or year pay for employees.

**Please note that Contract Schools are authorized through the Chicago Board of Education via Illinois School Code, 105 ILCS 5/34-18(30); the Chicago Board of Education has authority over school policies.
III. PRIORITIES FOR THE CALL

While we are seeking proposals for all types of schools, including traditional elementary and high school models, in 2012 the District has identified several priority needs to be addressed through the Call 1) innovative schools; 2) alternative schools (i.e., schools to serve reenrolled dropouts or students at risk of dropping out); 3) turnaround operators/managers. These priorities represent identified programmatic needs for the 2012-2013 school year and are not meant to exclude other types of proposals.

INNOVATIVE SCHOOLS

In 2012, CPS plans to create a portfolio of innovative schools within the District. Schools in this Innovation Portfolio can be Charter, Contract, or District schools. Operators wishing to be considered for this portfolio should clearly identify the design objectives that make their proposed schools innovative and reflect these objectives throughout their proposal narratives. The design objectives below represent the District’s identified preference areas for innovation, but are not meant to limit other innovative models. Innovative school proposals should also include an alternative accountability plan that specifically reflects the school’s design and is: (1) highly rigorous (2) nuanced in ways that specifically address the innovative model and its intended outcomes and (3) allows for regular evaluation.

Innovative Model Design Objectives

• Learner-Driven models will allow students to assert some ownership over their own learning. Students in learner-driven models will be significant decision-makers over a substantial portion of their learning time (minimally, the equivalent of one day a week). A student acting as a primary decision-maker is able to make meaningful choices, independent of other students, about how to best reach learning objectives established by the instructor.

• Personalized Learning models will seek to fit the unique needs of each learner in ways that go significantly beyond the differentiated instruction that happens in a typical classroom with a 30:1 ratio between students and teachers. Personalized learning models will demonstrate how learning is personalized for each student on a daily basis, meaning the student’s activities and assessments are targeted directly at the student’s individualized learning goals. Personalized learning models will operate a majority of the time with instructor:student ratios that vary from District’s normal range (25:1~35:1).

• Technology-Enabled models use technology to enable students and teachers to significantly impact learning. Technology-enabled models will consistently utilize technology to facilitate learning, with each student using technology as a learning tool for a significant portion (>30%) of time in school. Use of technology in these models extends significantly beyond word processing, spreadsheet creation, presentation creation, and internet research.

The intent of the Innovation Portfolio is to give operators the flexibility to explore promising practices that can ultimately be shared with other District schools.

ALTERNATIVE SCHOOLS

With an estimated 34,000 out of school youth and an additional 12,500 in school youth currently off track for graduation, the District has a strong need for operators to serve reenrolled dropouts, students at risk of dropping out, students needing emergency placement pending expulsion, or students who have been expelled from CPS schools. Operators seeking to serve these students should propose one of the models detailed below.
Alternative School Models

• **Fast Track Academies:** Fast Track Academies serve students who are 15 and 16 years of age who have been chronically truant and at risk for not graduating with their cohort, including students who did not complete 8th grade requirements or didn’t enroll in high school. Students will enroll in Fast Track Academies instead of enrolling as first-time freshman in a traditional high school program. These schools can be operated as single-campus Contract Schools or Alternative Learning Opportunity Program (ALOP) Schools.¹

• **Alternative Safe Schools:** Safe Schools serve students in grades 6-12 who have been expelled from CPS due to serious violations of the Student Code of Conduct or for students needing emergency placements pending expulsion decisions. Safe Schools are single campus schools that are funded in part by the Illinois Regional Safe Schools Program Grant.²

• **Accelerated Alternative Schools:** Accelerated Alternative Schools serve students who have earned few or no credits required for graduation, but who would be able to complete all high school requirements prior to turning 21. These schools offer individualized learning and integrate social support services, remediation supports in math and literacy, and college and career preparation into their programs. Accelerated Alternative Schools can be run as either single-campus Contract schools or multi-site Charter Schools.

The Charter School Reform Act of 2009 granted Chicago the ability to authorize 5 multi-campus Charter Schools dedicated exclusively to re-enrolling youth who have dropped out of high school.³ These schools can grow up to 15 campuses, serving a maximum of 165 students at each campus but no more than 1,875 students total. Applicants interested in operating this type of school should demonstrate a capacity to offer a high quality alternative education program and to successfully manage multiple campuses under a network structure.

In addition to clearly identifying the school type and model they intend to operate, applicants seeking to operate alternative schools should demonstrate the following key attributes for alternative schools:

• Programs tailored to a specific segment of out-of-school youth (e.g., young and far, old and close).
• Personalized learning environments with wrap-around case management systems.
• Well-defined partnerships with social agencies and post-secondary institutions.
• Active counseling and support throughout post-secondary transitions.
• Relevant and rigorous curriculum targeted at the needs of students with educational gaps and those who have previously disengaged from school.

¹ Alternative Learning Opportunity Programs (ALOPs) are programs authorized under Article 13B of the Illinois School Code to provide a flexible standards-based learning environment, innovative and varied instructional strategies, a student-centered curriculum, social programs, and supplemental social, health, and support services to improve the educational achievement of students at risk of academic failure. See [http://www.cps.edu/Programs/Pathways_to_success/Alternative_education_and_transition/Pages/Alternative_LearningOpportunitiesProgram(ALOP).aspx](http://www.cps.edu/Programs/Pathways_to_success/Alternative_education_and_transition/Pages/Alternative_LearningOpportunitiesProgram(ALOP).aspx) for more information on ALOP schools at CPS.

² For more information on Alternative Safe Schools at CPS see [http://www.cps.edu/Programs/Pathways_to_success/Alternative_education_and_transition/Pages/AlternativeSafeSchools.aspx](http://www.cps.edu/Programs/Pathways_to_success/Alternative_education_and_transition/Pages/AlternativeSafeSchools.aspx) and [http://www.isbe.state.il.us/spec-ed/html/regional_safe_schools.htm](http://www.isbe.state.il.us/spec-ed/html/regional_safe_schools.htm).

³ In accordance with Illinois Charter School Law, these Charter Schools must be devoted primarily to re-enrolling youth who have dropped out of high school (i.e. students over age 17 who have not graduated, but are not officially enrolled at any CPS school), but can also serve a small percentage (i.e. 10%) of students under 17 who are classified as “at risk” of dropping out.
Research-based engagement and instructional models to remediate and accelerate learning.

- Enrollment plans that account for off-cycle enrollment patterns.
- Alternative Safe School proposals should also demonstrate the flexibility to serve both elementary and high school students based on point-in-time demand and a strong track record in providing positive individual and school-wide behavior supports.

Alternative schools authorized through the Call will be held to the District’s Alternative Accountability Framework. Multi-site Alternative Charter Schools will be overseen through a partnership between the Office of New Schools and the Network of Alternative Schools. Single-site Alternative Schools will be overseen by the Network of Alternative Schools.

**TURNAROUND SCHOOLS**

CPS continues to rely on a variety of strategies to support struggling schools, including full school turnarounds. Implementing a school turnaround preserves some level of stability for students by allowing them to stay in their current school building, a factor that is often key to maintaining student safety.

Through the Call, the District is seeking two types of applicants to provide turnarounds services—

1) providers who will manage turnaround services at a school with District staff under a District governance model; 2) providers who will manage turnaround services through the complete operation of a school.

Turnaround operators are expected to enroll all students currently assigned to the identified school. In addition to the District’s Common Accountability Framework, turnaround schools will be reviewed against other measures of success unique to turnaround models when they are evaluated at the end of their contract terms.

**IV. PROPOSAL EVALUATION PROCESS**

Since the original Illinois Charter School Law was enacted in 1997, CPS has managed a rigorous process to evaluate and approve proposals for new schools. The evaluation process is overseen by the Office of New Schools, whose mission is to authorize high quality schools, particularly within Chicago’s high need communities in order to ensure that students in Chicago have access to options that will prepare them for college and careers.

