

**School Improvement Grants Application Addendum:  
Educational Partner Organizations/  
Charter Management Organizations for  
Implementation of the Restart Model**

**Section 1003(g) of the  
Elementary and Secondary Education Act**

**Cover Page**

**LEA BEDS Code**

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<b>District:</b>	
<b>Address:</b>	
<b>Contact Person:</b>	<b>Telephone:</b>
<b>Address of Contact:</b>	
<b>E-mail Address:</b>	<b>Fax:</b>

I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, Appendix A, and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature of Chief School Officer ( <b>in blue ink</b> )	
Typed Name:	Date:

# **School Improvement Grants Application Addendum: Educational Partner Organizations/ Charter Management Organizations for Implementation of the Restart Model**

## **Definitions**

A restart model is one in which a Local Educational Agency (LEA) converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education partner organization (EPO) that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any student from the school being closed who wishes to attend the new school.

What is a CMO?

A CMO is a organization that pursuant to a contract with a charter school board operates or manages charter schools by centralizing or sharing certain functions and resources among schools. In New York, any charter issued on or after September 1, 2010 may only contract with nonprofit organizations to operate or manage the school.

What is an EPO?

In New York, an EPO is a nonprofit organization that serves as the superintendent for a school pursuant to a contract entered into with the LEA as specified in Education Law 211-e. In many other states, the term “education management organizations” or EMOs is used. See **Appendix A** for the entire text of Education Law 211-e.

An EPO/CMO must have **proven** ability to turn around low-achieving schools, raise student achievement, and manage a whole school reform process. The LEA must demonstrate, with externally validated data, that the selected EPO or CMO has a track record of success in schools comparable to the one being restarted. The LEA can use Institutes of Higher Learning and other organizations as EPOs, provided that they have had significant experience in supporting low-performing schools and can highlight their proven record of engagement with these schools, and the resultant positive effects on student outcomes.

The EPO and CMO must, pursuant to its contract, direct, coordinate and oversee school improvement, human capital development, site-based governance, site-based budgeting and financial services, facilities, and instructional and non-instructional planning and implementation. At the school level, the EPO and CMO may also have responsibility to coordinate all other supporting partner organizations that provide services to a school.

**The New York State Education Department will not approve applications for Restart from LEAs using the EPO model unless the following minimum criteria are met:**

- The Restart EPO with which the LEA has contracted shall assume the powers and duties of the superintendent for purposes of implementing the educational program of the Restart School, and the Principal will report to and be under the direct supervision of the EPO. This governance relationship between the LEA, EPO and the school board or Chancellor as outlined in Education Law 211-e must be adhered to completely. The role of the EPO is not merely supportive but

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instead to create and institute a comprehensive school intervention plan that will lead to dramatic increases in student achievement.

- The LEA must demonstrate how the school will now have the capacity to significantly improve academic outcomes as a result of the expertise of the chosen EPO and the program implemented. A restart model that merely represents the evolution of the school's existing educational program and does not embody fundamental changes in school practice and organization is unlikely to be judged to have demonstrated such capacity for significant improvement and will not be funded.
- The LEA has implemented a "rigorous review process" for selecting the pool of CMO/EPO applicants for implementation of the Restart model. This process must be described in detail.
- The LEA must ensure, through agreement with collective bargaining units and its contracting process with selected EPOs that Commissioner's Regulation 100.2(o), and Education Law 3012-c, are being implemented in Restart schools in the 2011-2012 school year.
- The LEA must require the EPO to :
  - Create a mandatory professional development plan for all staff consistent with New York's approved Race to the Top application that ensures the effective implementation of the New York State standards, including the Common Core;
  - Include in this professional development plan activities that promote data driven instruction and inquiry; and,
  - Delineate for school staff and administrators how the professional development plan will inform and affect rigorous principal and teacher evaluations, as it may require mandatory additional professional development days and/or modified schedules for increased collaboration and planning.

**Purpose of the Addendum:**

The purpose of this addendum, **due on July 1<sup>st</sup>, 2011**, is to require LEAs with Restart model applications to provide SED with information on:

- The process the LEA used to select an EPO/CMO for each school from the pool of potential partners listed in the approved SIG application.
- The EPO/CMO selected for each restart model school, and how that EPO/CMO was matched to the needs of the school, as identified in the needs analysis required for the SIG application.
- The contract the district has entered to with the EPO/CMO, and information on how the contract is aligned with the requirements outlined in Education Law 211-e.
- The status of efforts to enroll students from the PLA school into either the new restart school or higher achieving schools in the district.

