



Renewal Report
Rosemont Elementary/Middle School (063)

Baltimore City Public Schools
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REPORT INTRODUCTION

Purpose of the Report

The renewal report is a summary of findings and a resulting recommendation regarding renewal of the charter or contract for an operator-run school. The findings draw on analysis of multiple sources of information, including School Effectiveness Reviews (qualitative reviews the district conducts for all schools as part of its work to gauge and strengthen overall school effectiveness), the school's renewal application and evaluation of other key measures of school performance included in the district's Renewal Rubric.

City Schools renewal criteria are based on state law (§ 9-101, *et seq.*, MD. CODE ANN., EDUC.), Baltimore City Board of School Commissioners (Board) policy IHB and City Schools CEO administrative regulations IHB-RA and JFA-RA. Board policy IHB requires that schools up for renewal be evaluated on multiple measures including, but not limited to, the following:

- **Student achievement** (performance on state assessments, student growth measures/value-added measures, unique indicators and a school's fidelity to its charter, with all student achievement measures together comprising at least 50 percent of the renewal score);
- **School climate** (attendance, suspensions, enrollment, graduation and dropout rates, student choice data and school survey response data from parents, teachers and students);
- **Financial management and governance** (annual audits, school budget submissions, grants management and board documentation); and
- **Effective management** (school compliance with applicable federal, state and local laws, rules, policies and regulations).

The current renewal process is the result of a recent, two-year effort to strengthen City Schools' approach to renewals of contracts and charters with school operators. As with the annual review of schools that are not run by outside operators, the operator renewal process is designed to ensure that students and families across the district have access to school options that meet their interests and needs, no matter where they live.

In 2011, City Schools formed the Renewal Stakeholders Working Group—composed of school operators from a range of school types, Supporting Public Schools of Choice and the Maryland Charter School Network—to develop a methodology for evaluating the performance of operator schools. The result: A fair, transparent and rigorous renewal process that reflects schools' unique nature and innovative contributions to student achievement.

The new renewal process was used for the first time during the 2012-13 school year. Since then, staff has engaged with key stakeholders in a comprehensive review of the process to identify areas for possible improvement while maintaining a level of predictability for schools up for renewal in the 2013-14 school year. Changes made to the Renewal Rubric as a result of this review include adding a College and Career Readiness measure for middle/high and high

schools, considering absolute performance and trend performance using Stanford 10 or annual pass rates on the Maryland High School Assessment (HSA) for growing schools or schools that are adding grade levels, adding a measure to assess operator capacity and development of unique measures for alternative options programs (please refer to the Renewal Rubric for more details).

The Process

The review process has the following components:

- Renewal Rubric (includes data from standardized assessments, school surveys and the “5 Essentials” survey)
- Application for renewal
- Data tables prepared by City Schools
- School Effectiveness Review

The New and Charter School Advisory Board, whose members represent foundations, nonprofit organizations, school choice advocates, school operators and district representatives, reviews each of these components to determine whether schools should be renewed and makes recommendations to City Schools’ CEO. Renewal recommendations are then voted on by the Board of School Commissioners. According to Board policy, City Schools may determine that a public charter or operator-run school is eligible for a full renewal (a five-year contract term), a partial renewal (a three-year contract term) or nonrenewal.

For the 13 charter or operator-run schools whose contracts are due to expire at the end of the current 2013-14 school year, the steps in the renewal process and timeline are as listed in the table below.

Actions	Timeline
Renewal applications submitted by schools	September 5, 2013
New and Charter School Advisory Board reviews renewal applications and makes recommendations to the CEO	September 2013 - October 2013
District presents recommendations to Board at public meeting	November 12, 2013
Board conducts special session to allow for comment from affected schools	November 14, 2013
Board votes on renewal recommendations	December 17, 2013

Rosemont Elementary/Middle School (#063)

Operator: **Coppin State University**

Grade Configuration: **Elementary/Middle (PK-8)**

Type of School: **Conversion Charter School**

Decision: *Five Year Renewal*

		Finding
1	Is the school an academic success? (min. 50% weight)	Effective
2	Does the school have a strong school climate?	Effective
3	Has the school followed sufficient financial management and governance practices?	Effective

Discussion:

On December 17, 2013, the Baltimore City Board of School Commissioners approved the recommendation that the contract with Coppin State University to operate Rosemont Elementary/Middle School be renewed for five years.

The school was rated Effective in each of the three key areas—academic performance, climate and financial management and governance—as summarized above. The school was rated Highly Effective for student growth on the Maryland School Assessment (MSA) for grades 3 to 5 (placing it in the 87th percentile of schools, with 68.1 percent of its students maintaining or improving levels of proficiency), Highly Effective for MSA math growth for grades 6 to 8 (80th percentile of schools, with 54.1 percent of students maintaining or improving levels of proficiency), Effective for MSA reading growth for students in grades 3 to 5 (77th percentile of schools, with 70.6 percent of students maintaining or improving levels of proficiency) and Effective for MSA reading growth for grades 6 to 8 (65th percentile of schools, with 58.7 percent of students maintaining or improving levels of proficiency). (MSA growth measures the percent of students who improved performance level or maintained a level of proficient or advanced on the MSA from one year to the next, averaged over the five-year term of the contract.) The school was rated Effective in teacher and parent satisfaction and Highly Effective in student satisfaction, as evidenced by the 5 Essentials survey and City Schools' school survey. Finally, the school was rated Highly Effective in engaging families and the community, as evidenced by the School Effectiveness Review.