In 2012, CPS is further refining the school selection process by focusing on identified District priorities—including traditional and non-traditional operators with innovative approaches to student learning, operators who focus on serving alternative student populations, and operators who specialize in turning around existing schools. This process is key to the District’s mission of creating a system of schools that prepares every student, in every community, to succeed in college and careers.
Track Record:
The District is committed to replicating proven educational models. As such, applicants must demonstrate, through existing school data or Design Team experience, that their proposed school model has driven academic growth among comparable student populations, including students with disabilities, English language learners, and students in temporary living situations.

In order to be successful, proposals must demonstrate a track record of driving student achievement and the capacity to open a high quality school, as described below.

• Proposals from existing Chicago operators will be reviewed against current performance. In 2012, there will be two tiers of performance criteria for current Chicago operators who serve traditional student populations. Table III below further explains each of the two tiers.
  
  • Proposals submitted from new operators or operators currently managing schools outside of Chicago must demonstrate the following:
    o Operators with schools outside of Chicago must demonstrate strong results across their existing portfolio.
    o Teams who do not currently operate a school must provide data from past experience leading a school, extracurricular activity, professional development program, or other service that demonstrates the capacity to drive student achievement.

• Proposals submitted from operators seeking to open alternative schools to serve reenrolled dropouts or students at risk of dropping out must demonstrate the following:
  o Current Chicago Alternative School Operators must provide evidence that their schools are outperforming District averages for schools serving similar student populations.
  o Operators with schools outside of Chicago must demonstrate strong results across their existing portfolio.

Table III: Performance Criteria For Replication for Current Chicago Operators

<table>
<thead>
<tr>
<th>Single-Site Operator Criteria</th>
<th>Multi-Site Operator Criteria</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Chicago Operators</strong></td>
<td><strong>Tier 1</strong></td>
<td></td>
</tr>
<tr>
<td>• Level 2 performance rating</td>
<td>• Majority of schools are Level 1 or 2 AND Majority of schools outperform network averages by 10%</td>
<td>• Charter Replicators should complete the business plan questions in Section 5</td>
</tr>
<tr>
<td>• 5 year contract</td>
<td>• &gt;= 50% of schools have enough data for a District performance rating</td>
<td>• District Replicators should submit a proposal addressing questions in Sections 1 through 4</td>
</tr>
<tr>
<td></td>
<td>• 5 year contract with no academic conditions</td>
<td></td>
</tr>
<tr>
<td><strong>Current Chicago Operators</strong></td>
<td><strong>Tier 2</strong></td>
<td></td>
</tr>
<tr>
<td>• Level 1 performance rating</td>
<td>• All schools are Level 1 or 2 AND outperform network averages by 10%</td>
<td>• Complete the five-year growth plan at <a href="https://cps.myreviewroom.com">https://cps.myreviewroom.com</a></td>
</tr>
<tr>
<td>• 5 year contract</td>
<td>• &gt;= 50% of schools have enough data for a District performance rating</td>
<td>• District Replicators should submit a proposal addressing questions in Sections 1 through 4</td>
</tr>
<tr>
<td></td>
<td>• 5 year contract with no academic conditions</td>
<td></td>
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</tbody>
</table>

Only operators who meet the criteria above will be considered for replication. If you are unsure if you meet the criteria, please inquire at NewSchoolApplicants@cps.k12.il.us.

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A Design Team includes, but is not limited to school founders, school leaders, school board members, and community members participating in the school’s design and development.
Capacity:

- Applicants should clearly demonstrate that they have the capacity to design, open, and manage a high quality school or network of high quality schools, if applicable.
- All Design Teams must represent the diversity of skill sets and experience necessary to ensure a school’s success, with an emphasis on past success in an educational environment.
- Design Teams seeking to open multiple schools or operate a network of schools must demonstrate the capacity to create the systems necessary to operate multiple schools/campuses, including clearly defined roles and responsibilities, clear and actionable lines of accountability between levels, and a plan to adapt these systems and roles as needed during all phases of the proposed growth trajectory.

Evaluation Process:

The evaluation process used by the Call is a multi-tiered process based on national principles and standards for quality authorizing. This process has been continuously revised based on the lessons learned over the District’s 15 years of school authorizing experience. As required by Law (105 ILCS 5/27A-7.10), the District is obligated to authorize only quality applications that meet identified educational needs and to decline to approve weak or inadequate applications. As such, the evaluation process is rigorous with only proposals demonstrating the qualities identified in our rubric being recommended to the Board for authorization. Each stage of the process is detailed below.

Expected Process Timeline

<table>
<thead>
<tr>
<th>DATES</th>
<th>CALL FOR QUALITY SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 29th</td>
<td>Call for Quality Schools Released to All Applicants</td>
</tr>
<tr>
<td>August 13th</td>
<td>Proposals Must be Uploaded on the Review Room Site by 5PM</td>
</tr>
<tr>
<td>Mid-August</td>
<td>Teams Demonstrating Sufficient Potential Invited to Panel Interviews</td>
</tr>
<tr>
<td>August 20th through 30th</td>
<td>Panel Interviews Conducted</td>
</tr>
<tr>
<td>August - September</td>
<td>Community Engagement</td>
</tr>
<tr>
<td>September - October</td>
<td>Public Hearings</td>
</tr>
<tr>
<td>October</td>
<td>CPS Board Approval Expected</td>
</tr>
</tbody>
</table>

I. Initial Review

All proposals received in response to the Call will be reviewed by a team of internal and external experts. The review teams will utilize transparent rubric criteria, which will be shared with applicants and available on the CPS School Selection Review Room website (https://cps.myreviewroom.com) shortly following the release of the Call. These criteria target the attributes that have been shown as key indicators of success for new schools.

Following the Initial Reviews, review teams will make a determination as to whether each proposal provided the evidence necessary to meet the stated criteria. Proposals that clearly meet these criteria will be deemed to demonstrate the quality necessary to move on to the next phase of the process, the Panel Interviews.

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4 The Office of New Schools reserves the right to change this timeline at any point throughout the process. Changes to the timeline will be posted at https://cps.myreviewroom.com and sent to existing applicants via email.
II. Panel Interviews
Applicants whose proposals demonstrate the potential for quality by meeting stated rubric criteria will be invited to participate in in-person interviews with their review panels. These interviews are not a guarantee of authorization, but rather a chance for reviewers to gather clarifying information in order to support final recommendations for approval or denial of the proposals.

Interview teams will consist of experts in relevant fields from within and outside of CPS. Panelist information will be shared with applicants prior to the interview as part of the conflict of interest vetting process. Design Teams will be asked to bring a representative group of no more than six individuals to participate in the panel interviews. During the interview, applicants will have the opportunity to present a five-minute opening statement and will then participate in a question and answer session with the evaluation team. Design Teams should select their attendees carefully to ensure that the individuals present are able to collectively speak to every aspect of the school design.

Following the interviews, review teams will make recommendations to the Office of New Schools that are supported by concrete rationale, and identify the strengths and challenges presented by each proposal. The Office of New Schools will in turn compile and submit all recommendations from evaluators to the District’s Senior Leadership Team for review.

III. Facility Plan Review
Before being recommended for approval, any proposals that identify independent facilities will be subject to review by the District’s Facilities team to ensure that provided plans are viable in the presented timeframe, adequately meet the stated needs of the proposed school, and can demonstrate compliance with applicable health, safety, and accessibility laws.

Applicants identifying an independent facility must also submit the appropriate supporting documentation with their proposals including an Inspecting Architect’s Report and an ADA Compliance Report. In some circumstances, CPS may require additional information or an ADA inspection conducted by CPS experts during the proposal review process. Applicants with identified facilities that are not currently in ADA compliance should include a plan for how ADA compliance will be achieved.

Any proposal that presents an independent facility, but does not include a viable and economically sound facilities plan will not be recommended for approval.

III. Community Engagement
All applicants recommended for approval will be expected to participate in a Community Forum. At the forums, each applicant will give a 15-20 minute presentation on their proposed school design and then take questions from the audience for a set amount of time.

Design Teams should note that while CPS will conduct some outreach for the forums, it is the applicant’s responsibility to advertise forums and ensure that the community is represented at the event. Applicants will be evaluated based on their ability to engage the community.

