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| District of Columbia Public Charter School Board |
| **2012-2013 Charter Renewal Guidelines** |
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*Application for Charter Renewal for Public Charter Schools in the District of Columbia*

District of Columbia Public Charter School Board

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**DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD**

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**Mission**

The Board’s mission is to provide quality public school options for D.C. students, families, and communities through:

* A comprehensive application review process;
* Effective oversight;
* Meaningful support; and
* Active engagement of its stakeholders.

**Vision**

The Board’s vision is to lead the transformation of public education in DC, and serve as a national role model for charter authorizing and accountability.

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DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD MEMBERS

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**Brian W. Jones, J.D., Chair**

Brian W. Jones is Senior Vice President and General Counsel of Strayer University, a provider of postsecondary education to working adults on 96 campuses in 26 states and through online learning programs. Before joining Strayer, he co-founded Latimer Education, Inc., an early stage venture-backed company partnering with historically black colleges and universities to provide African-American students with high quality online postsecondary education opportunities. He served as General Counsel at the U.S. Department of Education from 2001 to 2005.

**John "Skip" McKoy, Vice Chair**

John “Skip” McKoy is Director of Programmatic Initiatives at Fight for Children. He has a strong background in urban planning and community development and oversees Fight For Children’s strategic focus on improving health and educational outcomes for DC children ages 3 and 4. He works closely with local community, business, education and government leaders to develop collaborative strategies aimed at improving the quality of life of underserved children in the National Capital Region. Prior to this role, he held executive positions at the Anacostia Waterfront Corporation, DC Agenda, Lockheed Martin and in the D.C. Government. He is the Chair of the State Early Childhood Development Coordinating Council and an advisor to the DC Fiscal Policy Institute and The Community Partnership for the Prevention of Homelessness.

**Emily Bloomfield, Member**

Emily Bloomfield works as a consultant and is leading a start-up initiative to address the educational needs of pre-teens and teens in foster care. She also serves on the board of the DC College Success Foundation. Most recently, she was a Senior Policy Advisor at Stand for Children. Her previous education experience includes serving as an elected member of the Board of Education in California’s Santa-Monica-Malibu Unified School District, where she was Vice-President and Board President. She has worked as a product manager for CitySearch, a Senior Associate in marketing and strategic planning at the Los Angeles Times and as a Senior Economist at LMC International.

**Sara Mead, Member**

Sara Mead is a Principal at Bellwether Education Partners, where she focuses on thought leadership as well as strategic advising. Her work on federal education policy, charter schools, preschool and gender in education has been featured in numerous media outlets including *The Washington Post*, *The New York Times* and *USA Today*, and she has made television and radio appearances on CBS, ABC News and National Public Radio. Before joining Bellwether, she directed the New America Foundation’s Early Education Initiative. She has also worked for Education Sector, the Progressive Policy Institute and the U.S. Department of Education.

**Don Soifer, Member**

Don Soifer is a co-founder and Executive Vice President of the Lexington Institute, where he directs domestic policy research programs on education, energy and other topics for the Arlington, VA-based nonpartisan think tank. His education policy work, including research on higher education finance, special education and closing the achievement gap for English language learners, has been published in numerous media outlets including *The New York Times*, *The Washington Post*, *USA Today* and *The New York Daily News*. He has testified before Congress on his research and makes radio and television appearances on Fox News, Fox Business and Wisconsin Public Radio. He serves on several advisory and governing boards for government and nonprofit organizations.

**Darren Woodruff, Ph.D., Member**

Darren Woodruff is a Principal Research Analyst at the American Institutes for Research, where he works in a variety of research and consulting capacities on issues related to school improvement, supports for at-risk youth and eliminating disproportionality in special education.  Before joining AIR, he evaluated schools implementing the Comer School Development Program, and he has also served as a teacher and counselor at the elementary, high school and college levels.  He received his Ph.D. in educational psychology from Howard University, and has written and presented on culturally responsive instructional practices. He co-authored a chapter in the Harvard report, *Racial Inequity in Special Education,*and also co-authored *Using School Leadership Teams to Meet the Needs of English Language Learners*.

