

From: [Diaz, Teresa](#)
To: [Jamie Fitzgerald](#)
Cc: [CHARTER](#)
Subject: Re: Document Request
Date: Wednesday, November 27, 2024 2:18:26 PM
Attachments: [CMSA 2018-2019 Renewal Application.pdf](#)

Hello Jamie and Happy Thanksgiving to you as well. Attached is the renewal application for CMSA. I will reach out to our Law Department to request the certificates of compliance.

Thank you.



Teresa Diaz
School Compliance Analyst
Innovation & Incubation
42 W. Madison St., Chicago, IL 60602
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On Wed, Nov 27, 2024 at 11:10 AM Jamie Fitzgerald <JFITZGER@isbe.net> wrote:

Apologies... one additional request

Catalyst Maria for the term 6/30/22 – 6/30/25

- Certificate of Compliance

From: Jamie Fitzgerald
Sent: Wednesday, November 27, 2024 10:33 AM
To: Teresa Diaz <tdiaz@cps.edu>
Cc: CHARTER <charter@isbe.net>
Subject: Document Request

Hi Teresa,

Hope you are doing well and Happy Thanksgiving! I am reaching out to request a few documents. We are getting very close on Cohort 2019.

Chicago Math & Science for the term 6/30/19 – 6/30/26

- Renewal application
- Certificate of Compliance

Any update on Namaste for the term 6/30/19 – 6/30/24?

- Certificate of Compliance requested on 8/5/24

Thank you for any updates or documentation you are able to provide!

Jamie

Jamie Fitzgerald, M.A.

Principal Consultant, Charter Schools

Illinois State Board of Education

100 North First Street

Springfield, IL 62777

217-782-0365

RENEWAL APPLICATION COVER SHEET

CMSA

Chicago Math & Science Academy

Name of School or Network

Dr. Hanifi Tiriyaki

Name of the Board Chair/President

Michael Kuran

Name of Primary Contact Person

Dr. Christopher Murphy

Name of Alternate Contact Person

773-761-8960

Telephone Number of Primary Contact Person

847-227-9875


Telephone Number of Alternate Contact Person

kuran@cmsaonline.net

E-mail of Primary Contact Person


cmurphy@conceptschoools.org

E-mail of Alternate Contact Person


Signature of School Director/Leader

7-27-2018

Date


Signature of Board Chair/President

7-27-2018

Date



2018-2019 Single-Site Renewal Application

Due July 31, 2018

**Office of Innovation and Incubation
Chicago Public Schools
42 W. Madison, 3rd Floor
Chicago, IL 60602
(773) 553-1530
(773) 553-1559 (fax)**



2018-2019 Single-Site Renewal Application

The Office of Innovation and Incubation (I&I) at Chicago Public Schools (CPS) is committed to authorizing high quality educational options to serve the diverse needs of Chicago's public school students. As an important accountability, charter and contract schools authorized by CPS are reviewed annually and at the end of their contract terms to determine if they are meeting the academic, financial and operational performance goals outlined in their school agreements with the Chicago Board of Education (the Board) and applicable law and CPS policy. A school seeking renewal of its school agreement with the Board must undergo a comprehensive renewal process to determine if the school has met the District's standards to remain in operation.

The Renewal Application is a key component of the renewal process. In your narrative responses to the 2018-2019 Renewal Application, please reflect on your progress toward meeting legal and contractual expectations. Each section of the Renewal Application pertains to a different accountability domain and lists the documents that will be reviewed by I&I as part of its review for that domain. The school should consider and incorporate these documents when responding to each application question.



Introduction to the School

Please state the mission of your school and identify key characteristics that enable your school to fulfill that mission. Include a discussion of your organizational structure (Operational Performance Document No. III.F.1) in your response. 1 page maximum

The mission of Chicago Math and Science Academy is to prepare students to succeed in college and the world by offering high-quality, college-prep, STEM education. CMSA strives to prepare its students for college by creating an effective learning community of high standards and expectations with a rigorous curriculum focusing on science, math, and technology.

Over the last contract term, CMSA has been focusing on accomplishing its mission by:

- Employing College Guidance Counselors (1.5 FTE to 2.5 FTE depending on availability of funds) in order to guide students in making career choices, completing college applications, and applying for financial aid and scholarships.*
- Offering College Readiness and College & Career Composition courses to all juniors and seniors. The main goal of the former course is to help students increase their performance in SAT and the main goal of the latter one is to guide students towards writing college entrance essays and completing college applications.*
- Offering a variety of AP courses and opportunities for dual enrollment to its students in order to help them earn Early College and Career Credentials. For example there were 9 AP courses with a total enrollment of 177 students in 2016-17 school year and 10 AP courses with a total enrollment of 157 students in 2017-18 school year.*
- Partnering with local organizations and universities to provide mentors to high school students. The main objective of the program is to help students explore career options and have a better understanding of college life and its challenges.*
- Organizing college trips to colleges and universities to expose students to college life and culture.*

CMSA has maintained graduation rates and college acceptance rates close to 100% during the past contractual term. Specifically, Class of 2017 accomplished 100% college acceptance and raised more than \$13.5M in scholarships. Class of 2018 also accomplished 100% college acceptance and they raised more than \$6.5M in scholarships. Few seniors in the past few years have received full-ride scholarships to University of Chicago, Northwestern University, Cornell University, and Brown University.

Moreover, CMSA has maintained a Level 1+ rating on SQRP report cards over the past 3 years. The school has also been recognized as one of the best high schools in the nation by U.S. News & World Report the past 4 years. According to 2017 and 2018 U.S. News & World Reports, CMSA is ranked as the number one charter high school in Illinois.

It is evident by CMSA's track record that a successful education program has been maintained during the last contract term, showing that the school has been a valuable asset to the Rogers Park Community. In light of all of the aforementioned, and per IL Public Act 99-0840, CMSA requests that its charter be renewed for 10 years.