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- Community hearings and communications with staff, parents, and community of the restart school to explain school restart and the matching of the CMO/EPO with the identified school.

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**Part I: District Implementation Plan**

**Section A: District Process for Selection of Educational Partner Organizations (EPOs) or Charter School Management Organizations (CMOs) for Restart Model Implementation**

1. Describe the process used for identifying the pool of eligible Educational Partner Organizations or Charter Management Organizations for the identified schools in the LEA. Please include information on how the LEA assessed the fiscal and operational capacity and performance of the EPOs or CMOs.

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**Part I: District Implementation Plan, Section A (cont.):**

2. List the identified pool of Partners (EPO/CMO), with a brief summary of achievements or skill sets that highlight the partner’s capacity to promote dramatic increases in student achievement and manage a whole school reform model.

**Identification of Key Partner Organizations**

Lead Partner EPO or CMO		
Partner Organization Name and Contact Information	Description of Partner Organization (including EPO or CMO designation)	Names/ Titles of Key Project Leads

**Evidence of Partner Effectiveness**

(Please complete the chart below for each Partner Organization listed above)

Lead Partner EPO or CMO		
Partner Organization Name and Contact Information	Schools the partner has managed/ supported in the last three years (*include as attachments, trend-summary evidence of the academic success of each school, trend-summary evidence of partner’s fiscal performance)	References / Contracts (*include the names and contact information of school-based and district personnel who can provide additional validation of the successful performance of the partner in the increase of academic performance and turnaround of the identified schools)
	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
	7.	7.
	8.	8.
	9.	9.
	10.	10.

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**Part I: District Implementation Plan, Section A (cont.):**

3. If the district is planning to convert one or more of its persistently lowest-achieving public schools to a public charter school to fulfill the restart model, please use the chart below to describe how the district is meeting the following requirements for charter conversion:

<b>Requirement</b>	<b>Evidence of Requirement Fulfilled</b>
A central office or administrator who is responsible for charter school authorization and oversight must be in place, with experience and understanding of school choice and autonomies. This infrastructure must be responsible for all aspects of charter authorizing from application to contracting, monitoring, renewal decision-making and school closure.	
The district must use a charter school application process that is aligned with the new processes of the Board of Regents and the SUNY Board of Trustees, as well as be aligned with the practices of high functioning charter authorizers and the <i>Principles and Standards for Quality Authorizing</i> of the National Association of Charter School Authorizers.	
The LEA must follow the New York Charter Schools Act, including all timelines and timeframes.	

Additionally, for each charter, please describe how the charter application and proposed school governing board demonstrate the will, skill and capacity to launch and sustain a public charter school to the standards outlined in the Regents' new charter school application process:

<b>Charter</b>	<b>Evidence of will, skill, and capacity</b>

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4. Describe the district's process for matching PLA schools with EPO or CMO's from the pool of identified partners.

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**Part I: District Implementation Plan, (cont.):**

**Section B: District Support for EPO/CMOs**

Describe any district-level supports or technical assistance that will be provided to the EPOs or CMOs.

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**Part I: District Implementation Plan, (cont.):**

**Section C: District Plan for Informing and Involving Staff, Parents and Community of the Restart Plan**

Please describe the district's communication with the staff, parents and community of the restart school. Explain how the school will inform families of prospective students of the opportunity to enroll at the school and indicate the strategies the restart school will use to reach families that are traditionally less informed about educational choice options.

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**Part II: School Level Implementation Plan**

**Directions:** Please complete the following form for **each** persistently lowest-achieving Tier I or Tier II school within the LEA that will implement a Restart Model. **The District must complete Sections A, C, and E; and the EPO or CMO must complete Sections B, D, F, and G.**

**School:** \_\_\_\_\_

**NCES#:** \_\_\_\_\_

**Grades Served:** \_\_\_\_\_                      **Number of students:** \_\_\_\_\_

**Name of Educational Partnership Organization or Charter Management Organization that the district has contracted with to implement the Restart Model in the school listed above:**

\_\_\_\_\_

**Section A: School Summary**

**Directions:** In no more than two pages, the district must provide a brief summary of the PLA school, and how the program of the selected CMO or EPO matches the identified needs of the PLA school (as referenced in the SIG application).

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**Part II: School Level Implementation Plan (cont.)**

**Section B: EPO/CMO Summary**

**Directions:** In no more than two pages, the EPO or CMO must describe the restart school's mission, the key design elements of the educational program, and other unique characteristics of the program (if any), and provide evidence of the educational partnership organization or charter management organization's capacity to effectively oversee and manage the restart school.