LETTER FROM THE BOARD CHAIR

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

September 2012

Dear DC Public Charter School Leader,

As you are aware, the charter issued to you in 1997 will expire this year.  Pursuant to the School Reform Act, Section 38-1802.12, PCSB staff will, over the coming months, be reviewing your school in order to make a recommendation to PCSB Board about charter renewal.

An important step in this process is your submission to PCSB of a charter renewal application. Attached are guidelines for submitting this application, as well as an overview of the review process.

While the law calls for this application to be submitted "not later than 120 days nor earlier than 365 days before the expiration of the charter" we would ask that, if at all possible, you provide us with this document by November 16 at the latest.

We appreciate your commitment to quality educational opportunities for DC residents.

Sincerely,



Brian W. Jones

Chair

2012-2013 CHARTER RENEWAL TIMELINE

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September 17, 2012 Release of Charter Renewal Guidelines

November 16, 2012 Recommended deadline for submitting charter renewal applications

November – December 2012 Board conducts Qualitative Site Reviews and Special Education Reviews

November 30, 2012 PCSB deadline to notify schools of right to an informal hearing

December 14, 2012 Deadline to provide written request for informal hearing to the Board

December 18-21, 2012 Informal hearings held (for schools that requested an informal hearing between November 30-December 7)

January 8-11, 2013 Informal hearings held (for schools that requested informal hearing between December 10-14)

Board Meeting of Target for renewal decisions

January 21, 2013

March 1, 2013 Proposed updates to charter due for   
next 15-year term

*Note: Dates may vary for schools submitting renewal applications after the suggested deadline.*

FREQUENTLY ASKED QUESTIONS

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1. **Which schools are required to go through charter renewal?**

Public charter schools whose charters are set to expire at the end of the 2012-2013 school year may submit an application for charter renewal as set forth in the School Reform Act§38-1802.12. These schools are: Community Academy, Carlos Rosario, Cesar Chavez, Friendship, Maya Angelou, SEED, Washington Math Science Technology, EW Stokes, and IDEA.

1. **Does the charter renewal process apply to public charter schools formally authorized by the D.C. Board of Education?**

Yes. The charter renewal process ***is*** applicable to public charter schools originally authorized by the former D.C. Board of Education (“BoE”). As an eligible charter authorizer, the Public Education Reform Amendment Act of 2007 granted the Board the authority to oversee former BoE public charter schools. Accordingly, former BoE public charter schools are subject to the same charter renewal process based on the expiration dates of their charter terms.

1. **Will the Board consider granting extensions to public charter schools that may not be prepared to submit an application for charter renewal at the end of its charter term?**

No. A public charter school’s charter agreement (contract) remains in force for fifteen years. Public charter schools can only be granted charter renewal (extensions) by applying for charter renewal.

1. **What, if any, technical assistance will be provided to complete the charter renewal application?**

PCSB staff is available to provide technical assistance or to discuss the renewal process with charter school operators (school leaders, executive directors, board members, etc.) responsible for submitting the renewal.

1. **How will past reviews factor into the Board’s decision about charter renewal?**

The Board will review available performance data (academic, governance, financial, compliance, etc.) as important context in its renewal decision.

OVERVIEW OF CHARTER RENEWAL GUIDELINES

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**Legal Requirements for Charter Renewal**

Pursuant to the School Reform Act (the “SRA”), to apply for charter renewal, a school must submit an application to the Board that includes the following information:

* A report on the progress of the public charter school in achieving the goals, student academic achievement expectations, and other terms of the approved charter;
* All audited financial statements for the public charter school for the preceding 4 years; and
* The articles of incorporation and bylaws of the nonprofit corporation operating the charter school, which shall contain provisions satisfying the requirements of SRA §38-1802.13a.

The SRA provides that the Board shall approve the application for charter renewal filed in accordance with the above requirements unless the Board determines that:

* The school committed a material violation of applicable laws or a material violation of the conditions, terms, standards, or procedures set forth in its charter, including violations relating to the education of children with disabilities; or
* The school failed to meet the goals and student academic achievement expectations set forth in its charter.

In addition, SRA §38-1802.13(b) requires the Board to revoke a charter at any time if it determines that the school:

* Has engaged in a pattern of nonadherence to generally accepted accounting principles;
* Has engaged in a pattern of fiscal mismanagement; or
* Is no longer economically viable.