Community feedback collected at the Community Forums will be combined with expert panel recommendations to develop final recommendations for approval.
IV. Public Hearings

Design Teams whose proposals are recommended to the Board for approval are required to attend a public hearing. The purpose of the hearing is for the public to enter comments into the official record for the proposed school, prior to the Board's decision. Design Teams will not make a formal presentation at these hearings, but they should be prepared to enter comment into the record on behalf of their proposed school. Applicants should also encourage their supporters to attend and speak on their behalf.

V. Board Decisions

All final decisions regarding new school proposals are made by the Chicago Board of Education. The Board will take all presented information into account when reviewing a recommendation for approval. It should be noted that in some cases, schools approved by the Board will receive a Letter of Conditions detailing any benchmarks or contingencies that must be completed in the stated timeline in order for the school to receive final authorization.

VI. Final Agreement

Board approval is not the final step in the process of creating a new school. For new Charter Schools, CPS works with Design Teams to receive final certification from the Illinois State Board of Education (ISBE). Additional documents, other than those required through the Call, may be required for ISBE certification. Based on school type, schools or operators will enter into agreements with CPS, following Board Approval. These agreements will govern the relationship between CPS and the new school.

Additional Information

Throughout the process, applicants should reference additional documents available on the Call for Quality Schools website: https://cps.myreviewroom.com. Updates, changes, and addenda to these documents will also be posted on the website with periodic updates sent to Design Teams via email, as needed. For questions regarding the Call for Quality Schools, please email NewSchoolApplicants@cps.k12.il.us or call the Portfolio Office at (773) 553-1110.

Please Note:
The Chicago Public Schools reserves the right to make changes affecting policies, requirements, funding, and any other matters discussed in this publication. This publication is not intended to be, nor should it be regarded as, any part of a contract.
V. PROPOSAL REQUIREMENTS

Based on the school type or model proposed, Design Teams should include sections as specified in Table IV below in their proposals. Proposal narratives should not exceed 100 pages plus appendices.

Table IV: Proposal Requirements by School Type/Model

<table>
<thead>
<tr>
<th>SCHOOL TYPE/MODEL</th>
<th>REQUIRED SECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Charter and Contract Schools</td>
<td>Unless otherwise specified below, applicants seeking to open new Charter and Contract Schools should complete Sections 1-4.</td>
</tr>
<tr>
<td>School Replications</td>
<td>Single-site Chicago Charter Operators who wish to add a new grade configuration (e.g. a K-5 school that would like to add a middle school or an elementary school that would like to add high school grades) should complete Sections 1-4.</td>
</tr>
<tr>
<td></td>
<td>Single-site Chicago Charter Operators who wish to replicate should complete Sections 1-5.</td>
</tr>
<tr>
<td></td>
<td>District Neighborhood and Magnet Schools that would like to replicate should complete Sections 1-5.</td>
</tr>
<tr>
<td></td>
<td>Chicago Multi-site Charter Operators who meet Tier 1 criteria will be required to submit a basic 5 year growth plan posted at <a href="https://cps.myreviewroom.com">https://cps.myreviewroom.com</a>.</td>
</tr>
<tr>
<td></td>
<td>Chicago Multi-site Charter Operators who meet Tier 2 criteria will be required to answer questions in Section 5 and provide additional information as requested by the Office of New Schools.</td>
</tr>
<tr>
<td></td>
<td>Please note: Replications for Existing Chicago Charter Operators who are undergoing renewal in 2012-2013 will be considered as part of the Office of New Schools Renewal Process. Those operators should clearly indicate their desire to replicate in their Renewal Applications and should not submit a proposal to the Call.</td>
</tr>
<tr>
<td>National Charter CMOs</td>
<td>National Charter CMOs wishing to open schools in Chicago should complete Sections 1-5.</td>
</tr>
<tr>
<td>Innovative School Models</td>
<td>In addition to the sections specified above by school and applicant type, applicants wishing to be considered for the Innovation Portfolio should complete Section 6.</td>
</tr>
<tr>
<td>Turnaround School Models</td>
<td>Operators seeking to provide turnaround services at a District-managed school should answer questions in Sections 1, 3.1.b, 4, and 7.</td>
</tr>
<tr>
<td></td>
<td>Operators seeking to be manage a turnaround school as a Contract School should answer Sections 1-2, 3 as specified, 4, and 7.</td>
</tr>
<tr>
<td>Alternative School Models</td>
<td>Applicants for Single-site Alternative Contract Schools and Multi-site Alternative Charter Schools should complete Sections 1-4 and Section 8.</td>
</tr>
</tbody>
</table>
Applicants should review the Answer Manual found on the Call for Quality Schools website: https://cps.myreviewroom.com for information on how to answer the questions detailed in the following sections. The Answer Manual tracks each section of this document and is designed to guide Design Teams in understanding the District’s expectations for new school applications. For more information on legal and policy requirements, Design Teams should also reference the sample Charter School and Contract School Agreements and associated Exhibits posted on the Call for Quality Schools website: https://cps.myreviewroom.com as well as the Illinois Charter Schools Law at http://www.isbe.state.il.us/charter/.

Be sure to address issues highlighted in the Answer Manual, Charter Agreement, and Illinois Charter Schools Law to ensure that applications are aligned with all CPS legal and policy requirements.

Format for Answering Questions
Each proposal should include a section corresponding to each required Section. Full Proposals should include a table of contents noting the page number on which each section and each appendix begins.

Applicants should copy and paste each question before each answer in the proposal (questions may be pasted in smaller font). Word documents listing questions by section will be posted at https://cps.myreviewroom.com. Sub-parts of questions should be clearly referenced in the answers.
• Proposals must be typed with at least 1-inch page margins and at least 11-point font.
• Proposals must not exceed 100 pages plus appendices.
• All requested attachments should be provided in an appendix submitted with the proposal. Appendix items should be clearly labeled at the top or bottom of each page. Please label each résumé with the individual’s affiliation with the proposed school (e.g. Design Team member, Board member, Principal, teacher, etc.).
• If a specific question does not apply to the proposed school, please respond “Not Applicable.”

Submission Instructions
Design Teams who intend to apply to the 2012 Call for Quality Schools should register at https://cps.myreviewroom.com as soon as possible. Following the initial release, announcements about the process will be distributed via https://cps.myreviewroom.com to registered applicants.

All proposals must be submitted via the 2012 Call for Quality Schools Review Room portal https://cps.myreviewroom.com by 5pm on Friday, August 13, 2012. All documents should be submitted in accordance with submission instructions posted on https://cps.myreviewroom.com.

Please note, the Review Room portal will stop accepting submissions after 5pm on August 13, 2012; it is recommended that teams begin uploading materials on August 12, 2012.

Additional information on submissions, including information on correct formatting and file naming is provided at https://cps.myreviewroom.com.

A webinar providing additional information on using the portal will be held in mid-July. Additional details on the webinar will be posted on https://cps.myreviewroom.com and distributed via email. Applicants wishing to attend the webinar should register at https://cps.myreviewroom.com.
Completeness Check

All proposals will be reviewed for completeness upon receipt.

Full Proposals will be checked for completeness to ensure that all sections have been addressed and that all required attachments have been provided. Refer to the Completeness Checklist at the end of the document questions to ensure that your proposal is complete.

The following constitutes a complete submission:

• All required questions have been answered;
• All attachments have been provided;
• Financial forms have been provided;
• All appropriate facility documentation has been provided;
• A completed submission checklist has been provided.

It is the responsibility of the Design Team to ensure that the application is complete. Design Teams will be notified within 72 hours of their application status.

If complete information is not provided with 48 hours of notification or within 5 days after the submission deadline, CPS reserves the right to deny the proposal based on incompleteness, subject to a case by case review.

Contact Information

For questions regarding the 2012 School Selection Process, please email NewSchoolApplicants@cps.k12.il.us or call the Office of New Schools at (773) 553-1110.

