CPS Request for Proposals: What’s New in 2013?

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Two-tiered application process

The 2013 RFP requires applicants to submit a Tier 1 proposal due September 30 by 4 p.m., and a Tier 2 proposal due December 3, 2013 by 4 p.m. The new two-tier submission process allows applicants more time to authentically engage parents and key community stakeholders.

- **Tier 1**: Applicants will submit responses to all major sections of the RFP (Parent and Community Engagement, Academic Capacity (including track record), Operational Capacity, and Economic Soundness) by 4 p.m. on September 30, 2013.

- **Tier 2**: Applicants will be required to submit answers to an additional set of questions, which will primarily provide further evidence of parental involvement and community support and key operational updates.

*Please note that applicants will not be allowed to revise responses submitted in the Tier 1 proposal; however, CPS reserves the right to ask applicants for additional information regarding Tier 1 questions and responses.*

Proposals are only considered fully complete and final in accordance with the Illinois Charter Schools Law upon submission of the Tier 2 proposal.

However, many critical evaluation processes will occur after the Tier 1 proposal submission but prior to the Tier 2 proposal submission, including capacity interviews (see *Capacity Interview* section below) and the formalized community engagement process conducted in partnership with the Neighborhood Advisory Councils (NACs) (see *Parent and Community Input and Engagement Section* below).

All applicants must submit a Tier 1 proposal by the Tier 1 deadline (September 30, 2013).

Online Registration Form

The Office of New Schools is requiring all prospective applicants to complete an online registration form by August 26, 2013. This step in the application process serves multiple purposes:

- It allows CPS to assemble the appropriate expertise on each evaluation team, particularly in the case of unique school models;
- It provides the applicant an opportunity to inform the public that a proposal is being developed for the targeted community;
• It alerts CPS to the proposed school location and allows the District to engage appropriate stakeholders.

Any applicant who fails to submit a registration form will not be considered for participation in the formal community engagement process that CPS is hosting (see Parent and Community Input and Engagement Section below for more details).

Priority Communities

CPS highly encourages applicants to propose to open new schools in communities that are overcrowded.

**Elementary Schools**
- Albany Irving
- Ashburn
- Belmont-Cragin (North of Grand Avenue)
- Chicago Lawn (West of Kedzie Avenue)
- McKinley Park
- Midway (South of 51st Street)
- Little Village (West of Western Avenue)
- Reed-Dunning
- Sauganash

**High Schools**
- Southwest Side (bounded by the area west of Western Avenue, South of the Stevenson Expressway, and the city limits)
- Northwest Side (bounded by the area beginning at Fullerton and the western city limit, east to Western, and north to the city limit)

All applicants are highly encouraged to identify independent facilities in their proposed community(ies).

Priority Programmatic Models

The primary focus of the RFP is to identify high quality schools that accelerate academic outcomes for the targeted student population. In addition to high quality traditional elementary and high school models, the 2013 RFP also seeks to open school models that meet identified programmatic needs for CPS students, including:
Next Generation School models: Next Generation School models leverage technology in personalized, blended learning environments by combining the best aspects of place-based and online learning with more personalized, mastery-based approaches to improve outcomes for students. Next Generation Academic school models may incorporate the following design principles of personalized learning related to instruction:

- **Student-centered**: designed to meet the diverse learning needs of each student every day
- **High expectations**: committed to ensuring that every student will meet clearly defined, rigorous standards that will prepare them for success in college and career
- **Blended instruction**: optimizes teacher and technology-delivered instruction in group and individual work
- **Student ownership**: empowers students with skills, information, and tools they need to manage their own learning

Note: For Next Generation School models, CPS recommends that at least 50% of each student’s instructional time be delivered in a brick-and-mortar setting. (For more information on Next Generation Learning Models, please see the following link: [http://nextgenlearning.org/breakthrough-grants](http://nextgenlearning.org/breakthrough-grants))

- **Arts-Integration models** infuse fine arts education into the curricula. The emphasis is on fostering creativity and critical thinking through visual and/or performing arts. Implementation of this model goes beyond offering arts courses as electives or extracurricular courses. In an Arts-Integration model teachers incorporate arts into core subjects such as math, reading, and science. Often the classroom teachers will collaborate with arts specialists to implement this design in their classrooms.

- **Dual Language models** consistently and strategically use two languages (generally English and a partner language) for instruction, learning, and communication. The overarching goal of dual language education is for graduates to speak, read, and write well in two languages; perform academic course work in both languages; and develop positive understandings, behaviors, and attitudes about their own and other cultures. Dual Language education programs are unique in that they can serve both ELLs and native English speakers in the same program, and continue to serve ELLs even after they have demonstrated proficiency in English.

- **Humanities-focused models** place special emphasis on humanities and social sciences as the cornerstone of the curricula.
These models mentioned above are not meant to exclude proposals that reflect other school models. The RFP is intended to give operators the opportunity to flexibly explore promising practices that may ultimately be shared with other schools.