**Charter Renewal Decision Process**

The Board’s decision on charter renewal will be made according to the standards for renewal and revocation described above.

**PREPARING YOUR APPLICATION FOR   
CHARTER RENEWAL**

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**Contents**

Schools eligible for consideration for 15-year charter renewal must submit the following items:

**Part 1 (Recommended Due Date November 16, 2012)[[1]](#footnote-1)**

1. Cover Sheet
2. Table of Contents
3. Information Sheet and Request for Renewal
4. Executive Summary
5. Current School Information
6. Narrative Review of 1997-2013 Charter Performance
7. Appendices (if applicable)

**Part 2 (Recommended Due Date March 1, 2013)**

1. Cover Sheet
2. Table of Contents
3. Executive Summary
4. Narrative of Proposed Charter Updates
5. Appendices (if applicable)

**Instructions for Schools with Multiple Campuses**

Schools with multiple campuses are required to submit information for their overall organization as well as for each individual campus. When submitting the narrative responses and responding to the requests for information, the school must answer or provide information for each campus as well as the charter in aggregate. If it is possible to answer a question once for all campuses, please indicate such in the response.

In the case of schools operating multiple campuses, the Board may choose to visit one or several campuses when performing the Qualitative Site Review during the renewal year.

**Format**

Follow the format requirements below when completing each part of the charter renewal process:

* Submit all narrative portions of the renewal application to the Board on 8½ by 11-inch paper with one-inch margins.
* Submit all narrative portions of the renewal application using 12-point font.
* Include labeled tabs to separate each section of the charter renewal application and the appendices.
* Include page numbers in the bottom right-hand corner of the footer of each page of the charter renewal application.
* Include the school name in the bottom left-hand corner of the footer of each page of the charter renewal application.
* Submit both a hard copy and an electronic version of the application.
* For single campus LEAs, limit the overall length of Part 1’s executive summary and narrative responses to 25 pages, and Part 2’s executive summary and narrative responses to 25 pages. For multi-campus LEAs, limit the overall length of Part 1’s executive summary and narrative responses to 40 pages, and Part 2’s executive summary and narrative responses to 40 pages.

The narrative responses in the application should be concise and limited to a discussion relevant to the questions presented. If necessary, the applicant may include additional material or information that may help the Board to better assess the application’s narrative portion. This additional information or material should be included in the appendices and will count toward the overall 50 or 80 page limit.

**Instructions for Submitting Your Application for Charter Renewal**

Submit one hardcopy of the charter renewal application to the Board at the following address:

D.C. Public Charter School Board

3333 14th Street, NW, Suite 210

Washington, DC 20010

Phone: (202) 328-2660

Upload one Microsoft Word-compatible electronic copy of the charter renewal application through AOIS. The electronic version must be an exact copy of the paper version, and budgeting files must be presented in Microsoft Excel.

CHARTER RENEWAL APPLICATION

REQUIRED TABLE OF CONTENTS

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Part One: Application for Charter Renewal**

1. Applicant Information Sheet and Request for Renewal
2. Executive Summary
3. Required Documentation
   1. Articles of Incorporation
   2. By-Laws
   3. Audited Financial Statements from the Past Four Years
4. Review of 1997-2013 Charter Performance
   1. Criterion 1: Fulfillment of Charter Goals
   2. Criterion 2: Fulfillment of Student Academic Achievement Expectations
   3. Criterion 3: Compliance with Applicable Laws
      1. General Laws
      2. Special Education Laws
      3. Financial Laws
5. Appendices (if applicable)

**Part Two: Proposed Updates to Charter for Next 15-year Term**

* 1. Executive Summary
  2. Narrative of Proposed Charter Updates (if applicable)
  3. Update 1: Mission and Vision Statements
  4. Update 2: Charter Goals
  5. Update 3: Student Academic Achievement Expectations
  6. Update 4: Compliance with Applicable Laws
  7. Update 5: Revisions to School Discipline Policy
  8. Update 6: Other Proposed Revisions
  9. Appendices (if applicable)

APPLICANT INFORMATION SHEET   
AND REQUEST FOR RENEWAL

**Name of School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address of School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Board of Trustees’ Certification Statement:**