Domain I. Academic Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
I.A.1	The school's School Quality Rating Reports from the following school years, if available: 2015, 2016, 2017, and 2018	X		N/A
I.A.2	The school's contractual performance letters pertaining to the following SQRP reports, if available: 2015, 2016, 2017, and 2018	X		N/A
I.B.1	Renewal Site Visit (RSV) report(s) (if applicable)	X		N/A

Your school received the following academic performance ratings over the term of the contract:

Table I.A. Academic Performance Indicators										
School Name	3 Year SQRP Avg.	2 Year SQRP Avg.	2018 SQRP Rating	2018 SQRP Score	2017 SQRP Rating	2017 SQRP Score	2016 SQRP Rating	2016 SQRP Score	2015 SQRP Rating	2015 SQRP Score
Chicago Math & Science Academy	TBD	TBD	TBD	TBD	Level 1+	4.1	Level 1+	4.1	Level 1+	4.2

Criterion 1.A. Please explain the factors associated with the school receiving a Level 2 or Level 3 SQRP rating during the contract term, and how the school has addressed these factors. 5 page maximum

N/A

Domain II. Financial Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
II.A.1	The school's Financial and Compliance Performance Reports from the following fiscal years, if available: FY15, FY16, FY17, and FY18 <i>* Financial Condition and Financial Controls Categories</i>	X		N/A
II.A.2	The school's audits from the following fiscal years, if available: FY15, FY16, FY17, and FY18 <i>* Financial Condition and Financial Controls Categories</i>	X		N/A

Your school received the following Financial Performance Indicator ratings over the term of the contract:

Table II.A. Financial Performance Indicators						
Fiscal Year	Key Financial Indicators				Loan Delinquency	Annual Audit
	Change in Net Assets	Current Ratio	Net Asset Ratio	Cash on Hand Ratio		
FY18	TBD	TBD	TBD	TBD	TBD	TBD
FY17	Exceeds Standards	Exceeds Standards	Exceeds Standards	Meets Standards	Exceeds Standards	Exceeds Standards
FY16	1	4	4	3	4	4
FY15	4	4	4	3	4	4

*FY18 unaudited financial statements may be used to generate preliminary FY18 performance indicator ratings.

Criterion II.A. Please explain any factors associated with the school receiving a rating of 1, 2, or Does Not Meet for any Financial Performance Indicator during the contract term, and how the school has addressed these factors. *1 page maximum*

Change in Net Assets indicator:

CMSA received the rating "1" in FY16 in "change in net assets" category due to difference between budgeted net income and the actual audited net income for FY16. In Fiscal Year 2016, CMSA Board approved its budget prior to the beginning of the school year and approved a revised budget on December 15, 2015. However, CPS announced a 4.3% budget cut on



February 10, 2016 which impacted all public schools in Chicago, and the CMSA Board did not make any changes in its existing budget. Therefore, an unbudgeted decrease in net assets occurred.

Liquidity/Current Ratio indicator: *N/A*

Net Asset Ratio indicator: *N/A*

Cash on Hand Ratio indicator: *N/A*

Loan Delinquency indicator: *N/A*

Annual Audit: *N/A*

Domain III. Operational Performance

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
III.A.1	The school's Financial and Compliance Performance Reports from the following fiscal years, if available: FY15, FY16, FY17, and FY18. <i>* Legal Compliance and Reporting Categories</i>	X		N/A
III.A.2	The school's audits from the following fiscal years, if available: FY15, FY16, FY17, and FY18. <i>* Legal Compliance Categories</i>	X		N/A
III.A.3	Current agreement(s) with CPS	X		N/A
III.A.4	Contractual condition evaluation forms (if applicable)	X		
III.B.1	List of governing board members from agreement term	X		
III.B.2	Board member Conflict-of-Interest Questionnaire	X		
III.B.3	Board meeting dates and times from agreement term (FY16 to present)	X		
III.B.4	Board bylaws	X		
III.B.5	Open Meetings Act (OMA) Board Member Certificates	X		
III.B.6	OMA complaints with the Attorney General's Office (FY16 to present)	X		N/A
III.B.7	501(c)(3) Certification	X		
III.B.8	Freedom of Information Act (FOIA) Designee training certificate (FY16 to present)		X	<i>See attached document(s)</i>
III.B.9	FOIA complaints with the Attorney General's Office (FY16 to present)	X		N/A
III.B.10	Board Conflict of Interest Policy	X		
III.B.11	Board meeting minutes and attachments (FY16 to present)	X		
III.B.12	Service agreement(s) with any Education Management Organization(s) (EMO[s]) or Charter Management Organization(s) (CMO[s]) (if applicable)		X	<i>See attached document(s)</i>
III.B.13	Performance reviews of the EMO(s) or CMO(s) completed during the current agreement term (if applicable)		X	<i>Not Applicable</i>
III.C.1	Monthly Individualized Education Plan (IEP)/504 plan compliance notifications from Office of Diverse Learner Supports and Services (FY16	X		N/A