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**Part II: School Level Implementation Plan (cont.)**

**Section C: Enrollment Projections**

**Directions:** In the table provided, the district must enter enrollment projections for the school, by year, for the first five years of operation.

Grades	Projected Enrollment Table				2017-2018
	2012-2013	2013-2014	2014-2015	2015-2016	
K					
1 <sup>st</sup>					
2 <sup>nd</sup>					
3 <sup>rd</sup>					
4 <sup>th</sup>					
5 <sup>th</sup>					
6 <sup>th</sup>					
7 <sup>th</sup>					
8 <sup>th</sup>					
9 <sup>th</sup>					
10 <sup>th</sup>					
11 <sup>th</sup>					
12 <sup>th</sup>					
Ungraded					
<b>Totals</b>					

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**Part II: School Level Implementation Plan (cont.)**

**Section C: Enrollment Projections**

**Directions:** Please describe how the enrollment projections contained in the chart above are aligned with the former PLA school's organization and enrollment. If they are not aligned, please provide the reasoning behind the district's decision to reorganize the school structure within the implementation of the restart model. Provide information on the actual or projected number and percent of students who currently attend the PLA school that will be enrolled in the restart school.

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**Part II: School Level Implementation Plan (cont.)**

**Section D: Serving the Population and Community of the former PLA school**

**Directions:** Please describe the population of students with disabilities, students who are English language learners, and students from households that are eligible for the federal free- and reduced-priced lunch program in the school district where you intend to operate the proposed school. Provide the number and percentage of actual or projected enrollment of these students in the restart school. Specifically describe the restart school's plans for their education, how the school's curriculum and approach to instruction will be designed or adapted to serve those students, and how their progress will be monitored.

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**Part II: School Level Implementation Plan (cont.)**

**Section E: Status of Contract Development Between LEA and EPO**

**Directions: Please only complete this section, if you have not yet entered into a contract with an EPO.** In the box below provide a summary of the status of development of the contract between the LEA and EPO, if the LEA intends to contract with an EPO, but has not yet signed a contract. Provide copies of draft or executed contracts, if available, or any other documents that best describe the scope and nature of the anticipated agreement between the LEA and EPO. Provide a timeline by which the LEA and EPO intended to finalize their agreement, including key milestones such as school board approval. Also, please provide information on particular school improvement strategies, such as mandated professional development for staff or extended school day, which may be included in the contract.

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**Part II: School Level Implementation Plan (cont.)**

**Section F: Capacity to Promote Dramatic Increases in Student Achievement**

**Directions:** The EPO or CMO must describe why they are likely to accomplish the following achievements within the PLA school:

- a. Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics;
- b. Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level);
- c. Increase the focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable);
- d. Utilize a variety of high-quality assessments to measure understanding and critical application of concepts;
- e. Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness; and,
- f. Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques.

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**Part II: School Level Implementation Plan (cont.)**

**Section G: Scope of Work for Intervention**

**Directions:** The EPO or CMO must provide a description of the core operational, programmatic, and SED required changes that it will make in the school as part of their contract with the district, as well as delineate the timeline for the proposed changes. Specifically, provide information on any collective bargaining agreement (CBA) changes that will occur as a result of the Restart Model, such as implementation of Education Law 3012-c; mandated professional development for staff; extended school day or year; etc.

	<b>Process for making change</b>	<b>CBA changes required?</b>	<b>Projected Timeline</b>
<b>SED Required Changes</b>			
Restart EPO/CMO must describe the process by which the school leader will be selected and provide justification if the current principal will be retained, citing qualifications to lead restart.			
Provide professional development to prepare for implementation of the Common Core Standards.			
Provide professional development around use of data for instructional and planning decisions.			
Implement Commissioner's Regulation 100.2(o), as consistent with Education Law 3012-c in 2011-2012, including			

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	<b>Process for making change</b>	<b>CBA changes required?</b>	<b>Projected Timeline</b>
in identified high schools.			
<b>Programmatic Changes</b>			
Screening of staff for rehire/ removal prior to start of school year.			
Extension of school day or year			
School governance structure			
<b>Changes to the school schedule to provide collaborative planning time</b>			
<b>Mandated professional development hours/days</b>			
<b>Other Changes</b>			

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**Part III: District Process for Holding EPO/CMO Accountable for Dramatic  
Increases in Student Achievement**

**Directions:** Provide a copy of the contract between the district and the EPO/CMO(s) that will “contain provisions authorizing the educational partnership organization to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to, making recommendations to the board of education on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar, all of which recommendations shall be consistent with applicable collective bargaining agreements. Such contract shall include district performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term. Such contract shall also address the manner in which students will be assigned to the school, the process for employees to transfer into the school, the services that the district will provide to the school, and the manner in which the school shall apply for and receive allocation and competitive grants”, as required by Education Law 211-e. Answer the questions below based on the terms of the contract.