*I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, hereby certify that the information submitted in this Application for Charter Renewal is accurate to the best of my knowledge and that this Application has been reviewed by the school’s Board of Trustees.*

**Authorized Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*(Must be a member of the Board of Trustees and not serving as a consultant or affiliated with an educational service provider.)*

**Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Daytime Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of Educational Service Provider *(if applicable*):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

PART ONE:  
CONTENTS OF APPLICATION  
FOR CHARTER RENEWAL

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In considering whether to renew a school’s charter, the Board will review the following documents, narrative responses, and the narrative produced by Board staff describing the results of its own independent review (including school visits and other data gathering and observations) assessing the school against the renewal criteria in the School Reform Act.

**Executive Summary**

In no more than five pages, provide a brief descriptive narrative summary of the key features of the Application for Charter Renewal (the “Application”). This executive summary will be considered a public document and will be used by PCSB as public information during public hearings and in response to queries from the public about applications.

**Required Documentation**

*Note****:*** *If updated versions of these documents have been uploaded onto AOIS, please indicate so in your Application.[[2]](#footnote-2) These documents will not count towards the Application’s page limits.*

### Request 1: Articles of Incorporation

Provide a copy of your school’s articles of incorporation, as required by SRA § 38-1802.12(b)(3).

### Request 2: Current By-Laws

Provide a copy of your school’s current by-laws, as required by SRA § 38-1802.12(b)(3).

### Request 3: Audited Financial Statements

Provide all audited financial statements for your school for the preceding four years, as required by SRA § 38-1802.12(b)(2).

# Narrative Responses to Application Criteria

**Criterion 1: Fulfillment of Charter Goals**

Describe the academic, non-academic, and organizational goals included in your charter or subsequent amendments. Describe the extent to which the school has met these goals, using specific measures, where available.

**Academic Goals.** Academic goals differ from academic achievement expectations (Criterion 2, described below) in that they are academic performance measures not measured by testing. The school may have chosen to set academic goals for, among other things:

* Student achievement in terms of school’s educational focus;
* A target percentage for student promotion and/or graduation; and
* For schools with vocational programs, percentage of students earning an industry-recognized certificate.

**Non-Academic Goals**. The school may have chosen to set non-academic goals for, among other things:

* Attendance and re-enrollment rate;
* Graduation rates;
* College acceptance, college persistency and college completion rates;
* Student extracurricular participation; and
* For schools with vocational programs, percentage of students employed within three months of graduation.

**Organizational Goals**. The school may have chosen to set organizational goals for, among other things:

* Teacher retention; and
* Parent, teacher, and student satisfaction with the school.

In this section, include any information that will assist the Board in determining whether the school has met the goals set forth in its charter, including information that addresses any corrective action the school has taken to reach these goals as set forth in the charter.

In addition to the above narratives, the Board will separately review the school’s charter to identify goals. If there is any question as to whether or not to include a goal in the Application, or whether a statement made in the school’s charter should be interpreted as a goal, please seek technical assistance from PCSB.

**Criterion 2: Fulfillment of Student Academic Achievement Expectations.**

Using performance metrics from past and current accountability systems, summarize the school’s academic performance over the current fifteen-year charter term (1998-2013) and discuss how the school has met the student academic achievement expectations set forth in its charter and subsequent amendments and PCSB-approved accountability plans.

For elementary, middle, and high schools, include a description of how the school has met its student academic achievement expectations across the following areas for all students, including students with disabilities and English Language Learners:

* Percentage of students achieving proficient or advanced performance on the SAT-9 and DC-CAS exams as well as other assessments used to measure student proficiency as described in the charter Application and amendments;
* Student growth in proficiency on the state assessment as well as other assessments used to measure student growth as described in the charter Application and amendments;
* College readiness as demonstrated by PSAT/SAT scores, AP exams scores; and
* Student performance on mission-related measures (e.g., science, technology, bilingualism, performing arts, math).

For early childhood, adult/GED, and special education schools, include a description of how the school has met its student academic achievement expectations across the following areas:

* Percentage of students demonstrating progress/achievement in literacy and mathematical assessments;
* Percentage of students demonstrating proficient or advanced performance on mission-related measures; and
* Percentage of students demonstrating growth on mission-related measures; and
* Gateway readiness as demonstrated by performance on school-specific exit or milestone measures, as applicable.