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
	to present)			
III.C.2	Related Service Provider (RSP) minute documentation (FY16 to present)	X		
III.C.3	Illinois State Board of Education (ISBE) Special Education Application Renewal Rubric (Form 34-50B)		X	See attached document(s)
III.C.4	Office of Language and Cultural Education (OLCE) Site Visit Report (if applicable) (FY16 to present)	X		N/A
III.C.5	ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B)		X	See attached document(s)
III.C.6	Students in Temporary Living Situations (STLS) Policy		X	See attached document(s)
III.C.7	STLS School Attestation		X	On EPICENTER. Also see attached document(s)
III.D.1	Parent Issue Review (FY16 to present)	X		N/A
III.E.1	2018-19 Lottery application and enrollment forms	X		
III.E.2	2018-2019 Lottery and enrollment brochures and advertisements		X	See attached document(s)
III.E.3	2018-2019 Lottery and enrollment policies		X	See attached document(s)
III.F.1	Employee Roster and Organizational Chart	X		
III.G.1	Transportation Policy		X	See attached document(s)
III.H.1	Student Code of Conduct	X		
III.H.2	In-school-suspension and out-of-school suspension data (FY16 to present)	X		N/A
III.H.3	Expulsion data from agreement term, including number and percent of students expelled (FY16 to present)	X		N/A
III.I.1	School Emergency Management Plans	X		
III.I.2	Fire and Safety Drill Documentation	X		
III.J.1	Facilities Questionnaire		X	Submitted to EPICENTER on May 24
III.J.2	Facilities and Americans with Disabilities Act of 1990 (ADA) Review for each independent facility (if applicable) * Documents J.2.1 thru J.2.10 inform the Facilities and ADA Review		X	Submitted to EPICENTER on May 24

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
J.2.1	Current lease	X		
J.2.2	Original inspecting architect's report		X	<i>Submitted to EPICENTER on May 24</i>
J.2.3	Contractual condition evaluation forms (if applicable)		X	<i>Submitted to EPICENTER on May 24</i>
J.2.4	Previous facility assessments		X	<i>Submitted to EPICENTER on May 24</i>
J.2.5	Most recent capital needs assessment & corresponding plan		X	<i>Submitted to EPICENTER on May 24</i>
J.2.6	Current ADA Plan		X	<i>Submitted to EPICENTER on May 24</i>
J.2.7	Building, fire, and health inspection reports		X	<i>Submitted to EPICENTER on May 24</i>
J.2.8	Occupancy Permit		X	<i>Submitted to EPICENTER on May 24</i>
J.2.9	Current floor plans, including square footage		X	<i>Submitted to EPICENTER on May 24</i>
J.2.10	Building, fire, and health code violations		X	<i>Submitted to EPICENTER on May 24</i>
J.2.11	Date and description of most recent renovation		X	<i>Submitted to EPICENTER on May 24</i>
J.2.12	Asbestos survey and compliance documents	X		
III.K.1	Other compliance communications	X		



III.A - Legal Compliance and Reporting Timeliness

Your school received the following Legal Compliance and Reporting Timeliness Indicator ratings over the term of the contract:

Table III.A – Legal Compliance and Reporting Timeliness						
Fiscal Year	Legal Compliance	Fed/State/CPS Compliance Document Timeliness (FY17 – Current)*	Reporting Timeliness Indicator (FY16 and Prior)			
			Budget	Quarterly Statements	Audit	CPS/State/Federal Compliance
FY18	TBD	TBD				
FY17	Exceeds Standards	Meets Standards				
FY16	4		4	2	2	4
FY15	4		3	4	4	3

*Beginning in FY17, schools receive a single rating for Compliance Document Timeliness that encompasses all compliance submissions.

Criterion III.A. Please explain any factors associated with the school receiving a rating of 1, 2, or Does Not Meet for any Legal Compliance or Reporting Timeliness Indicator during the contract term and how the school has addressed these factors. *½ page maximum*

Legal Compliance indicator: N/A

Reporting Timeliness indicator:

FY16: 2nd Quarter Statement and FY16: 4th Quarter Statement were submitted after their deadlines. In addressing this issue, the charter management organization created a schedule and timeline for reporting purposes and assigned the regional treasurer as the person responsible to monitor the submission process. Additionally, school administration delegated tasks listed in the compliance calendar to certain individuals as a corrective action. As a result of corrective action, all financial reports have been submitted on time.

The FY16 Audit Report was submitted on October 26, 2016, exactly one week prior to the deadline on November 2, 2016. However, I&I did not review or provide any feedback to CMSA for 98 days. School leaders were notified by I&I on February 1, 2017 of a non-compliance report stating that the report did not have auditor’s letterhead on it. School leaders submitted the report with an auditor’s letterhead the same day that leaders were notified of the issue.



III.B – Governance

Criterion III.B.

Question 1. Describe how the board performed each of the following oversight functions during the contract term. Provide at least one example of approved board minutes for each that demonstrate how the board fulfilled that function. *1 page maximum*

- a. Monitored the academic performance of the school.
- b. Held the school leadership accountable for academic performance and compliance requirements.
- c. Used systems to monitor the academic, financial, and operational performance of the school.
- d. Intervened when the school did not meet its academic goals or compliance requirements.

The Governing Board of Chicago Math and Science Academy (CMSA) entered into a management agreement with Concept Schools on October 7, 2008. The management contract was renewed on January 29, 2010, with an amendment made on September 8, 2011 per updated facility bond requirements.

According to the terms of the management contract, Concept Schools shall provide CMSA with a complete educational program. The educational program will be subject to the overall direction, oversight and policies set by the CMSA Board.

According to the terms of the management contract, Concept Schools shall provide the management and administrative services necessary to implement and operate its educational program at CMSA some of which include but not limited to:

- *Provide ongoing training programs, consulting and liaison services for staff and board members*
- *Prepare and submit annual projected budget*
- *Hire and employ the school principal and business manager*
- *Provide curriculum, interim assessments and other academic services*
- *Provide formal teacher evaluations*
- *Set school calendar*
- *Recruit students*
- *Assess the success of its educational program*
- *Prepare annual and periodic academic and financial reports*
- *Provide all the services necessary to comply with local, State and Federal Laws*



- Provide student information system, grade-book, website update and hosting, technology support
- Provide purchasing, payroll and other accounting services

In return for the services provided above, Concept Schools charges a management fee of 12% of the per-pupil revenues received by CMSA. This fee includes the salaries of the school Principal and Business Manager.