VI. PROPOSAL SECTIONS

EXECUTIVE SUMMARY

The Executive Summary should be a stand-alone document that gives a succinct narrative overview of the application. It should be no longer than 2 pages and should include the following components:

• Proposed school type, model (if applicable), grades served, enrollment/growth plan
• Mission, vision, educational philosophy, and culture
• Academic goals
• Demonstrated capacity to open and manage a high quality school, including brief explanation of how proposed school type and model will drive success for expected student population
• If applicable, rationale for proposed community and high-level overview of community partnerships

The submission checklist will be posted at https://cps.myreviewroom.com.
SECTION 1: ACADEMIC CAPACITY

This section should clearly articulate the educational plan for the school and demonstrate the proposed team’s ability to drive academic success for all students. Your answers should clearly provide evidence to demonstrate that the team can successfully open and manage a high quality school. Answers should reference requested attachments as appropriate.

1.1 MISSION, VISION AND CULTURE

a. Mission and Vision: State the mission and vision of the proposed school. Emphasize the unique, innovative, and/or research-driven elements of your school.

b. Education Philosophy: Briefly describe the educational philosophy of the proposed school, including related instructional methods and performance goals.

c. Description of Culture: Describe the culture envisioned for the proposed school. How will the school achieve this culture and promote a positive academic and social environment?

d. College Readiness: Describe the specific programs, beyond academic curriculum, that your school will provide to expose students to college and support them to be successful in college.

e. Social and Emotional Needs: Describe the social and emotional needs that you anticipate among the targeted student population, and describe the programs, resources, and services (internal and external), that your school will provide in order to address these needs. Explain how individual student needs will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

f. Behavior and Safety: Describe the school’s approach to student discipline and behavioral intervention. How will these strategies create a safe environment for all students?

g. Parent Involvement: Discuss strategies to engage parents and guardians in their child’s education and in the broader school community. Describe any programs or resources that the school will provide for parents and guardians.

• Attach copies of the school’s policies for promotion, graduation, and student discipline.

1.2 DEMONSTRATED TRACK RECORD IN DRIVING ACADEMIC SUCCESS

a. Roles and Demonstrated Experience: Identify members of the Design Team who have provided academic expertise or who will provide instructional leadership or support at the proposed school. Provide evidence to support why this team has the collective capacity to develop and implement a high quality academic program that reflects the stated mission, vision, and educational philosophy.

• Attach résumés of Design Team members and any other individuals who have made substantial contributions to this proposal. Label each résumé with the individual’s affiliation with the proposed school.

b. Serving Similar Student Populations: Provide evidence that the proposed team members and the proposed model have been shown to drive academic achievement and growth among similar student subpopulations.
c. School Leadership: Briefly describe the proposed instructional leadership structure. If identified, provide evidence of each proposed leader’s success in driving achievement for all students and evidence that the proposed leader has or can open and manage a high quality school. If school leadership has not been identified, provide evidence that the proposed recruitment strategy will identify a school leader or leaders who can successfully open and manage a high quality school and drive achievement for all students.

- Attach clearly labeled job descriptions for all staff who will provide instructional leadership at the proposed school.
- If a school leader has not been identified attach a recruiting plan and timetable.

1.3 ACADEMIC GOALS AND ASSESSMENT PLAN

a. Educational Goals and Metrics: Identify educational goals and metrics for the proposed school. Create and include a table that details the school’s quantifiable achievement goals, including targeted assessment scores, attendance levels, retention rates, and additional metrics for each of its first five years of operation. For high schools, include goals for graduation rates, college acceptance rates and college completion rates, as well as goals related to career readiness. Sample goals and metrics tables will be provided at https://cps.myreviewroom.com. Describe how you have determined these goals and discuss how these metrics will be used to monitor school-wide progress and impact corrective actions.

b. Student Assessment Plan: Describe the assessment plan for the proposed school. Create and include a table that details specific formative and summative assessments (benchmark assessments, unit exams, state-required exams) that will be used for each grade level, and the timing of their administration. Discuss the rationale for the selection of each assessment. A sample goals table will be provided at https://cps.myreviewroom.com.

- Attach an assessment plan and calendar.

c. Data-Driven Programs and Instruction: Describe how school administrators and teachers will review results of formative and summative assessments to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components. Proposals for alternative schools should also demonstrate how they will continually assess student engagement and how data from those assessments will be used to improve student engagement.

1.4 CURRICULUM AND INSTRUCTION

a. Curriculum: Provide a brief description of the proposed curricula, highlight evidence that the proposed curricula are research-based and have been effective with students similar to those the school expects to serve; also include a brief description of how these curricula will keep students on track for college and career readiness. Proposals for alternative schools should emphasize how curriculum will be modified to create the rigor and relevance necessary to reengage students who had previous been disengaged.
• Attach a course scope and sequence by subject for each grade level being proposed.
• Attach a curriculum map that identifies course outcomes and demonstrates a clear alignment with Illinois Learning Standards and the Common Core. Refer to the Answer Manual for a sample table. Please indicate how the planned curriculum will keep students on track for college readiness.
• Attach a timeline (from authorization through the July prior to opening) that outlines plans to develop curricula for the proposed school prior to school opening. Indicate how this timeline aligns with teacher hiring and professional development calendars.

b. Instructional Strategies: Describe the instructional strategies that will be implemented at your school to support the education plan, clearly demonstrating how these methods are well suited to address the needs of the population you plan to serve and how they will support the proposed mission, vision, and educational philosophy of the school. Discuss how teachers will use different methods of instruction to meet the needs of all students, highlighting the three areas below.

I. ASSESSING STUDENT NEEDS: Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment.

II. REMEDIATION: Describe how your education program will meet the needs of all students who require remediation, including those who are below grade level, through specific programs, services and supports. Describe the level of growth expected in student achievement from these programs. Note: ‘Remediation strategies’ does not refer to services to support special education and English Language Learner (ELL) students; the intent of this question is to describe supports for the underperforming general education population.

III. ACCELERATED LEARNING: Describe the specific programs and services that will be provided to meet the needs of accelerated students. Discuss how you will identify students to participate in accelerated learning activities.

Proposals for alternative schools should emphasize the modifications that will be made to instructional strategies to accommodate students who enroll off-cycle or to address discrepancies in student transcripts while keeping them on-track for graduation. Proposals for alternative schools should also specifically describe how they will diagnose gaps in students’ educational background upon entry.

c. Specialized Instruction: Articulate how the curriculum/educational program of the proposed school will meet the needs of all enrolled students, including students with disabilities, students with Individualized Education Plans (IEPs), English Language Learner (ELL) students, and homeless students. Discuss how course scope and sequence, daily schedule, staffing plans, and available student supports will be flexible and adjusted to support these student populations. Answers to the following questions should specifically discuss unique and supplemental ways for serving these populations and should not simply restate the CPS policies regarding specialized populations.
I. Explain how the proposed school provide a full continuum of services for students with disabilities.

II. Explain how the proposed school will meet the needs of students in at-risk situations, including but not limited to homelessness, low achievement, poverty, behavioral issues, truancy, drugs, pregnancy, and emotional issues.

III. Explain how the proposed school will identify and meet the needs of ELL students, including curricula and instructional programs/practices to accommodate this group.

Proposals for alternative schools should emphasize how they will leverage resources and modify staffing structures to meet the needs of all students in a small school setting.

- Attach a completed ISBE Special Education Certification form.

D. School Calendar/Schedule: Describe how innovations in the proposed school calendar and daily schedule will be utilized and how they will enhance student achievement. Note: If proposing a longer school day/year, please ensure that your team has budgeted for overtime pay for faculty and staff, as appropriate.

1.5 TALENT MANAGEMENT

a. Recruitment and Staffing: Describe your Design Team’s strategy and timeline for recruiting, hiring and developing the proposed school’s teaching staff. Include the selection criteria, planned mix of experienced and new teachers, and any unique considerations needed to support your school design. Identify any teachers who have already been recruited and committed to teaching at the proposed school. Ensure that the teacher hiring timeline aligns with the curriculum development and professional development timelines.