FINDINGS

Rosemont Elementary/Middle		
School number	Grade Configuration	School Type
63	Elementary/Middle (PK-8)	Conversion Charter School
IS THE SCHOOL AN ACADEMIC SUCCESS? (min 50% weight of decision)		
Renewal Metric		City Schools Rating
1.1 Absolute Student Achievement	Percent of students proficient or advanced on MSA math (grades 3-5) (2013)	Developing
	Percent of students proficient or advanced on MSA reading (grades 3-5) (2013)	Effective
	Percent of students proficient or advanced on MSA math (grades 6-8) (2013)	Effective
	Percent of students proficient or advanced on MSA reading (grades 6-8) (2013)	Not Effective
1.2 Student Achievement Trend	Change in percent of students proficient or advanced on MSA math (grades 3-5) (2009 to 2013)	Not Effective
	Change in percent of students proficient or advanced on MSA reading (grades 3-5) (2009 to 2013)	Not Effective
	Change in percent of students proficient or advanced on MSA math (grades 6-8) (2009 to 2013)	Not Effective
	Change in percent of students proficient or advanced on MSA reading (grades 6-8) (2009 to 2013)	Not Effective
1.3 Student Achievement and Growth	Percent of students who improved performance level or maintained a level of proficient or advanced on MSA math from one year to the next, averaged over the five-year term of the contract (grades 3-5)	Highly Effective
	Percent of students who improved performance level or maintained a level of proficient or advanced on MSA reading from one year to the next, averaged over the five-year term of the contract (grades 3-5)	Effective
	Percent of students who improved performance level or maintained a level of proficient or advanced on MSA math from one year to the next, averaged over the five-year term of the contract (grades 6-8)	Highly Effective
	Percent of students who improved performance level or maintained a level of proficient or advanced on MSA reading from one year to the next, averaged over the five-	Effective

	year term of the contract (grades 6-8)	
1.4 Fidelity to Charter/ Application Overall	Extent to which the school has (1) fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders, (2) delivered high-quality programming for all student subgroups, (3) gathered data to assess its efficacy, and (4) effectively addressed any challenges evident from the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition and student choice data/school demand	Effective
OVERALL ACADEMICS RATING: EFFECTIVE		

DOES THE SCHOOL HAVE A STRONG CLIMATE? (min 25% weight of decision)		
	Renewal Metric	City Schools Rating
2.1 SER, Highly Effective Instruction	See School Effectiveness Review	Effective
2.2 Talented People	See School Effectiveness Review	Highly Effective
2.3 Engaged Families and Community	See School Effectiveness Review	Highly Effective
2.4 Parent, Teacher, and Student Satisfaction	Parents: School survey overall satisfaction (% positive responses)	Effective
	Teachers and students: 5 Essentials survey	Effective
	Students: School survey overall satisfaction (% positive responses)	Highly Effective
2.5 Cohort Retention	School's student cohort retention two years after entry, based on grade band	Developing
2.6 Student Attendance, Chronic Absences	Extent to which the school has implemented effective strategies that have kept student attendance high and chronic absences low over the course of the contract	Effective
2.7 Suspensions	Extent to which the school has implemented effective strategies that have kept suspensions low over the course of the contract	Effective

<p>2.8 Effective Programming for Students with Disabilities</p>	<p>Extent to which the school has a demonstrated a strong trajectory of growth, is aware of its data and responsibilities to students with disabilities, does not have any gaps or has decreased gaps in the data as they relate to performance and climate metrics for students with disabilities over time, and has effectively and consistently implemented processes, interventions and strategies to support student outcomes over the course of the contract</p>	<p>Developing</p>
<p>OVERALL CLIMATE RATING: EFFECTIVE</p>		

<p>HAS THE SCHOOL FOLLOWED SUFFICIENT FINANCIAL MANAGEMENT AND GOVERNANCE PRACTICES? (min 25% weight of decision)</p>		
<p>Renewal Metric</p>		<p>City Schools Rating</p>
<p>3.1 Audit Submission</p>	<p>Extent to which the school submitted its audits on time each of the five previous years (or over the course of the previous contract)</p>	<p>Effective</p>
<p>3.2 Audit Content, Internal Controls</p>	<p>Extent to which the school’s Independent Auditor’s Reports offer unqualified opinions and no management points in each of the years of the charter term; the extent to which statements of cash flow and ratio of assets to liabilities indicate that the operator has strong performance on its short-term liquidity measure</p>	<p>Effective</p>
<p>3.3 State/Federal Grant Money</p>	<p>Extent to which the school demonstrated that, in each year of the charter or contract term, it has applied prudent financial controls over state/federal grant monies, complied with all required reporting and actively ensured that such funds were restricted to acceptable uses</p>	<p>Highly Effective</p>
<p>3.4 Operator Capacity</p>	<p>Extent to which the school has operated effectively and the operator has consistently met all state and federal reporting requirements and critical district or federal obligations and has not received any Notices of Concern or Notices of Reprimand during the contract period (evidence that may be considered includes compliance with state or federal reporting requirements, budget submissions and monitoring reports, quarterly reports, and the relative number, frequency and severity of Notices of Concern or Notices of Reprimand)</p>	<p>Developing</p>
<p>3.5 SER, Strategic Leadership/ Governance</p>	<p>Extent to which the school’s leadership and governance practices have had a demonstrably positive impact on the school’s effectiveness, as evidenced on the School Effectiveness Review</p>	<p>Effective</p>
<p>OVERALL MANAGEMENT RATING: EFFECTIVE</p>		