### Criterion 3: Compliance with Applicable Laws.

**General Laws**

* Summarize the school’s compliance with the applicable laws included below during the 1998-2013 charter term. Discuss any actions taken to correct or improve compliance if such measures were necessary.
  + **Health and Safety:** *see* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.;*
  + **Enrollment Data:** *see* SRA §38-1802.04(c)(12);
  + **Maintenance and Dissemination of Student Records:** *see* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.*(compulsory school attendance); D.C. Code §31-501 *et seq.*(immunization of school students); D.C. Code §31-601 *et seq.*(tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
  + **Compulsory Attendance Laws**: *see* D.C. Code §38-201, *et seq*.
  + **Title I of the Elementary and Secondary Education Act:** if it is expected that the proposed school will receive any Title I funds, describe how District and Federal requirements for the use of these funds will be met;
  + **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** *see* SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
  + **Other:** describe any issues and corrective actions with respect to any other applicable laws.

**Special Education Laws**

* To ensure compliance with special education laws, including **Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. §1411, *et seq*.)** and **Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. §794)**, PCSB will conduct a desk audit of the school’s documentation supporting compliance with all applicable Special Education laws. PCSB will collect and review all such documentation uploaded into the AIOS system, as well materials that the school has submitted to OSSE. Following this review, PCSB may request that the school submit additional documentation supporting special education compliance. Following this desk audit, PCSB may choose to conduct an on-site visit to further investigate compliance with all special education laws.

**Financial Laws**

* To ensure compliance with SRA §38-1802.04(c)(1), which describes required procedures for reporting procurement contracts equal to or exceeding $25,000, please provide a list of all individuals and organizations (other than school employees) that have received $25,000 or more in payments over the past two fiscal years. Note that affiliated organizations (for example, two organizations with the same parent company) or related individuals (within the same family) that have received $25,000 or more in payments over the past two fiscal years should be included in this list. If there are organizations receiving over $25,000 in payments for which a procurement report should have been made to PCSB but was not, please submit these reports along with the petition.
* Describe how the school’s financial management procedures demonstrate compliance with SRA §38-1802.04(c)(11)(ix) and (xi), regarding procedures for annual audits and donations, and ensures fiscal soundness, as required by SRA §38-1802.13(b).

PART TWO:  
PROPOSED UPDATES TO CHARTER   
FOR NEXT 15-YEAR TERM

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A school's submission of Part Two will be considered a starting point from which PCSB and the school can work together to set goals and academic achievement expectations to be included in the school’s 2013-2028 charter.

**Executive Summary**

In no more than five pages, provide a brief descriptive narrative summary of the proposed updates for the school’s next 15-year charter. This executive summary will be considered a public document and will be used by PCSB as public information during public hearings and in response to queries from the public about applications.

**Updated School Information: Request for Documents**

*Note****:*** *If updated versions of these documents have been uploaded onto AOIS, please indicate so in your Application.[[3]](#footnote-3)These documents will not count towards the Application’s page limits. If any changes are proposed to these documents, please also include a narrative description describing such changes.*

### Request 1: Updated Articles of Incorporation

Provide a copy of your school’s updated articles of incorporation, or refer to the updated document on AIOS, if changes have been made to it for the proposed 2013-2028 charter term.

### Request 2: Updated By-Laws

Provide a copy of your school’s current by-laws, or refer to the updated document on AIOS, if changes have been made to it for the proposed 2013-2028 charter term.

### Request 3: Five-Year Budget

Provide a five year budget for 2013-2018, or refer to such a document on AIOS. (See Appendix C for a budget template.)

# Narrative Responses Detailing Proposed Charter Updates

# Update 1: Mission and Vision.

If your school’s mission and vision statements have changed since the charter was granted, in no more than three pages, provide a proposed updated mission and vision statement applicable to the school’s next charter term (2013-2028). Provide a narrative description of how the mission and vision statements will serve the students in your school. Describe how the school’s mission and vision is achieved through the school’s educational focus, if any, as well as programs that will be implemented to pursue such a focus.