Concept Schools, through the Principal and Business Manager, provides academic and financial reports with respect to the implementation of the above services to the Board’s review at each board meeting.

The CMSA Governing Board holds Concept Schools responsible for providing an effective and successful operation aligned with the mission and vision of CMSA set forth in the original charter contract.

Question 2. Describe any substantive changes to the school’s board structure or bylaws that have been made during the contract term. *½ page maximum*

CMSA school board consists of five directors. There has not been a change in the number of directors. However, there have been few resignations in the last contract term and new directors joined the board in order to maintain the number “five”. All resignations and additions from/to the board were reported to I&I (formerly known as ONS) in a timely fashion.

The CMSA Board will make one substantive change in the near future to the bylaws. Current bylaws state that board meetings are held monthly. However, in practice, the Board convenes every other month. Pending Board approval, this change will take effect in the first quarter of FY19.

III.C – Special Student Populations: Diverse Learners, English Learners, and Students in Temporary Living Situations

The table below lists the enrollment percentages of special student populations at your school for the last three (3) school years.

Table III.C - Special Student Populations Data				
	Diverse Learners	English Learners	STLS	Total Enrollment (20th Day)
2015-16	9.51%	12.62%	.82%	610
2016-17	9.33%	11.17%	0%	600
2017-18	9.60%	13.50%	.84%	592



Criterion III.C.

Question 1. Reflecting on the above enrollment data, please address the following: *2 page maximum*

- a. How the school fulfilled its contractual obligation for equal access in the enrollment process for each of the student populations listed above.

CMSA's enrollment is open to all students residing in Chicago in accordance with the Charter Agreement and Charter Schools Law. Below is the description of the admission process and the lottery:

- The parent / guardian is asked to complete an online application form for admission which is available on the school's website. For parents who walk in or have no access to a computer/internet, devices are provided in the front office for completion of the form.*
- The online application form clearly states that "Chicago Math and Science Academy does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. We are open to ALL students. We serve students with special needs, limited English proficiency, and those who are homeless or in temporary living situations."*
- The enrollment lottery is held in mid-February for the following academic year. In order for an application to be included in the lottery, it must be received by the application deadline which is one week before the lottery date. Parents who wish to be present in the lottery may attend the lottery as spectators. The result of the lottery determines the students who will be immediately admitted to school and who will be placed on the "waiting list." The results are made public immediately after the lottery.*
- Students who are attending the School at the time of the lottery need not participate in the lottery. Their seats are guaranteed as long as they complete the re-enrollment form in a timely fashion. The number of available seats in each grade level is determined for the academic year based on the count of re-enrollment forms. Siblings of students who are currently enrolled at the School are given priority over all applicants and need not participate in the lottery provided that the application form is received by the deadline. However, being a sibling of a current student is not a guarantee of enrollment. If there are more siblings interested in attending the school than the number of available seats, the siblings shall be placed in a lottery of their own and accepted in the order indicated by that lottery.*

Applications that are received after the lottery date are placed on the "waiting list" behind those who were in the lottery on a first-come-first-serve basis.

- b. Any fluctuations or trends in the enrollment data.

Historically, there has been very minimal fluctuation in enrolment numbers for students who are diverse learners, English Language learners, and Students in Temporary Living Situations (STLS). This minimal variation stems from the nature of random enrollment practices of the school from year to year.

Correction regarding 2016-17 STLS data: There were 4 students who were classified under STLS during the 2016-17 school year, which corresponds to 0.67%. Even though these students' names show up on various reports we received from CPS, we are unable to figure out why the percentage is reflected as 0% in Table III.C

- c. Any additional efforts the school undertook to enroll a diverse student population.

CMSA continues to ensure the community knows that we are open to all students. All lottery advertisement includes statements regarding our acceptance of all students. Often, parents of currently enrolled students are the biggest voice when recruiting new students. The parent community of CMSA serves as active advocates for the quality of services that CMSA provides to all students.

Question 2. Identify efforts the school has made to support full access to the academic program for Diverse Learners and English Learners. Refer to the school's responses in the ISBE Special Education Application Renewal Rubric (Form 34-50) and the ISBE Charter School Renewal Application for English Language Learning Services (Form 92-15B) as appropriate. *1 ½ page maximum*

The special education program offers a range of services in accordance with student needs. To the greatest extent possible, students will be included in the general education classroom with special education supports and services. Appropriate supports and services will be determined through evaluations and a detailed analysis of each student's strengths and weaknesses. Accommodations, modifications, and instructional goals are tailored to each student's needs in specific content classes. If students are significantly below grade level, resource or self-contained classes will be considered as a placement option to ensure student needs are being met. Resource classes are incorporated for students who need skill instruction in reading, writing, and/or math to allow them to succeed in the general education setting with supports and services. Self-contained classes are considered for students who have cognitive impairments or whose instructional levels are significantly below grade level in all areas. In addition to academic/instructional levels, students who exhibit significant behavioral concerns in the academic setting will be considered for a smaller, more structured setting.

The need for any service in a separate setting will be determined based on the current needs of the student. Related services are considered for students that exhibit considerable needs in a specific domain. Related service providers will meet students needs while providing services both in an inclusive and/or pull-out setting for social skills, behavior, speech, nursing, low vision and, when applicable, DH/H, OT and PT.

At CMSA, we identify ELL students through the Home Language Survey (HLS). The Home Language Survey is given to every parent whose student is enrolling for the first time at CMSA for the purpose of identifying different language backgrounds other than English. Also, students who received services before and had a service break of 12 months will need to be screened



again. The completed HLS is placed in the student's temporary records as defined in 23 ILL. Adm. Code 375. The HLS used at CMSA will be the same used by the Chicago Public Schools. The survey includes two questions which are translated into different languages. Since this is a legal document, answers cannot be changed once ISBE has received an HLS for a student from a prior school.

