BALTIMORE CITY
PUBLIC SCHOOLS

Renewal Report
Coppin Academy (432)

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. To inform this recommendation, Baltimore City Public Schools collects and analyzes documentation including the School Effectiveness Review (SER) performed on site at each school and the school's renewal application, along with an evaluation of the school's performance based on the Renewal Rubric and consideration of all other relevant information.

City Schools' renewal process reflects the district's priorities and best practices from school systems nationwide. The criteria are also based on state law (§ 9-101, *et seq*., MD. CODE ANN., EDUC.) and Baltimore City Board of School Commissioners' policy IHB and associated administrative regulations (IHB-RA and JFA-RA). The Board's renewal policy requires that schools up for renewal be evaluated on multiple measures including, but not limited to, the following:

- **student achievement** (constituting at least 50 percent of the renewal score and including measures such as school-wide performance on state assessments, student growth or "value-added" measures, unique indicators, and a school's fidelity to its charter);
- **school climate** (student attendance, suspensions, enrollment, graduation and dropout rates, school choice data, and school survey results from parents, teachers, and students);
- **financial management and governance** (annual audits, school budget submissions, grants management, and relevant documentation provided by the school's board); and
- **effective management** (academic programming for special student populations and school compliance with laws, rules, policies, and regulations).

The renewal process is a component of City Schools' annual review of its school portfolio, designed to ensure that students and families across the district have access to school options that meet their interests and needs. 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-run schools. The result: a fair, transparent, and rigorous renewal framework that reflects schools' unique nature and innovative contributions to student achievement, used for the first time in the 2012-13 school year.

At the conclusion of each year's renewal cycle, staff engages key stakeholders in a review of the process to identify areas for improvement that could be addressed while still maintaining a level of predictability for schools up for renewal in the following year. The most recent round of process review considered the complication of the transition from the Maryland School Assessment (MSA) to the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment and the implications for renewal, given that, to date, a significant portion of the renewal decision has been based on MSA data. Changes made to the framework as a result of this most recent review include the following:

- Highly Effective Instruction (from the SER) moved to the academic section to decrease weight of MSA (temporary change for the 2014-15 and 2015-16 school years);
- 2013 MSA data used, but with reduced weights for absolute, growth, and trend (temporary change for the 2014-15 and 2015-16 school years);
- Northwest Evaluation Association (NWEA) allowed as alternative for absolute, trend, and growth measures (previously was allowed as alternative for growth only; temporary change for the 2014-15 and 2015-16 school years); and
- audit submission and state/federal grant management collapsed into the Operator Capacity measure.

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, a cross-representational group made up of members representing foundations, nonprofit organizations, school choice advocates, school operators, and district representatives, reviews each of these components and makes recommendations to City Schools' CEO on whether schools should be renewed. The CEO's renewal recommendations are then voted on by the Baltimore City Board of School Commissioners. According to Board policy, City Schools may determine that a public charter school is eligible for a five-year contract term, three-year contract term, or nonrenewal.

Actions	Timeline
Schools submit renewal applications	September 3, 2015
New and Charter School Advisory Board reviews renewal applications and makes recommendations to the CEO	September to October , 2015
District presents recommendations to Board at public meeting	November 10, 2015
Board conducts public work session for operators	November 18, 2015
Board votes on renewal recommendations	January 5, 2016

Coppin Academy #432

Operator: Coppin State University
Configuration: High School (serves grades 9-12)
Type: Charter
Enrollment: 339 (as of September 30, 2015)

Recommendation*:*
Five-year renewal

Renewal summary

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

* Financial management considers a review of the operator's audits over the contract term. "Effective" is the highest rating available.

Discussion
On January 5, 2016, the Baltimore City Board of School Commissioners approved the recommendation that the contract with Coppin State University to operate Coppin Academy be renewed for five years (July 1, 2016 - June 30, 2021).

The school was rated effective in each category: academics, climate, financial management, and governance.

The school was rated effective for its absolute performance on the 2015 Algebra HSA (placing in the 70th percentile, with 61 percent of students passing the assessment) and effective for its absolute performance on the 2015 English HSA (placing in the 78th percentile, with 68 percent of students passing the assessment). The school was rated effective in college and career readiness, which considers participation and success in career and college indicators (e.g., SAT, Advanced Placement, and Career and Technology Education) and enrollment in college. The school was rated effective in the area of highly effective instruction based on the School Effectiveness Review (SER), which considers how teachers plan and deliver instruction, adjust instruction based on data, and create a positive classroom environment, and how school leaders support the instructional program at the school. Finally, the school was rated highly effective in talented people based on the SER, which considers how the school creates and implements systems to select, develop, and retain effective

teachers and creates and implements systems to evaluate teachers and staff against individual and schoolwide goals.

Findings (high school rubric)

Category 1, Academics: Is the school an academic success?

Renewal Metric		Rating
1.1 Absolute Student Achievement	Percent of students passing HSA English (grade 12 cumulative)	Effective
	Percent of students passing HSA Algebra (grade 12 cumulative)	Effective
1.2 Student Achievement Trend	Change in percent of students passing HSA English (grade 12 cumulative)	Not Effective
	Change in percent of students passing HSA Algebra (grade 12 cumulative)	Not Effective
1.3 College and Career Readiness	Participation, success, and college enrollment	Effective
1.4 SER, Highly Effective Instruction	SER score in this category	Effective
1.5 Fidelity to Charter/Application Overall	The extent to which the school has fully implemented the mission expressed in its charter application and this mission is clear to all stakeholders; the extent to which the school has delivered high-quality programming for all student subgroups; the extent to which the school gathers data to assess its efficacy and has effectively addressed any challenges evident in the data, particularly in the areas of subgroup performance, enrollment, student attendance, dropout rates, attrition, and student choice data/school demand	Effective
1.6 Student Graduation Rate, Cohort Graduation Rate	4-year cohort graduation, percent of students who graduated in the cohort with a regular Maryland high school diploma	Highly Effective
Overall rating for Category 1, Academics		**Effective**

Category 2, Climate: Does the school have a strong climate?

Renewal Metric		Rating
2.1 SER, Talented People	SER score in this category	Highly Effective
2.2 SER, Vision and Engagement	SER score in this category	Developing
2.3 Parent, Teacher, and Student Satisfaction	5 Essentials Survey rating, teachers and secondary students	Not Effective
	School survey rating, parents	Not Effective
2.4 Cohort Retention	School's cohort retention two years after entry	Developing
2.5 Student Attendance, Chronic Absence	The extent to which the school has implemented effective strategies that have kept student attendance high and chronic absence low over the course of the contract	Developing
2.6 Suspensions	The extent to which the school has implemented effective strategies that have kept suspensions low over the course of the contract	Effective
2.7 Effective Programming for Students with Disabilities	The extent to which the school has 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 positive student outcomes over the course of the contract	Not Effective
Overall rating for Category 2, Climate		**Effective**

Category 3, Finance and Governance: Has the school followed sufficient financial management and governance practices?

Renewal Metric	Rating

3.1 Audit Content, Internal Controls	The 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	Effective (highest available rating)
Overall rating on Financial Management		**Effective**
3.2 Operator Capacity	The 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, monitoring reports, quarterly reports, and the relative number, frequency, and severity of Notices of Concern or Notices of Reprimand)	Effective
3.3 SER, Strategic Leadership/Governance	SER score in this category	Developing
Overall rating on Governance		**Effective**