- Attach a recruitment plan that provides clear goals and a timeline for meeting those goals
- Attach a document detailing the proposed school’s hiring process, including hiring criteria and interview procedures
- Attach a staffing model, including leaders, teachers, and other staff, that clearly reflects the school’s proposed growth strategy
- Attach job descriptions for leadership positions, beyond the principal, and teaching staff
- Attach resumes for any identified candidates, clearly labeled with proposed positions

b. Professional Development: Describe the school’s goals and strategy for ongoing professional development (PD). Describe how the PD plan (including both internal and external PD opportunities) will be driven by data to improve teaching and learning as well as school performance and how it will support the school’s educational philosophy and academic goals. If the proposed school is small, describe how content-specific professional development will be provided to all staff.

- Attach a professional development plan that includes provisions for evaluating and modifying existing PD.
- Attach a professional development calendar.

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8 For more information on special education requirements see www.cpsspecialeducation.org.
c. **Teacher Induction:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction. Include the number of hours/days of PD to be included during induction.

- If not included in the PD plan, attach a teacher induction plan.

d. **Professional Culture:** Describe the professional culture of the new school, how you will achieve this culture, how it will contribute to staff retention, and how you will assess your success. Discuss how faculty and staff will be involved in school-level decisions and in developing new initiatives. Identify opportunities for teacher collaboration and mentorship.

e. **Evaluation:** Discuss how school leadership will monitor faculty and staff performance. Describe structures or tools that will be used for conducting evaluations and delivering feedback.

- Attach any documents related to teacher evaluation, including evaluation frameworks, evaluation policies, and sample evaluation forms.

### SECTION 2: OPERATIONAL CAPACITY

This section should clearly describe school operations and governance. If an education management organization (EMO) will be providing school management services, this section should clearly articulate all aspects of the relationship between the EMO and the proposed school’s board. Your answers should clearly provide evidence to demonstrate that the team can successfully open and manage a high quality school. Answers should reference requested attachments as appropriate.

**District Replicators/Innovators and Turnaround Providers seeking to operate under the District governance model do not need to complete Section 2.**

#### 2.1 DEMONSTRATED TRACK RECORD IN ACHIEVING OPERATIONAL EXCELLENCE

a. **Roles and Demonstrated Experience:** Identify members of the Design Team who have provided operational expertise or who will provide operational leadership or support at the proposed school. Provide evidence to demonstrate that this team has the collective capacity to develop and implement operational strategies that will effectively support the school in achieving its stated mission, vision, and educational philosophy.

- Attach résumés of Design Team members and any other individuals who have made substantial contributions to this proposal. **Label each résumé with the individual’s affiliation with the proposed school. (Please note, resumes do not need to be attached twice, this attachment will satisfy Section 1.2 and Section 2.1).**

b. **Operational Leadership:** If the proposed school model includes an operational leader and that leader has been identified, provide evidence of the proposed leader’s success in driving operational excellence to support a high quality academic program. If an operational school leader has not been identified, provide evidence that the proposed recruitment strategy will identify a school leader or leaders who can successfully open and manage a high quality school.

- If applicable, attach clearly labeled job descriptions for all staff who will provide operational leadership at the proposed school.
- If an operational leader has not been identified, attach a recruiting plan and timetable.
2.2 GENERAL OPERATIONS

a. Operational Goals and Metrics: Identify operational goals and metrics for the proposed school. Create and include a table that details the school’s operational goals and metrics for start-up and each of its first five years of operation (e.g. teacher retention, financial solvency, funding partnerships, etc.). Sample goals and metrics tables will be provided at https://cps.myreviewroom.com. Discuss how these metrics will be used to monitor progress and impact corrective actions.

b. Operations Start-up Plan: Provide a timeline and schedule for the operations-related activities your team will undertake in the planning year(s) to ensure a successful school opening. The plan should include a completed version of Operations Start-up Table provided at https://cps.myreviewroom.com.
- Attach an operations start-up plan that provides a clear schedule for meeting start-up goals.
- Attach a school operations plan that clearly identifies how non-academic services will be managed after the school opens.

c. Transportation: Briefly describe how the school will meet the transportation needs of its students, including low-income and at-risk students.
- Attach a transportation plan.

d. ADA Compliance: The ADA and Section 504 of the Rehabilitation Act prohibit discrimination on the basis of disability and requires accessibility in all aspects of school operations, including employment, buildings, programs and activities, communications, and information technology. Briefly describe the processes the school will implement to ensure ADA compliance and include a complete version of the ADA Compliance Table provided at https://cps.myreviewroom.com.

2.3 GOVERNANCE MODEL

a. Governance Structure: Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles. Clearly articulate the contributions the Board will make to the long-term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school, how it will evaluate the performance of the school leader; and how it would monitor vendors, including any identified EMOs.
- Attach a comprehensive organizational chart that clearly shows lines of authority and accountability at both the school and board levels.
- Attach a governance plan that clearly articulates roles and responsibilities for board members, school staff, and the EMO, if applicable.
- Attach a board development plan that clearly articulates member selection criteria and selection processes.
- Attach a board calendar.
- Attach board by laws.
- Attach board procedures for monitoring school performance, evaluating the school leader; and monitoring vendors, including any EMOs.
- If applicable, attach proof of filing for 501(c)3 status by the applying entity.
b. Board Development:

i. BOARD DEVELOPMENT: Identify the desired composition of the governing board, including key skills and constituencies that will be represented. Provide a plan for recruiting a governing board representing a diverse skill set required for school oversight. Identify any existing relationships with individuals or organizations which the Design Team can leverage as it develops its founding board.

Note: Charter schools are required to describe the nature and extent of parent, professional educator, and community involvement on the Board.

ii. BOARD EXPERIENCE: If board members have been identified, clearly demonstrate how proposed board members will contribute to the success of the school.

- Attach the résumés of any Governing Board members who have already been identified in the appendix. Label each résumé as “Governing Board member.”

iv. TRANSITION PLAN: Discuss the Design Team’s role in interacting with or participating in the Governing Board during the start-up of the school and after school opening. Describe a transition plan and associated timeline as the founding Board becomes the “working” Board. Please, also identify any resources the team will rely on in connection with its ongoing Board development efforts.

v. SCHOOL LEVEL COMMITTEES: Describe any advisory councils or committees you plan to establish at the proposed school. Explain the role, planned membership, and reporting structure of these councils or committees as they relate to the Governing Board and school leadership.

2.4 EDUCATION MANAGEMENT ORGANIZATIONS (EMOS)

For Design Teams that are Proposing to Contract with an EMO Only

Please note that ONS reserves the right to request additional information regarding the proposed EMO, as necessary.

a. Selection: Discuss the criteria and process by which the EMO was selected, and describe how the services and responsibilities to be provided by the organization will further the mission, vision, and goals of the proposed school.

b. Scope of Services: If the proposed school will contract with a management organization or service provider; specify the decisions and services for which the organization will be responsible. Clearly state the fee that the proposed school will pay to the organization and the associated services that the organization will provide

- Attach a draft EMO contract.
c. **Capacity:** Describe the proposed EMO’s ability to support the proposed expansion of their school portfolio and ensure academic and operational success at the proposed school(s). Provide evidence of the organization’s successful management of academic and non-academic operations of schools within its portfolio (e.g. professional development, back office support, facilities maintenance).

   - Attach a summary of the schools / campuses within the EMO’s portfolio, including the following:
     i. Number of school(s)/campus(es) and total number of students served
     ii. Cities served
     iii. Grade levels served
     iv. Unique school themes or models in the organization’s portfolio
     v. Type of schools in the portfolio (e.g. Charter, Contract, Private, etc.)

   - Attach the following information on each school that the organization currently operates or has operated:
     i. School information
        o School name
        o City
        o Year opened
        o Grades at capacity
        o Current grades
        o Current enrollment
        o % low-income
        o Whether or not the organization wholly employs staff and/or manages operations at the school
     ii. Performance data from assessments (e.g. state-mandated assessments, EPAS/ACT, NWEA, ITBS) that measure student growth and achievement in math and reading/English/language arts. Include comparative local district, state and national data, where available.

   - Attach a list of all previous charter operators and authorizers with whom the proposed EMO has worked, including contact information for each listed party.