**Section A: Performance Benchmarks**

What are the performance expectations and/or benchmarks for school operations and academic outcomes that the district has set for the EPO or CMO?

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**Part III: District Process for Holding EPO/CMO Accountable for Dramatic  
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**Section B: Contract Monitoring and Evaluation**

Describe the process by which the district will monitor the CMO/EPO's effectiveness and adherence to the contract. Please include information on the frequency and structure of the monitoring.

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**Part III: District Process for Holding EPO/CMO Accountable for Dramatic  
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**Section C: Cause for Termination of Contract**

Describe the reasons and the process by which the district would terminate the  
CMO/EPO's contract.

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**Appendix A**

**Education Law §211-e—Educational Partnership Organizations**

**(As added by Chapter 103 of the Laws of 2010, as proposed in Assembly Bill No. 11171 and Senate Bill No. S.7991, Effective May 28, 2010))**

§ 211-e. Educational partnership organizations.

1. The board of education of a school district, and the chancellor of the city school district of the city of New York, subject to the approval of the commissioner, shall be authorized to contract, for a term of up to five years, with an educational partnership organization pursuant to this section to intervene in a school designated by the commissioner as a persistently lowest-achieving school, consistent with federal requirements, or a school under registration review.

2. Notwithstanding any other provision of law, rule or regulation to the contrary, and except as otherwise provided in this section, such contract shall contain provisions authorizing the educational partnership organization to assume the powers and duties of the superintendent of schools for purposes of implementing the educational program of the school, including but not limited to, making recommendations to the board of education on budgetary decisions, staffing population decisions, student discipline decisions, decisions on curriculum and determining the daily schedule and school calendar, all of which recommendations shall be consistent with applicable collective bargaining agreements. Such contract shall include district performance expectations and/or benchmarks for school operations and academic outcomes, and failure to meet such expectations or benchmarks may be grounds for termination of the contract prior to the expiration of its term. Such contract shall also address the manner in which students will be assigned to the school, the process for employees to transfer into the school, the services that the district will provide to the school, and the manner in which the school shall apply for and receive allocation and competitive grants.

3. The board of education shall retain the ultimate decision-making authority over the hiring, evaluating, termination, disciplining, granting of tenure, assignment of employees serving in the school as well as with respect to staff development for those empowered to make recommendations to the board of education with respect to the scope of, and process for making modifications and additions to the collective bargaining agreement.

4. Where a recommendation is made by the educational partnership organization to the board of education pursuant to subdivision two or three of this section, and such recommendation is denied, the board of education shall state its reasons for the denial, which shall include an explanation of how such denial will promote improvement of student achievement in the school and how such action is consistent with all accountability plans approved by the commissioner for the school and the school district. Nothing in this subdivision shall be construed to prevent a board of education from denying a recommendation of the educational partnership organization based upon the board of education's determination that carrying out such recommendation would result in a violation of law or violation of the terms of an applicable collective bargaining

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agreement. If the board of education rejects a recommendation of the educational partnership organization to terminate a probationary employee assigned to the school or to deny tenure to an employee assigned to the school, it shall be the duty of the board of education to transfer such employee to another position in the school district within such employee's tenure area for which the employee is qualified, or to create such a position.

5. For purposes of this section the following terms shall have the following meanings:

(i) "educational partnership organization" means a board of cooperative educational services, a public or independent, non-profit institution of higher education, a cultural institution, or a private, non-profit organization with a proven record of success in intervening in low-performing schools, as determined by the commissioner, provided that such term shall not include a charter school;

(ii) "board of education" means the trustees or board of education of a school district, or, in the case of a city school district of a city having a population of one million or more, the chancellor of such city district;

(iii) "school district" means a common, union free, central, central high school or city school district, other than a special act school district as defined in section four thousand one of this chapter.

(iv) "superintendent of schools" means the superintendent of schools of a school district, and, in the case of a city school district of a city having a population of one million or more, a community superintendent and the chancellor of such city district when acting in the role of a superintendent of schools.

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