**Parent and Community Input and Engagement**

CPS will prioritize demonstrated evidence of parent and community engagement in its review of both the Tier 1 and Tier 2 proposals. It is important that Design Teams draw on input and feedback from parents of school-aged children and community stakeholders to help develop their proposal. Design Teams should be prepared to engage parents and communities prior to submission of the Tier 1 proposal and continue that engagement throughout the evaluation process. The two-tiered application process allows applicants additional time to conduct parent and community outreach and collect stakeholder input leading up to submission of the Tier 2 application.

For applicants who propose to open new schools in the identified priority communities, CPS will host a formal community engagement process in partnership with Neighborhood Advisory Councils (NACs). The NACs community engagement process will occur concurrently with the CPS review of Tier 1 and 2 proposals. NACs will be comprised of at least 51% parents of school-aged children, as well as representatives from local community-based organizations, businesses, and political offices.

The primary purposes of the NACs will be to conduct an independent review of proposals for schools seeking to locate in their community, introduce operators to the broader community in Community Forums, and provide a recommendation to the Office of New Schools and the CEO of CPS about their preferences for which operators should locate in their neighborhood. The NACs will receive professional development training on how to evaluate and review proposals for operators who seek to locate in their community. After reviewing proposals, the NACs will host a Community Forums in their respective neighborhoods to introduce operators to the larger community and solicit feedback on their proposals.

*Note: in order to participate in the NAC evaluation process, an operator must a) propose to open in a priority community and b) complete a registration form by the August 26, 2013 deadline.*

Regardless of their eligibility to participate in the NAC process, all applicants will be expected to participate in a CPS-sponsored Community Meeting in December 2013. Attendees will have the opportunity to enter comments into the public record regarding any of the submitted proposals. CPS will also hold the mandated Public Hearing to announce recommendations to approve or deny proposals in January 2013. It is the
applicant’s responsibility to advertise this event and ensure that members from their targeted community(ies) are represented at the event.

**Streamlined Business Plan Application Track**

Existing schools in CPS that are currently operating or proposing to open 3 or more campuses in Chicago are eligible to complete a streamlined business plan if they meet the following replication criteria:

| Historical Data | At least half of all campuses/schools have received a contractual academic performance rating for 2011-12  
|                 | AND  
|                 | At least 25% of all campuses/schools have received a contractual academic performance rating for all of the past three years |

<table>
<thead>
<tr>
<th>Academic Performance: Criterion I</th>
<th>Option 1</th>
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<tbody>
<tr>
<td>(At least half of the campuses with 3+ years of academic performance ratings must fulfill at least one of the two options)</td>
<td>Campuses / schools rated Meeting Standards per contractual academic accountability plan for the past two years</td>
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<td><strong>Option 2</strong></td>
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<td></td>
<td>Campuses / schools rated Meeting Standards or Making Reasonable Progress per their contractual academic accountability plan for all of the past three years</td>
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<tr>
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<td>AND</td>
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<td></td>
<td>Campuses / schools’ Comparison School average does not outperform the campuses / schools by 10% or more for all of the past three years for composite % of students rated Meets or Exceeds (ISAT or PSAE)</td>
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1 If an existing Chicago operator is part of a national Charter Management Organization (CMO) or contracts with a national Education Management Organization (EMO), the historical data requirement is as follows: more than half of the campuses/schools in the Management Organization’s (MO) entire portfolio have three or more years of academic performance data and at least 25% of the schools/campuses in the MO’s entire portfolio have five or more years of academic performance data. Please note that the track record of the MO’s schools/campuses in Chicago will qualitatively receive more weight when evaluating the academic performance of the MO; CPS believes that the performance of the existing Chicago schools/campuses is the best predictor of how effectively any new schools/campuses would serve CPS students.
### Academic Performance II

(No campuses in the network can be at or below these criteria)

- Campuses / schools rated “Failing to Meet Standards or Make Reasonable Progress” per their contractual accountability plan for two of the past three years
  
- AND
  
- Campuses / schools does not outperform its comparison school average by 10% or more for one of the past three years for composite % of students rated Meets or Exceeds (ISAT or PSAE)

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### Posting proposals online

The Office of New Schools plans to post all documents submitted to CPS as part of the Request for Proposals process. Applicants should submit an additional electronic version of the RFP with all personal information redacted. (Please note: only attachments that include redacted personal information need to be submitted twice.) Shortly after receipt of proposals, Office of New Schools will post a list of the proposals received on the Office of New Schools’ website, including the name of the proposed school, at capacity enrollment estimates, grade levels served, target community (if identified), and any management organization with whom the operator is partnering. Proposals in their entirety will be posted by the District on the Office of New Schools’ website prior to the Community Meeting in early December.

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### New funding formulas

The District has implemented a new student-based budgeting (SBB) formula. Student-based budgeting is allocated to charter schools based on their number of general education students. Outside of the SBB formula, schools will have allocations made for Supplemental General State Aid (SGSA), Title I, Special Education, District Priority Spending, and Non-Instructional Services. The 5-year budget template and financial form provided to applicants have been updated to reflect these changes.