If the answer to one of the two questions on the HLS is "yes," then the student is given a screener in English to determine their level of proficiency. The screener is administered by our certified ESL teacher who has had the appropriate training in the administration of the prescribed screener on WIDA AMS (online). This screening takes place within 30 days of enrollment. This screening is not given to students who have already been identified as English Language Learners or have met the state exit criteria based on the ACCESS scores of 4.8 or above. Our school will rely on the student's scores of this screener to place them in the Transitional Program of Instruction (Section 14C-3 of the School code; see Section 228.30 (d) of this Part). We offer a Transitional Program of Instruction to our ELL students because of the number of different languages spoken in our school. Since we have more than 20 Spanish speaking students in the school, we offer Transitional Bilingual Education (TBE). Parent Notifications will be sent home with the students notifying the parents the participation of the ELLs in the program.

The support in the student's native language is eminent by the assignment of a bilingual buddy system in the student's classes, providing Chromebooks for bilingual dictionaries that students can take with them to all of their classes in addition to word walls in every classroom. For the TBE students with a literacy of 3.4 or below, a Spanish-Bilingual teacher pushes into their content classes. They also use bilingual technology and attendance to Spanish Literature in order to better understand reading concepts in the L2. ESL teachers are available every day after school for any help the student might need in any content area.

English Language learners will participate in the State-mandated assessment "ACCESS" (Section 14C-3 of the School Code) during the testing window designated by the State Superintendent of Education for the purpose of determining individual student's continuance in the TBE and TPI program. ACCESS is a secure large-scale English language proficiency assessment given to students annually. It measures social language and instructional language, academic language in language arts, math, science, and social studies. This test will give our school information that will aid in the evaluation of the effectiveness of the ESL program and can be used to enhance instruction and learning for ELLs. The exit criteria from the TPI program is 4.8 in the overall score. Students who score the exit criteria but have less than three years in the program can continue receiving services. Thus, parents have the right to take them out of the program in any given time through an SRR form to the Office of Language and Culture (OLCE). All ELLs will participate in PARCC, annual assessment given in the spring and NWEA test (3 times a year). SAT and ACT are given to all ELLs with the accommodations granted by ISBE to those ELLs who qualify to have accommodations. Summative assessments will be given to the ELLs in the ESL classroom at the end of each English language unit. These assessments can also become formative assessment to plan future instruction. All these assessments are a thorough way to identify student's proficiency in the academic language. When compiled together, these assessments serve as data which can give us a well-rounded idea of the student's progress in reaching social and academic language competency.



Question 3. Please identify services provided for students in temporary living situations (STLS) in compliance with all federal laws and regulations. Include the following in your answer: ½ page maximum

- a. The school's identification of appropriately-skilled staff persons (the STLS Liaison and/or STLS Clerk) who receive training from CPS's Support for Students in Temporary Living Situations to carry out duties related to the STLS program at the school;
- b. How the school notifies the entire student population of McKinney-Vento student rights and identifies McKinney-Vento eligible students;
- c. How the school ensures compliance with and documents fee waivers for all McKinney-Vento eligible students;
- d. The training staff receives regarding the needs and rights of students in temporary living situations;
- e. How the school includes students in temporary living situations in all proposed school programs and activities; and
- f. Additional services offered by the school and outside providers to support students in temporary living situations and ensure access to the academic program.

CMSA bases its programs for homeless students on the McKinney Vento Act (1987), the Illinois Education for Homeless Children Act (1988), and the Salazar decree (1996). CMSA also supports the CPS mission which states that "every CPS homeless student shall have equal access to the same free and appropriate educational opportunities as students who are not homeless." It also states that "CPS shall provide an educational environment that treats all students with dignity and respect."

Based on these policies and the CPS mission, we have designated among our staff members, Ms. Alexandria Alicea, the STLS (Students in Temporary Living Situations) Liaison and STLS Clerk who attend yearly trainings provided by CPS.

In order to ensure that students in temporary living situations know about their rights, we prominently display posters in English and Spanish in our building that inform families in temporary living situations of their rights as well as who in the school to contact to enroll in the STLS Program. We also use the emergency information form provided by the STLS Program that asks about homelessness status and includes the Rights of Homeless Students on the back of the form.

To ensure that any of our students who may be in temporary living situations are identified promptly and provided the caring and supportive services for which they are eligible, the STLS Liaison and Clerk provide yearly trainings to all staff that focus on the signs of homelessness, what constitutes homelessness according to the STLS Program, and who staff should refer students to in the case that homelessness is reported or suspected.



Because we want our students in temporary living situations to have the same access to programs and services as the rest of our students, we have a number of provisions to ensure that this occurs. Students identified as living in temporary living situations are immediately informed of their rights and encouraged to sign up for the STLS Program by the STLS Liaison or Clerk. If transportation is needed, the STLS Liaison or Clerk provides temporary CTA cards to ensure the student can get to and from school each day. The STLS Liaison or Clerk also applies for permanent transportation for the student based on their individual needs. The student and family are also advised of their right to the Dispute Resolution Process in the case that the family feels they have been unfairly treated or not given the proper services available to them because of their status.

Students and families in temporary living situations are informed of the student's right to free school meals as well as waivers for school fees, activities, and uniforms. Students in temporary living situations are referred to the school counselor and tutorial programs to ensure they receive the support and assistance they need to continue their school success. Students and families are referred to appropriate outside agencies for services such as medical/dental care, family therapy, rent assistance, legal assistance, and benefits such as health care and food stamps. Students or families whose first language is not English are provided services and literature in their primary language.

III.D – Parent Issue Review

Criterion III.D. Please explain the process for addressing parent or community member concerns. Based on I&I's Parent Issue Review (Operational Performance Document No. III.D.1), the school may be asked to additionally address factors associated with one or more specific parent or community member issues. *½ page maximum*

Parents or community members can communicate their concerns to any school employee via phone call, email, mail, or in-person meeting. Staff members bring the concern to the attention of the appropriate administrator.