**d. Monitoring:** Describe how the proposed Board will monitor and evaluate the performance of the EMO and ensure quality service. Discuss how the Design Team and proposed Board are qualified to hold the EMO accountable to educational and operational goals outlined above.
SECTION 3: ECONOMIC SOUNDNESS

This section should provide an overview of the financial projections for the proposed school, including additional financial resources that may be needed for start-up and beyond, as well as a description of financial control systems. This section should also clearly articulate a viable facility plan that can be implemented by the proposed opening date.

District Replicators/Innovators and Turnaround Providers seeking to operate under the District governance model should complete question 3.1.b. only.

Turnaround Providers seeking to operate as Contract Schools should complete sections 3.1 and 3.2 in their entirety and 3.3.a as specified.

3.1 SCHOOL BUDGET

a. Financial Forms: Complete the budget workbook. Instructions are provided on the first tab of the budget workbook. Please note that all assumptions should be clearly detailed in the budget workbook. If the space on the Excel worksheet is insufficient for any given budget line, please include an explanation in the budget narrative. Financial forms that do not include assumptions will be considered incomplete.

- Attach an Excel version of the complete budget workbook for the proposed school.

b. Budget Narrative: Include a budget narrative that provides a high-level summary of the budget and describes how the budget reflects the mission, vision, education plan, and overall strategic development of the proposed school. Discuss how resources will be used to support identified school priorities, including any changes in that allocation over the first five years of the school’s existence. If applicable, provide supplemental assumptions and/or explanations for budget line items as necessary (if the assumptions are clearly detailed in the budget workbook, there is no need to repeat them here).

Turnaround operators—should discuss how budgeting and strategic investment will be used to transition a school from stabilization through capacity building through steady/continuous improvement.

c. Development Plan: Include a discussion of additional revenue needed to maintain financial viability, including detailing assumptions behind the calculation of need and existing relationships with funders.

- Attach a development plan that clearly identifies potential funders, indicates current levels of interest, and articulates contingency plans in the event development goals are not realized.

3.2 FINANCIAL CONTROLS

a. Financial Monitoring: Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used.

- Attach a listing of all financial reports generated, including frequency of generation, and responsible party.

- If available, attach fiscal policies for the organization.

b. Financial Oversight: If an EMO is to be used, describe how the board will maintain financial oversight over the EMO.
3.3 FACILITIES

Please note: CPS does not currently have buildings specifically identified for September 2013 openings. Operators who demonstrate strong capacity to open high quality schools could be considered for location or co-location in a CPS facility, with the acknowledgement that available facilities can only be identified in accordance with legal requirements established under SB630 and will not be identified prior to the conclusion of the Call. In addition, pre-approval without an identified facility does not represent a guarantee on the District’s part to secure a facility for the applicant.

a. Facility Plan: Describe plan to secure an appropriate facility for the school.
   • If proposing an independent facility, attach a proposed timeline for securing that facility and completing necessary renovations to make the facility suitable for school by the proposed opening date.
   • If proposing a co-location or location in an identified CPS facility, attach a proposed timeline for preparing the facility for occupancy once it has been identified.

Turnaround providers proposing to operate the school should provide a plan and proposed timeline for preparing the facility for occupancy once it has been identified.

b. Space Requirements: Provide an overview of the space requirements needed to successfully implement the proposed school, including a description of how the proposed site will need to evolve to support the school as it grows.
   • Attach detailed space requirements for the proposed school, including any special features required to properly implement the proposed model.

c. School Site: Provide an overview of each proposed site and include the following supporting materials:
   i. The address and a general description of the property, including its current owner and previous use.
   ii. An Inspecting Architect’s Report completed by a CPS-approved architect (see Appendix F).
   iii. An ADA Compliance Report completed by a CPS-approved architect (see Appendix G).
   iv. If the property is not currently ADA compliant, a plan for bringing the building into compliance.
   v. Evidence that the site is or will be secured (Letter of Intent or Memorandum of Understanding) and a description of your team’s plan to meet lease or purchase requirements.
   vi. A plan detailing how rehabilitation work will address issues raised by the architect, meet applicable building codes, and support the proposed school’s educational program, including:
      a. The scope of work to be completed.
      b. A description of persons/managing parties responsible for project management and related qualifications.
      c. A project timeline for any necessary renovations.
      d. A completed Sources and Uses of Funds Report for Facility Development and the planned funding mechanism to cover projected costs.
   vii. The address and a general description of a secondary or back-up facility, including its current owner and previous use.
SECTION 4: COMMUNITY ENGAGEMENT/NEED

This section should provide an overview of the community engagement strategy for the proposed school. This section should also provide a clear rationale for the selection of any identified communities or clear criteria for identifying an appropriate community.

4.1 COMMUNITY ENGAGEMENT

a. Community Engagement Plan: Describe your Design Team’s vision for establishing the school as a pillar in the community, and explain how the school leadership team will execute this vision. Describe any services or resources that the school will provide for community members. The plan should include clear strategies and goals for each stage of the community engagement process beginning prior to Board consideration through school opening and operation. If applicable, the plan should clearly address any community tension that exists surrounding the opening of a new school or the introduction of a new school operator.

b. Key Community Partnerships: Discuss specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school, and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing and cultivating these partnerships. If a community has been selected, identify important community- and faith-based organizations, cultural institutions, and natural and corporate resources within the community.

4.2 TARGETED COMMUNITY

a. Description: Name and describe the community you seek to serve, including its assets and educational needs. Describe your rationale for targeting this community and provide an explanation for why the proposed school aligns with community needs and expectations. If a community has not been identified, provide criteria used to select a community and/or determine that a community would be a good fit for the proposed model.

b. Background/Support: Describe your team’s history and experience in the proposed community. Demonstrate any existing connections, partnerships, or correspondence that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions, or individuals that have pledged their support for the proposed school.

• Attach any petitions or relevant documents from community residents, parents, and leaders.

SUMMARY REFLECTION

If the proposed school-type or model requires that questions in subsequent sections be answered, the summary reflection should be included after all other necessary sections.

The Summary Reflection section should demonstrate your Design Team’s understanding of the challenges of starting a new school and provide evidence of your team’s capacity to address these challenges. The Summary Reflection section also provides an opportunity for your Design Team to highlight any additional information not otherwise requested in the preceding sections.

a. Reflection: Describe the greatest risks confronting your proposed new school, and discuss the team’s capacity and plan to address these issues.

b. Optional Additional Information: Provide any information that is essential to your new school proposal but that was not otherwise requested in the preceding sections.

After completing all required sections, please review the completeness checklist at the end of the document to ensure your submitted proposal is complete.
SECTION 5: EXISTING CHICAGO CHARTER OPERATORS AND NATIONAL CHARTER CMOS

In addition to answering the preceding sections, National Charter CMOs seeking to open schools in Chicago should also provide a document that addresses the following topics.

5.1 VISION AND THEORY OF CHANGE

a. Impact: Define your organization’s desired impact on the City of Chicago in concrete terms, i.e.:
   - Additional seats in high performing schools
   - Student achievement
   - % of population served
   - College acceptance & graduation rates, etc.

b. Scope of Growth: Describe the organization’s proposed scope of growth over the next 5 years (years, number, and type of schools), both within Chicago and nationally.

c. Non-Negotiables: What are the key non-negotiables of your school model?

5.2 READINESS FOR REPLICATION

a. Replication Decisions: Describe the organization’s process for determining readiness for replication. What metrics do the organization and its Board of Directors use to determine readiness for replication?

5.3 HISTORICAL PERFORMANCE

a. Performance Overview: Provide information on student performance history for the following key indicators:
   - Proficiency levels on state assessments
   - Cohort-level student growth on state and interim assessments
   - High school graduation rates
   - College enrollment and persistence rates
   - Student retention rates
   - Variance across portfolio

b. Areas for Improvement: Explain any performance, both academic and operational that did not meet the organization’s expectations and how that underperformance was or is being addressed. Existing Chicago Operators should specifically address any current campuses that received a Level 3 performance rating on the most recent rating cycle, clearly identifying intervention strategies implemented at those campuses.

c. Core Competencies: Describe your organization’s core competencies.

d. Capacity: Describe your ability to support the proposed expansion of your school portfolio and ensure academic and operational success at the proposed school(s).
   - Attach a summary of the schools/campuses within your portfolio, including the following:
     i. Number of school(s)/campus(es) and total number of students served
     ii. Cities served

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Existing Chicago Operators who are first-time replicators or are multi-site operators who meet Tier 2, but not Tier 1 performance criteria, should complete this section.
iii. Grade levels served
iv. Unique school themes or models in the organization’s portfolio
v. Type of schools in the portfolio (e.g. Charter, Contract, Private, etc.)