**Update 2: Goals. [See SRA §§ 38-1802.02(1), 38.1802.02 (3), and 38.1202.02(5)].**

Schools seeking a charter renewal are required to describe their goals for the coming 15-year charter term. If the school’s educational focus is being revised, new goals should reflect this new focus.  
  
**Academic Goals.** The school may choose to set academic goals for, among other things:

* Student achievement in terms of school’s the educational focus;
* A target percentage for student promotion and/or graduation; and
* For schools with vocational programs, percentage of students earning an industry-recognized certificate.

**Non-Academic Goals**. The school may choose to set non-academic goals for, among other things:

* Attendance and re-enrollment rate;
* Graduation rates;
* College acceptance, college persistency and college completion rates;
* Student extracurricular participation; and
* For schools with vocational programs, percentage of students employed within three months of graduation.

**Organizational Goals**. The school may choose to set organizational goals for, among other things:

* Teacher retention; and
* Parent, teacher, and student satisfaction with the school.

**Update 3: Student Academic Achievement Expectations.**

Schools seeking a charter renewal are required to describe their student academic achievement expectations for the coming 15-year charter term. PCSB has adopted the Performance Management Framework (“PMF”) as a means of measuring both student academic achievement as well as certain other key indicators for all schools serving grades 3-12 (see Appendix A for description of PMF). There is also a pilot program for measuring student achievement in grades PK -2 (described in Appendix B).

Schools are encouraged, though not required, to elect to use the PMF in setting its student academic achievement expectations. If the school chooses not to use PMF, the school is encouraged to create student academic achievement expectations that meet or exceed the ambition of the PMF and that incorporate rigorous nationally-recognized assessments or examinations (e.g. NWEA, Terra Nova).

1. **Guidelines for Schools Electing to Use the PMF in Setting Student Academic Achievement Expectations.**
2. Set individual expectations for each grade span (early childhood, elementary/middle, and high school) you plan to serve over the life of the charter.[[4]](#footnote-4) Academic Achievement Expectations must meet the minimum requirements established in the standard PMF.

* For early childhood, use the PMF Early Childhood Guide to develop and list academic targets for all grades in this grade span.
* For grades 3-8, use the PMF Guide for Standard Schools to develop at least two expectations that address PMF overall percentage score and/or tier.
* For high school, use the PMF Guide for High Schools to develop at least two expectations that address PMF overall percentage score and/or tier.

1. List additional expectations that are not covered by the PMF. Such expectations, wherever possible, should be specific and described in a way that PCSB can feasibly measure or determine progress against the expectations.

Note: All goals and student academic achievement expectations should have a time element (annual, two-year, five year) – e.g. a school may have one PMF percentage score after two years and a higher score after five years.

Note: Schools using PMF percentages or tiers acknowledge that the methodology for calculating the PMF may change from time to time (though always via a process that considers public comment).

1. **Guidelines for Schools Not Electing to Use the PMF in Setting Student Academic Achievement Expectations.**

Schools are requested (but not required) to list expectations in the following categories. Schools intending to operate multiple grade spans during the life of the charter should identify separate expectations for each grade span, recognizing that tested grades are 3-8 and 10. All expectations, wherever possible, should be specific, include a time element and be described in a way that PCSB can feasibly measure or determine progress towards the expectation.

**Category 1: Student Performance and Assessments.**

1. How will student achievement and growth be measured in each subject area and within each grade span? For example:

* Results on the state assessment (DC-CAS or PARCC).
* Results on the school’s chosen assessment mechanism, such as the NWEA or Terra Nova).
* Individual student growth on the DC CAS and/or the school’s chosen assessment mechanism for students who have taken it more than once (measured as median growth, or movement between categories such as Basic to Proficient).
* For non-tested grades, specific measures of academic proficiency using widely-used normed assessments.

**Category 2: Gateway Measures**. For example:

1. What core standards, skills, or accomplishments must be achieved to maximize the likelihood of future success? What are specific expectations around these? (For example, 90% of 9th graders will have sufficient credits to graduate on time, or 60% of 4th graders will test proficient on the ELA section of the DC CAS). SAT, AP/IB, PSAT, and ACT scores and passage rates are also useful gateway measures for high school.