When a parent or community member has a concern, the parent or community member will have a meeting with an administrator that directly oversees or relates to their particular concern or problem. The Administrator conducts a thorough investigation regarding the concern. If the administrator is unable to immediately solve the problem or concern, then the administrator will report the issue to the principal. Next, there will be a meeting with all administrators to discuss how to resolve this concern or problem. An action plan will be devised and implemented, after which follow-up communication will be given to the parent and/or community member to ensure that the concern was appropriately addressed and solved.

Parent or community members can also bring their concerns to the attention of school board if they feel that their concerns are not appropriately addressed by school officials. They may attend regularly scheduled board meetings in person or they may reach school board via email at contactboard@cmsaonline.net and via phone at 773-761-8960

III.E – Lottery and Enrollment

Criterion III.E. How do you keep parents informed of their child’s status in the application and enrollment process? Please refer to both general lottery and waitlist management. *½ page maximum*

Enrollment Lottery: *The results of the Enrollment Lottery are posted on the school website within three business days and parents are sent a notification letter within one week of the lottery date. In addition, parents receive an automated call and/or email from the school within three business days. Furthermore, parents may inquire for the lottery results anytime.*

Waitlist Management: *Any applicant who is accepted into the Academy as a result of the Enrollment Lottery may enroll by completing the necessary paperwork within three weeks. Should the parent express disinterest or fail to complete the enrollment process within that time frame, the spot will be offered to the next student in the waitlist. The parents of the child who is next in the wait list will be notified via phone, email, and mail within three business days. Moreover, parents may inquire for the waitlist status of their child anytime.*

Any exception to the above policy is for incoming 9th graders as that process is now managed by CPS through GoCPS central application. CMSA has partnered with CPS for the recruitment of 9th grade students. All lottery requirements and waitlist management for 9th grade are maintained via GoCPS.

III.F – Employee Roster and Organizational Data

Criterion III.F.

Question 1. (For Charter Schools Only) If applicable, explain how the school utilized teacher licensure flexibilities in the Charter Schools Law to assist in meeting the school’s stated goals. *½ page maximum*

CMSA is fully committed to provide high-quality education to all students. As a part of this commitment, CMSA will hire the best candidate from its pool of applicants for teaching positions regardless of certification/endorsement status of the applicant. However, CMSA will not utilize this flexibility:

- 1. When the total percentage of teachers without appropriate certification/endorsement exceeds 25%*
- 2. In areas where certification/endorsement is required for compliance purposes (such as Diverse Learners, English Language Learners, and Bilingual Education).*

Question 2. Explain how the school ensures that teachers are appropriately credentialed in subject areas experiencing licensed teacher shortages. *½ page maximum*

As part of the teacher recruitment process, teacher credentials are verified at the time of initial screening prior to the interview process. Throughout employment at CMSA, teacher credentials



are checked annually during the contract renewal process. CMSA administration will also periodically (mid-year) review teacher licensure information and ensure that CMSA remains compliant with Illinois Compiled Statutes 105 ILCS 5/27A-10. Following the mid-year review, the Principal will notify, in writing, staff of pending certification renewal deadlines, as needed.

As mentioned in response to Question 1, CMSA utilizes certification/endorsement flexibilities in order to hire the best candidates for its teaching positions. Moreover, CMSA provides incentives to those teachers without certification/endorsement by reimbursing incurring college tuition or professional development costs towards getting certified/endorsed in their respective subjects.

III.G – Transportation Policy

Criterion III.G.

Question 1. How does your transportation policy ensure that transportation will not create a barrier to full participation in the educational program for the following groups of students: $\frac{1}{2}$ page maximum

- a. Economically Disadvantaged Students
- b. At-Risk Students
- c. Students with Individualized Education Plans
- d. Students in Temporary Living Situations

The school transportation policy is inclusive of all at-risk student groups. All students are given the option to purchase reduced fare Ventra cards for transportation needs. In addition, students that are eligible for transportation in accordance with their Individualized Education Plan or Section 504 Plan receive free door-to-door transportation as appropriate, based on specific requirements of their disability or medical condition. If a student with an IEP or 504 Plan are eligible for transportation, parental consent must be given; Additionally, parents must complete the required documentation provided by the school to ensure that transportation is provided.

Students in Temporary Living Situations are provided free transportation to ensure their access to educational opportunities. Students who qualify for this program receive single day Ventra cards that they can use 2 times in the morning and 2 times in the afternoon. Students that qualify are given Ventra cards for each required attendance day to get to and from school.

Question 2. Please explain the process the school followed to adopt its transportation policy, and how school personnel are trained to implement the policy. $\frac{1}{2}$ page maximum

CMSA is currently in the process of adopting its own transportation policy per CPS' recent requirement. When creating this policy, the needs of students are taken into consideration as well as CPS, state and federal requirements. All staff will be offered training prior to the beginning of the 2018-19 school year in order to become familiar with the policy. Annual trainings will be offered to all related personnel should there be change or update on the policy. Please refer to draft version of the transportation policy, which is attached to this application.



When CPS offers or requires trainings, responsible staff complete such trainings pertaining to the aforementioned student groups listed in the question.