- Attach the following information on each school you currently operate or have operated in the past:
  i. School information
     o School name
     o City
     o Year opened
     o Grades at capacity
     o Current grades
     o Current enrollment
     o % low-income
     o Whether or not the organization wholly employs staff and/or manages operations at the school

ii. Performance data from assessments (e.g. state-mandated assessments, EPAS/ACT, NWEA, ITBS) that measure student growth and achievement in math and reading/English/language arts. Include comparative local district, state and national data, where available.

5.4 FINANCES
In addition to providing budgetary forms requested in the general proposal sections, also provide organization-wide financial information, including the most recent financial audit for the organization.

SECTION 6: INNOVATIVE SCHOOL MODELS
In addition to answering the preceding sections, schools that wish to be considered for the Innovation Portfolio should submit the following information.

6.1 DESIGN OBJECTIVES
Innovative school models should clearly include one of the three identified design objectives detailed on page three of the document—learner-driven, personalized learning, technology enabled—or another innovative design objective throughout the Sections 1-4.

6.2 INNOVATION ACCOUNTABILITY FRAMEWORK
For the Innovation Portfolio, the District is seeking innovative models that have clearly defined design objectives and corresponding accountability plans that will allow the success of the model to be evaluated. Schools in the Innovation Portfolio will be evaluated on the basis of an alternative accountability framework clearly tied to the design objective(s).

Applicants wishing to be considered for this proposal must include an alternative framework that is: (1) highly rigorous, (2) nuanced in ways that specifically address the innovative model and its intended outcomes and (3) allows for regular (at minimum, twice yearly) evaluation by the CPS Office of New Schools Accountability Team. Applicants will be judged on the basis of the ambition of their accountability frameworks combined with the promise of the model to achieve that ambition. Successful applicants may have to do further work with the Accountability Team to refine their alternative accountability framework.
SECTION 7: TURNAROUND MODELS
The elements of a proposed turnaround model should be reflected throughout the General Proposal Sections. In addition to answering the preceding sections, turnaround operators should also answer questions below.

7.1 STUDENT SAFETY AND SUPPORTS
a. Discipline and Safety: Discuss safety and disciplinary issues that you expect to encounter at the turnaround school(s) that may or may not be similar to schools within your existing portfolio. Describe programmatic measures that you have adopted at other schools to ensure safety, and discuss how safety issues will be addressed and how unsafe activities will be prevented in your turnaround school(s) from day one.

b. Social and Emotional Supports: Demonstrate your current successes in the creation, implementation, evaluation and modification of social and emotional development strategies for students.
   I. Discuss how these strategies support the underserved populations you expect to serve, and how they work to increase student achievement, and the ability and willingness to learn among all students.
   II. Discuss any types of social and emotional issues you expect to encounter at the turnaround school(s), specifically related to significant and common cognitive, social, cultural, and psychological issues that historically have been found to impede students’ learning.
   III. Discuss plans to address these and other related behavioral challenges through student and family services, in- and after-school programs, co-curricular supports, and other systems for fostering close student-adult relationships at and in your school.
   IV. Discuss how your plans for implementing a school culture (above), as well as staffing strategies and requirements, external partnerships and general processes, will meet these needs.

7.2 GUIDANCE AND COUNSELING
a. Individual Counseling and Academic Guidance:
   i. Describe how one-on-one counseling will be used to support students. How will this fit into the school day in such a way that it minimizes interference with time in the classroom?
   ii. How will academic counseling and guidance be provided to students? Describe the mechanisms you will use to ensure that the people providing academic guidance to students outside the classroom understand the academic needs of students inside the classroom.
   iii. Approximately what percentage of staff do you expect to be devoted to student counseling? What do you expect your student to counselor ratio to be?

b. Behavior Management:
   i. Describe your plans for an evidence-based proactive behavior management system, including:
      a. How you will communicate and reinforce school-wide behavior expectations and provide incremental consequences for both positive and negative behavior in a way that is strength-based.
      b. Plans for classroom management strategies to be used throughout your school.
      c. How you will structure and monitor more intensive behavior interventions for individual and groups of students in need.
      d. How you will document and progress monitor the interventions.
   ii. Describe your method of articulating the school’s behavior management plan to students and parents.
7.3 STUDENT RECRUITMENT

a. Student Retention Strategy: Explain how you will successfully retain current students at a school once it has been selected for turnaround.

b. Student Recruitment Strategy: Describe your strategies for recruiting new students to a school once it has been selected for turnaround. Note: The school’s recruitment strategy should include plans to attract students with disabilities and students who are homeless.

Existing national turnaround operators should also answer the questions in Sections 7.4 to 7.6 below with regard to the overall organization and performance of the existing portfolio.

7.4 VISION AND THEORY OF CHANGE

a. Impact: Define your organization’s desired impact on the City of Chicago in concrete terms, i.e.:
   o Additional seats in high performing schools
   o Student achievement
   o % of population served
   o College acceptance & graduation rates, etc.

b. Scope of Growth: Describe the organization’s proposed scope of growth over the next five years (years, number, and type of schools), both within Chicago and nationally.

c. Non-Negotiables: What are the key non-negotiables of your school model?

7.5 READINESS FOR REPLICATION

a. Replication Decisions: Describe the organization’s process for determining readiness for replication. What metrics do the organization and its Board of Directors use to determine readiness for replication?

7.6 HISTORICAL PERFORMANCE

a. Performance Overview: Provide information on student performance history for the following key indicators:
   o Proficiency levels on state assessments
   o Cohort-level student growth on state and interim assessments
   o High school graduation rates
   o College enrollment and persistence rates
   o Student retention rates
   o Variance across portfolio

b. Areas for Improvement: Explain any performance, both academic and operational, that did not meet the organization’s expectations and how that underperformance was or is being addressed.

c. Core Competencies: Describe your organization’s core competencies.
d. **Capacity:** Describe your ability to support the proposed expansion of your school portfolio and ensure academic and operational success at the proposed school(s).

- Attach a summary of the schools/campuses within your portfolio, including the following:
  i. Number of school(s)/campus(es) and total number of students served
  ii. Cities served
  iii. Grade levels served
  iv. Unique school themes or models in the organization’s portfolio
  v. Type of schools in the portfolio (e.g. Charter, Contract, Private, etc.)

- Attach the following information on each school you currently operate or have operated in the past:
  i. School information
    o School name
    o City
    o Year opened
    o Grades at capacity
    o Current grades
    o Current enrollment
    o % low-income
    o Whether or not the organization wholly employs staff and/or manages operations at the school
  ii. Performance data from assessments (e.g. state-mandated assessments, EPAS/ACT, NWEA, ITBS) that measure student growth and achievement in math and reading/English/language arts. *Include comparative local district, state and national data, where available.*

**SECTION 8: ALTERNATIVE MODELS**

The elements of a proposed alternative model should be reflected throughout the General Proposal Sections. In addition to answering the preceding questions, alternative operators should also answer sections below.