# Update 4: Legal Compliance.

**General Laws**

* If the school had issues with legal compliance in the 1998-2013 charter term, discuss any new procedures or actions that will be taken to correct or improve such issues with respect to the following laws.
  + **Health and Safety:** *see* SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010;compliance of facilities with Americans with Disabilities Act and DC Fire Prevention Code, *see* D.C. Code §6-501 *et seq.;*
  + **Enrollment Data:** *see* SRA §38-1802.04(c)(12);
  + **Maintenance and Dissemination of Student Records:** *see* SRA, Parts B and D, and other applicable laws, including D.C. Code §31-401 *et seq.*(compulsory school attendance); D.C. Code §31-501 *et seq.*(immunization of school students); D.C. Code §31-601 *et seq.*(tuition of nonresidents); and D.C. Code §29-501 *et seq.* (non-profit corporations);
  + **Compulsory Attendance Laws**: *see* D.C. Code §38-201, *et seq*.
  + **Title I of the Elementary and Secondary Education Act:** if it is expected that the proposed school will receive any Title I funds, describe how District and Federal requirements for the use of these funds will be met;
  + **Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia:** *see* SRA §§ 38-1802.02(11); 38-1802.04(c)(5); and
  + **Other:** describe how the public charter school will meet any other applicable laws.
* Complete a self-assessment regarding the school’s past compliance with special education laws. Guidelines for this self-assessment will be published by September 24, 2012, and the completed self-assessment will be due to PCSB on March 1. This self-assessment, the desktop audit, and possible site visit will all be used in helping the school and PCSB determine a school’s special education goals and academic expectations for its 2013-2028 charter.

**Update 5: Revisions to School Discipline Policy.**

Describe any updates and changes to the school’s discipline policy to ensure the health and safety of all students and staff and to ensure compliance with applicable law. Include a discussion about how, according to the school’s discipline policy, the school will comply with IDEA and other applicable laws and court rulings protecting students with disabilities and ensuring due process.

**Update 6: Other Proposed Revisions.**Describe any other proposed revisions to the school’s 2013-2028 charter.

APPENDIX A

**Performance Management Framework Overview[[5]](#footnote-5)**

The SRA grants PCSB authority to hold District of Columbia public charter schools accountable for fulfilling their duties and obligations under the Act. To this end, PCSB has developed a Performance Management Framework (“PMF”) to evaluate the academic performance of public charter schools annually.

**Academic Elements of School Performance**

For K-12 schools, PCSB has developed an academic evaluation framework based on four core indicators:

* + - 1. **Student Progress**. Median growth percentiles for math and reading based on individual student DC-CAS performance.
      2. **Student Achievement**. Percent of students scoring at least Proficient and those scoring Advanced on the DC-CAS for math and reading. (For high schools, ratio of number of passing Advanced Placement scores for the entire population to number of seniors is also required.)
      3. **Gateway Measures.**
    1. For 3rd-5th grades: percent of students scoring at least Proficient in third grade reading on the DC-CAS
    2. For 6th-8th grades: percent of students scoring at least Proficient in eighth grade math on the DC-CAS
    3. For high schools:
* Graduation rate based on incoming 9th grade cohort, as defined by OSSE statewide graduation standards
* Percentage of 11th grade students scoring 80+ in combined math and verbal sections of the PSAT
* Percentage of 12th grade students scoring 800+ on combined math and verbal sections of the SAT
* Percentage of seniors accepted to college
  + - 1. **Leading Indicators**.
         1. Attendance: ratio for entire population, written as a percentage, of days present (inclusive of excused absences) to days enrolled
         2. Re-enrollment: percentage of eligible students who re-enroll
         3. For high schools: percentage of 9th grade students on-track to graduate in 4 years, based on OSSE guidelines for completed Carnegie Units and required courses

Different weights will be assigned to each indicators depending on the school’s grade span.