III.H - Student Discipline

Your school has the following annual suspension and expulsion data recorded for the last three (3) school years:

Table III.H - Student Discipline Data								
	In School Suspensions (ISS)			Out of School Suspensions (OSS)			Expulsions	Total Students (20 th Day)
	# issued	# students issued 1	# students issued >1	# issued	# students issued 1	# students issued >1	# issued	
2015-2016	0	0	0	45	39	█	█	610
2016-2017	0	0	0	50	29	█	0	600
2017-2018*	64	29	10	34	19	█	█	592

* As of April 16, 2018

Criterion III.H. Using the table above, please explain any factors associated with the numbers of suspensions and expulsions in the past three (3) years. Include in your response any changes you made to your student code of conduct to ensure compliance with US ED guidance on improving school climate and discipline practices and/or the requirements of [Public Act 99-0456](#) (also known as Senate Bill 100). *1 page maximum*

Prior to the 2017-18 school year, CMSA was not required to report in-school suspension data. As soon as we were notified of the requirement, CMSA began to report in-school-suspension data during the 2017-18 school year. This explains why there is a change from 0 to actual numbers in 2017-18.

Over the last three years, CMSA's out-of-school suspension data has steadily decreased. The decrease is largely due to the school's response to IL SB100 which called for enacting best-practices in managing and supporting school discipline. The school-wide implementation of student behavior programs such as Positive Behaviors Interventions and Support (PBIS) and restorative justice practices correlated to a decrease in suspension. CMSA continued to foster a positive learning community through the use of PBIS and an internal merit point system to reward good behavior. Above all, consistent parent contact has been vital in keeping discipline issues to a minimum.

Expulsion numbers have been very minimal at CMSA varying from zero to 2 in the past three years. CMSA tries all possible intervention methods in order to prevent expulsions and keep its students in the classroom. However, school administration recommends expulsion when students commit a Level-3 offense.



III.I – Student Safety

Criterion III.I. Please explain your approach to student safety including compliance with applicable laws and modifications based on recent incidents. ½ page maximum

Student safety is of the utmost importance. CMSA conducts all required drills annually. In addition, school administration held a school-wide safety meeting to address safety concerns and policies in the wake of the school shootings in 2018. As a result, extra lockdown/law-enforcement drills were also conducted this year. Further safety measures include: ID checks at the entrances, upgraded security cameras, “man trap” door layout in the main office entrance with an office-controlled buzzer and camera, as well as alarmed security doors at all other exits. CMSA also employs a full-time security guard.

Domain IV: Forward Planning

Documents Reviewed				
Document Reference No.	Document Title	Currently On File	Submission Required	Updated Document Submitted with Application
IV.A.1	5-year strategic plan (if not submitted within the text)		X	<i>Included in the text</i>
IV.A.2	5-year budget template- to be completed by the school		X	<i>See attached document(s)</i>
IV.A.3	The school's loan amortization schedule		X	<i>Not Applicable</i>

Criterion IV.A.

Question 1. Please provide the school's 5-year strategic plan and indicate (1) who participated in the creation of this plan (e.g., school leaders, teachers, parents, and board members); and (2) whether the board formally approved the plan and on what date. This plan may be submitted as text in the narrative, a separate text-based document or PowerPoint presentation, or in any other format. The plan should align with and be supported by the proposed 5-year budget. *2 page maximum*

The plan should include:

A. Academics

- a. Specific, measurable, actionable, relevant and time-bound academic goals for the next 5 years.
- b. Metrics aligned to academic performance (related to the School Quality Rating Policy [SQRP], as well as mission fulfillment).

B. Finance

- a. Specific, measurable, actionable, relevant and time-bound financial goals for the next 5 years.
- b. Metrics aligned to financial performance (related to the contractual performance policy and annual audit, as well as any funding goals related to implementation of the academic program).

C. Operations

- a. Specific, measurable, actionable, relevant and time-bound operational goals for the next 5 years.
- b. Metrics aligned to operational performance (related to the contractual performance policy and annual audit).

D. Organizational Changes (if applicable)



- a. Specific, measurable, actionable, relevant and time-bound goals related to organizational changes for the next 5 years.
- b. Metrics aligned to organizational changes (related to grade expansions, increases in enrollment, etc.).

This strategic plan is a combination of multiple plans and is put together by school’s charter renewal committee per the application requirement. Several committees have created different parts of this plan. Teachers, parents, administrators, board members and central office staff have participated in the creation of this plan. We have also sought feedback from community members such as Alderman Joe Moore prior to creating some of the projects included in the plan. Finally, we have also taken the results from annual student, parent and staff surveys into consideration to inform our plans.

ACADEMICS		
<i>CPS Academic Performance Criteria (SQRP)</i>	<i>Maintain Level-1 Plus Rating</i> <i>Increase SQRP score by 0.1 annually in the first 5 years.</i> <i>Maintain 4.7 or higher SQRP score during the second five years.</i>	<i>2019 SQRP Score: 4.2</i> <i>2020 SQRP Score: 4.3</i> <i>2021 SQRP Score: 4.4</i> <i>2022 SQRP Score: 4.5</i> <i>2023 SQRP Score: 4.6</i> <i>2024 and beyond: 4.7 or higher.</i>
<i>US News and World Report Rating</i>	<i>Maintain “Best High School” recognition.</i> <i>Maintain #1 Charter High School status in Illinois</i> <i>Increase state ranking among all IL high schools</i>	<i>2019: Silver medal & rank in first 70</i> <i>2020: Silver medal & rank in first 65</i> <i>2021: Silver medal & rank in first 60</i> <i>2022: Gold medal & rank in first 55</i> <i>2023: Gold medal & rank in first 50</i> <i>2024 and beyond: Gold medal & rank in first 50</i>
<i>National Blue Ribbon Schools Program</i>	<i>Work towards earning Blue Ribbon School recognition through “closing achievement gaps between a school’s subgroups and all students over a five-year period.</i> <i>2019-2024: Work towards the goal.</i>	
<i>College Readiness</i>	<i>Maintain 100% college acceptance 2019 thru 2024.</i>	