8.1 **GUIDANCE AND COUNSELING**

a. **Individual Socio-emotional Counseling and Academic Guidance:**

- Describe how one-on-one counseling will be used to support students. How will this fit into the school day in such a way that it minimizes interference with time in the classroom?
- How will academic counseling and guidance be provided to students? Describe the mechanisms you will use to ensure that the people providing academic guidance to students outside the classroom understand the academic needs of students inside the classroom.
- Approximately what percentage of staff do you expect to be devoted to student counseling? What do you expect your student to counselor ratio to be?

b. **Group Socio-emotional Needs:**

- A life skills curriculum must be included in the school. Provide evidence that this curriculum is research-based and describe how it will support students’ socio-emotional development.
- Describe how group counseling will be used to support students. How will this fit into the school day in such a day that it minimizes interference with time in the classroom?
c. Behavior Management:

- Map out your universal behavior plan, including methods for reinforcing and encouraging appropriate learner behavior and providing immediate and incremental consequences to correct inappropriate behaviors.
  - How will you communicate and reinforce school-wide behavior expectations and provide incremental consequences for both positive and negative behavior in a way that is strength-based?
  - How is the plan structured to build social, emotional, and employability skills through reinforcement and consequences?
  - How will you structure and monitor more intensive behavior interventions for individual and groups of students in need?
  - How will suspension, both in and out of school, be used in your plan?
  - How will you document and progress monitor the interventions?

- Describe your method of articulating the school’s behavior management plan to students and parents.

- A social emotional skills curriculum must be included in the school. Provide evidence that this curriculum is research-based and describe how it will support students’ socio-emotional development.

8.2 POSTSECONDARY READINESS

a. Postsecondary Guidance:

- Describe how you will provide transparent and supported pathways to postsecondary credentials/degrees.
- Describe how you will build and integrate post-secondary options for students into your school plan. How will student awareness of options be measured?
- Describe your plans to ensure that every student receives individual guidance for postsecondary planning. What percentage of staff will be devoted to providing postsecondary support?
- Describe strategies you will use to ensure that your students enroll in college or enter employment/military service. How will you measure your success with these strategies?
- For students who pursue higher education, how will your school prepare them to persist in college and continue through to graduation?

b. Postsecondary Partnerships:

- Describe any partnerships you will have with specific higher education institutions and certification providers. What is your rationale for selecting them?
- What data are you using to indicate that these partnerships will benefit your students and their long-term economic success?
- Describe how you will make postsecondary learning opportunities, such as college courses, available.
- What percentage of staff will be devoted to developing and monitoring these relationships and learning opportunities?

8.3 STUDENT RECRUITMENT

a. Student Recruitment Strategy: Explain how the proposed school will successfully identify and recruit students who have disengaged from the school system and/or dropped out of school. How will your proposed strategy effectively target your identified target segment of the alternative student population? Note: The school’s recruitment strategy should include plans to attract students with disabilities and students who are homeless.
**Outreach and Intake:** Describe how your intake process will ensure that students and their parent(s)/guardian(s) feel a sense of choice, informed decision-making, and commitment to the decision to re-engage in learning.

**8.4 MULTI-SITE ALTERNATIVE CHARTERS**

The Charter School Reform Act of 2009 granted Chicago the ability to authorize a sub-type of new “alternative” Charter School, which could grow up to 15 campuses with a maximum capacity of 165 students at each campus, with a total maximum student enrollment of 1,875.

Charter applicants interested in this sub-type of school should be prepared to demonstrate the capacity to work with a dropout population and to manage multiple campuses over time.

Applicants seeking to open a multi-site alternative charter must also provide the following information.

a. **Proposed Scope of Growth:** Describe the organization’s proposed scope of growth over the next 5 years (years, number, and type of schools).

b. **Non-Negotiables:** What are the key non-negotiables of your school model?

c. **Readiness for Replication:** Describe the organization’s process for determining readiness for replication. What metrics do the organization and its Board of Directors use to determine readiness for replication?

d. **Growth Management:** Specifically describe how the organization’s Board of Directors will support the organization’s proposed 5-year growth plan. Identify any Board development requirements relative to the organization’s proposed growth and governance needs at each stage of growth.
   - Attach the following organization-wide organizational chart:
     o Current
     o Vision for organization in three years
     o Vision for organization in five years

e. **Technology/Data Management:** Describe the organization’s approach to technology and data management:
   - What is the organization’s existing infrastructure related to technology? What infrastructure development is being planned?
   - How will technology support the organization’s 3-5 year growth plan?
   - What is the organization’s data management plan? How is student information tracked across campuses?
   - Describe the organization’s staffing needs specific to technology, and describe how it will build additional capacity to support new growth.

f. **Local Capacity:** For national operators: Provide plans for building local organizational capacity and the region’s relationship to the provider's national organization.

g. **Finances:** In addition to providing budgetary forms requested in the general proposal sections, also provide organization-wide financial information, including the most recent financial audit for the organization.

h. **Risk Management:** What are the greatest anticipated risks to achieving the organization’s desired outcomes over the next 5 years? How will the organization develop capacity to mitigate anticipated risks?
COMPLETENESS CHECKLIST

In addition to responding to all of the required sections, applicants should be sure to include the following attachments in their proposal appendix. Please review the submission instructions for additional information about how to properly submit full proposals.

- Completed Cover Sheet (can be downloaded from https://cps.myreviewroom.com)
- Copies of the school’s policies for promotion, graduation, and student discipline
- Resumes of all Design Team Members, clearly labeled with the individual’s affiliation with the proposed school
- Job descriptions for all members of the instructional leadership team and operational leadership team
- If applicable, a leadership recruitment plan and timetable, for both instructional and operational leaders
- Assessment plan and accompanying assessment calendar
- Course scope and sequence by subject for each grade level served
- Curriculum map that identifies course outcomes, demonstrates clear alignment with appropriate state standards
- Curricula development timeline that is aligned with teacher hiring and professional development timelines
- Completed ISBE Special Education Certification form
- Completed school calendar
- Daily schedule of academic and non-academic programs
- Recruitment plan with clear goals and a timeline for meeting those goals
- Hiring process documents, including hiring criteria and interview procedures
- School staffing model that reflects the proposed growth strategy
- Clearly labeled resumes for indentified candidates not participating in the Design Team
- Professional development plan that includes provisions for evaluating and monitoring PD
- Professional development calendar
- Teacher induction plan, if not included in the PD plan
- Documents related to teacher evaluation, including evaluation frameworks, evaluation policies, and sample evaluation plans
- Operations start-up plan that provides a clear schedule for meeting start-up goals
- School operations plan that identifies how non-academic services will be managed
- Transportation plan
- Comprehensive organizational chart that clearly shows lines of authority and accountability at both the school and board levels
- Governance plan that clearly articulates roles and responsibilities for board members, school staff, and the EMO, if applicable
- Board development plan that clearly articulates member selection criteria and selection processes
- Board calendar
- Board by laws
• Board procedures for monitoring school performance, evaluating the school leader, and monitoring vendors
• Proof of filing for 501(c) status, if applicable
• Clearly labeled resumes for proposed Board members
• Draft EMO contract
• Summary of schools/campuses within the EMO’s portfolio, as specified in Section 2.4
• School-level information for all schools the EMO currently operates or has operated, as specified in Section 2.4
• List of previous charter operators and authorizers with whom the EMO has worked, including contact information for each
• Completed budget workbook
• Development plan that identifies potential funders, indicates current levels of interest, and articulates contingency plans
• Listing of financial reports generated, including frequency of generation, and responsible party
• Fiscal policies, if available
• Timeline for securing any proposed facility and completing necessary renovations
• Timeline for preparing an identified CPS facility for occupancy once it has been identified
• Detailed space requirements, including special features to support the proposed model
• The address and general description for any proposed independent facilities including current owner and previous use
• Inspecting Architect’s Report for any proposed independent facilities
• ADA Compliance Report for any proposed independent facilities
• Plan for bringing any proposed independent facility into ADA compliance, if applicable
• Evidence that any proposed independent facility will be secured and a plan to meet any stated lease or purchase requirements
• For any proposed independent facility, a plan to complete rehabilitation/renovation work, as specified in 3.3.c.vi
• Address and general description of a secondary facility, including current owner and previous use, as applicable
• Petitions or other support documents illustrating local support
• Organization-wide financial audit for multi-campus operators
• For Innovative School Models, an Innovation Accountability Framework that meets the requirements specified in Section 6.2
• For multi-site alternative charters, a comprehensive organization chart that clearly identifies the current organization chart, a vision for the comprehensive organization chart that reflects expected growth at three years, and a vision for the comprehensive organization chart that reflects the expected growth at five years
• For multi-site alternative charters, the most recent financial audit for any parent organization
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