Elementary and Middle School (3-8) Academic Elements Framework

|  |  |
| --- | --- |
| **Academic Indicator** | **Weight** |
| Student Progress | 40% |
| Student Achievement | 25% |
| Gateway Measures | 15% |
| Leading Indicators | 20% |

High School (9-12) Academic Elements Framework

|  |  |
| --- | --- |
| **Academic Indicator** | **Weight** |
| Student Progress | 15% |
| Student Achievement | 30% |
| Gateway Measures | 30% |
| Leading Indicators | 25% |

Academic Evaluation for Non-Standard Schools

Non-standard schools, including schools offering adult education, and schools specializing in special education, develop specialized accountability plans with PCSB to measure evaluate academic achievement. For purposes of this application, a non-standard school should choose between 5-9 targets, based on the following guidelines.

|  |  |
| --- | --- |
| **Academic Indicator** | **Criteria** |
| Student Progress | * Can be curriculum-based or standardized; PCSB prefers standardized measures * Targets must assess a cross-section of students in programs |
| Student Achievement | * Can be curriculum-based or standardized; PCB prefers standardized measures * Targets must assess a cross-section of students in programs |
| Gateway Measures | Optional |
| Leading Indicators | * Re-enrollment (optional) * Attendance (optional) |

**APPENDIX B**

**Early Childhood Performance Management   
Framework Pilot Program[[6]](#footnote-6)**

This year, PCSB is introducing a pilot of the Early Childhood Performance Management Framework, which is based on four core indicators: progress, achievement, leading indicators, and mission-specific. Early childhood institutions are asked to choose between 5-7 targets total, depending on grade levels served:

* *Pre-K-2nd schools.* **7 targets:** 2 progress, 2 achievement, 2 leading indicators, 1 mission specific (or additional progress target if no mission specific target)
* *Pre-K-K schools*. **6 targets**: 2 progress, 1 achievement, 2 leading indicators, 1 mission specific (or additional progress target if no mission specific target)
* *Pre-K only schools*. **5 targets**: 2 progress, 1 leading indicator, 1 mission specific (or an additional progress target instead if no mission specific)

**Measuring Achievement According to the Four Indicators**

Achievement according to each of the four indicators will be measured as follows.

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator** | **Domains** | **Number** | **Metric** |
| Progress (PK, K-2nd) | Literacy/ language  \*math optional | 2-3 | Target range: 60-100% |
| Achievement (1-2nd)  *\*K optional* | ELA and/or Math  \*Math optional in pilot year, mandated future years | 2 | Target range: 60-100% |
| Leading Indicators (PK, K-2nd) | Attendance | 2 | PK: 88%; K-2: 92% |
| Mission Specific/Social Emotional  (PK-2nd, optional span) | 1- Optional | | Target range: 60-100% |

**APPENDIX C**

PROJECTED BUDGET TEMPLATE

# \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | |  |  | |  | | **Year 1** | | |  | | **Year 2** | |  | | **Year 3** | |  | | **Year 4** | | |  | | **Year 5** | |
| **REVENUES** | |  |  | |  | |  | | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Per Pupil Charter Payments | | | | | | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Federal Entitlements | | | | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Income from Grants and Donations | | | | | | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Activity Fees | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Other Income | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | **TOTAL REVENUES** | | | | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
| **EXPENSES** | |  |  | |  | |  | | |  | |  | |  | |  | | | |  |  | |  | |  | |
|  | Personnel Salaries and Benefits | | | | | | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Direct Student Costs | | | | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Occupancy | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | Office expenses | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | General Expenses | | |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  |  |  |  | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |
|  | **TOTAL EXPENSES** | | | | |  | |  | |  | |  | |  | |  | |  | |  | | |  | |  | |

1. At latest, the application for renewal must be submitted 120 days before the expiration of the school’s charter. [↑](#footnote-ref-1)
2. The school’s articles of incorporation or by-laws must have been updated to comply with SRA § 38-1802.13a(c)(1). [↑](#footnote-ref-2)
3. The school’s articles of incorporation or by-laws must have been updated to comply with SRA § 38-1802.13a(c)(1). [↑](#footnote-ref-3)
4. See Appendix B for an overview of the pilot PMF Early Childhood framework, and refer to https://pcsb-pmf.wikispaces.com/ for more detailed guidelines. [↑](#footnote-ref-4)
5. For a more detailed explanation of the PCSB Performance Management Framework, please see https://pcsb-pmf.wikispaces.com. [↑](#footnote-ref-5)
6. *Note: The Early Childhood Performance Management Framework is tentative, pending PCSB approval on September 17, 2012. More information will be available at https://pcsb-pmf.wikispaces.com.*  [↑](#footnote-ref-6)