	<p><i>Increase college persistence rate to 90% by 2024.</i></p> <p><i>Increase AP enrollment and pass rate by 50% by 2024.</i></p> <p><i>Increase dual credit and dual enrollment participation by 100% by 2024.</i></p> <p><i>Have 50% of all seniors graduate with at least 1 credit of college credit by 2024. This can be possible thru AP courses as well as CMSA's dual-credit/dual-enrollment partnerships with City Colleges of Chicago.</i></p> <p><i>Increase State Seal of Bi-literacy participation by 100% by 2024.</i></p>	
FINANCE		
<i>Financial Report Card</i>	<i>All financial metrics meet or exceed standards</i>	<p><i>2019-22: All financial metrics level 3s/4s</i></p> <p><i>2022-24: All financial metrics level 4s</i></p>
<i>Cash Reserves</i>	<i>Increase cash reserves by 50% by 2024.</i>	
OPERATIONS		
<i>Compliance</i>	<i>All compliance metrics meet or exceed standards</i>	<p><i>2019-22: All compliance metrics level 3s/4s</i></p> <p><i>2022-24: All compliance metrics level 4s</i></p>
<i>My Voice, My School Survey</i>	<i>Maintain "Well-Organized" status thru 2024</i>	
<i>Student Involvement</i>	<p><i>Maintain student initiated Youth2Youth mentoring program and increase participation by 50% until 2024.</i></p> <p><i>Form Student Voice Committee in 2019 and create structure. Have committee involved in decision-making processes.</i></p>	
<i>School Climate Certification</i>	<i>Seek CPS guidance for the requirements of the certification by 2019. Create a reasonable timeline to accomplish requirements by 2019. If doable, become a School Climate Certified School by 2024.</i>	
ORGANIZATIONAL CHANGES		
N/A		



Question 2. If the school is planning to independently undertake facility renovations or relocate during the next term, describe: *1 page maximum*

- a. Planned work.
- b. General timelines for start and completion of the project.
- c. Estimated cost.
- d. Source of funds.
- e. The qualifications of the person(s) managing the renovation or relocation.
- f. All relevant budget assumptions. The proposed renovations should align with and be supported by the school's proposed 5-year budget and strategic plan.
- g. How the proposed plans address existing facility needs and meet the needs of students.

N/A



RECOGNITIONS BY CHICAGO MAYOR EMANUEL



OFFICE OF MAYOR RAHM EMANUEL
CITY OF CHICAGO

May 21, 2018

Mr. Ali Kuran
Principal
Chicago Math and Science Academy Charter
7212 North Clark Street
Chicago, Illinois 60626

Dear Principal Kuran:

As Mayor of the City of Chicago, I offer you congratulations on Chicago Math and Science Academy Charter being ranked in the top 100 schools in the State of Illinois according to the U.S. News and World Report. The rankings identify schools nationwide that best serve all their students, and it is clear to me why Chicago Math and Science Academy Charter came out on top. The hardworking students, educators, families and leadership at Chicago Math and Science Academy Charter are raising the bar and proving to everyone what those of us in Chicago have long known; our students always thrive when we invest in their success.

Chicago Public Schools has made remarkable progress, and it comes as no surprise that our high schools represent the best in Illinois and the best in the country. The CPS graduation rate has steadily risen by 36 percent since 2011, with a record 77.5 percent of students now earning a high school diploma. The growing success of our students has allowed us to increase access to rigorous academic programs like Dual Credit, STEM and IB, and to invest in student supports like tutoring and mentoring.

These rankings reaffirm what universities have already found: CPS students are setting the bar for other urban districts around the country. Earlier this school year, The College Board named CPS the AP district of the Year among large school districts for leading the nation in expanding access to AP exams while simultaneously improving exam performance among every demographic subgroup - a statistical outlier among school districts of any size. CPS is the largest school district to ever receive this honor and the only district of any size to be named AP District of the Year more than once.

Thank you for your tireless efforts over the past several years as we worked to ensure that Chicago children get the resources and funding they deserve so that we can continue to invest in our students who continue to reach new academic heights.

Sincerely,



Mayor

121 NORTH LASALLE STREET, 5TH FLOOR, CHICAGO, ILLINOIS 60602



OFFICE OF THE MAYOR

CITY OF CHICAGO

RAHM EMANUEL
MAYOR

April 26, 2017

Mr. Ali Kuran
Principal
Chicago Math and Science Academy
7212 North Clark Street
Chicago,, Illinois 60626

Dear Principal Kuran:

As Mayor, and on behalf of the City of Chicago, I am pleased and proud to offer heartfelt congratulations to Chicago Math & Science HS on ranking among the top 100 schools in the State of Illinois according to *U.S. News and World Report*.

When I took office, I made improving education for Chicago's children a pillar of my administration. We both know that a good education sets a solid foundation, not just for a successful career, but for a truly rewarding career. That is why this achievement is so important. Despite a discriminatory state funding formula that treats Chicago students as second-class citizens, and a governor who has not introduced a balanced budget in over two years while wreaking havoc on education funding, Chicago Math & Science HS remains an example of how Chicago schools and students continue to beat the odds and break new records every year.

This ranking demonstrates how our community continues to make incredible progress. Over the last few years, the City has reached many important milestones including providing a full day of kindergarten for all CPS students and guaranteeing free Pre-K for all four-year-olds from low-income families. Additionally, we have successfully transitioned from one of the shortest school days and school years in the country to a full school day and year, resulting in a remarkable two and a half years of additional learning for students at every level. We are increasing access to rigorous academic programs, investing in student supports like tutoring and mentoring, empowering our school leaders to lead, and connecting our classrooms to culture and community. This ranking is proof.

The City of Chicago could not be more proud of your unwavering commitment to academic success. Congratulations to the students, teachers, staff, and families of Chicago Math & Science HS for their hard work and determination in the classroom and beyond.

Sincerely,

A black rectangular redaction box covering the signature of the Mayor.

Mayor