The Board’s vision is to enable D.C. students to realize their full potential by supporting the creation of excellent charter schools.

The Board’s mission is to foster the growth of successful learning environments in charter schools through:

- a comprehensive application review process;
- effective oversight;
- meaningful support; and
- active engagement of our stakeholders.
THE 2005-2006 FISCAL YEAR was again an eventful period for the D.C. Public Charter School Board (PCSB). The number of PCSB-authorized charter schools increased to 34, serving more than 13,000 students citywide; four schools underwent their five-year charter review, with one school closing due to charter revocation; and five schools were authorized to open this fall. Board members and staff engaged in collaborative efforts with a wide array of local stakeholders, seeking to maximize the opportunities and resources available to D.C. schools and students. Local and national leaders are focusing more intensely on this city’s public education sector, and have been very receptive to the insights and suggestions offered by PCSB members.

Reflecting on past outcomes and current realities, we have refined our application and monitoring processes. By eliminating the second stage of the application review process, we have raised the standards for charter applicants, requiring submissions to be fully responsive in the first stage, thereby increasing the probability of success early in each school’s development. We expect that new charter school founders will have learned the lessons of the pioneers, and will carry the movement to new levels of achievement. Our monitoring and charter review processes have also been modified to reflect the maturation of the schools and our increased expectations for performance outcomes. Schools with consistently high performance will undergo fewer reviews, and those with greater challenges will receive more technical assistance and oversight.

Acquisition of adequate and affordable facilities remains an issue, but some progress has been made. With the announcements from the DC Board of Education regarding the surplus and under-utilized DCPS properties, we hope that charter schools will have more access to these properties, for their own use or for co-location with DCPS. This can certainly reduce the potential costs of acquiring properties in the private sector, as well as keep the funds for these facilities within the DC public education system.

As the charter school movement matures in DC, it may also prove beneficial to consider the possibility of mergers and acquisitions between charter schools, as some amount of consolidation is likely after the rapid growth of charter schools in the past decade: such a step could become a viable alternative to revocation for schools that struggle to achieve targeted results.

In the ten years since the D.C. School Reform Act was amended to create the PCSB, the role of charter schools in the public education sector has changed dramatically. Nearly a quarter of all public school students attend public charter schools. Existing schools are expanding and new applicants are being approved, in response to parent demand and community support. PCSB members and staff will continue to work with elected, educational and community leaders throughout the city, as we all adapt to the constant change and forward movement that will ultimately benefit the students and citizens in this city. We are pleased to see that as local leaders continue to invest in the city’s development, they have not lost sight of one of the most important investments in this city’s future prosperity – the children.
A FOND FAREWELL AND THANK YOU TO DR. HOPE HILL
Board and staff members bid a fond farewell to founding board member Dr. Hope Hill in 2006. Dr. Hill contributed her considerable expertise in child psychology and development to the Board’s discussions and decisions on charter school programs. She served the maximum two terms, from 1997 to 2006, always keeping the best interests of the students in the forefront of board decisions, and frequently offering sage insights to school leaders. Her many contributions were highly valued, and will be manifest in the opportunities available to and achievements of countless public charter students.

NEW HEADQUARTERS
The Board moved to its new headquarters in the historic Tivoli building in Columbia Heights, to accommodate its growth to twelve staff members. The move has also enabled board and staff members to host school leader meetings, technical assistance and training sessions, board meetings, public hearings, and other community gatherings. The new address is: 3333 14th Street, NW Suite 210 Washington, DC 20010.
The D.C. Public Charter School Board’s mission is comprised of four major functions:

1] **COMPREHENSIVE APPLICATION REVIEW PROCESS**
Each year the Board accepts applications to establish public charter schools. According to the charter law, applicants may apply to convert to an existing public, private or independent school to a public charter school; or apply to establish a new public charter school.

The D.C. Public Charter School Board has historically conducted a review process that many would agree is quite rigorous. Applicant groups must submit a proposal which must be fully responsive to all requirements outlined in the application guidelines, and must demonstrate capacity and experience within the founding group to open and operate a school successfully. The school curriculum must be research-based and should have a demonstrated track record of success with populations similar to the student population in the District of Columbia. The founding group must also demonstrate the ability to manage the finances and operations of the school as a non-profit corporation.

Charter proposals first undergo a technical review by an expert panel consisting of professionals with curriculum, educational administration, business, finance and content-specific expertise. Applicants are interviewed by the technical review panel and asked to address questions that arise from the technical review. They participate in a public hearing where they must present their proposal to the Board and the public, and answer board member questions. Members of the public are asked to comment on the impact the proposed school would have on the community. If applicants demonstrate a capacity to successfully operate a school and produce measurably high levels of student achievement, the application can be approved by a board vote. Only the schools with the highest probability of success are authorized by the D.C. Public Charter School Board. (See page 4 for results of the 2006 application review cycle).

2] **EFFECTIVE OVERSIGHT**
Once charter schools have successfully navigated the application process, they are given complete autonomy for school operations, curriculum, personnel, and finances. In exchange for autonomy, charter schools accept higher levels of accountability, a large part of which includes monitoring by their authorizer. A charter agreement is signed between the school founders and the authorizer. The founders establish academic and non-academic goals and targets, which are approved by the authorizer, and later used to measure the school’s progress.

PCSB staff members and consultants conduct regular reviews of each school’s academic program, to verify that the curriculum and services described in its charter agreement are being implemented as promised, and to determine the progress the school is making towards its student achievement goals. Further, each school undergoes a compliance review to ensure that it is complying with all local and federal laws, particularly those that ensure the safety and meet the special needs of students. Schools are also required to submit regular financial reports to the Board, to ensure that they are using public and charitable funds efficiently and appropriately. At the end of each five-year period, the board reviews each school’s cumulative record, and determines if its performance warrants continuation of the charter. If the school fails to meet its student achievement targets, does not comply with laws protecting and serving children, or mismanages its finances, its charter can be revoked. Schools that serve students successfully may renew their charters every fifteen years. (See page 5 for results of the 2006 charter review process).

3] **MEANINGFUL SUPPORT**
Though the D.C. Public Charter School Board holds the public charter schools it authorizes to high standards during its application and monitoring processes, it also provides resources to schools that enable them to leverage best practices and lessons learned from other sources, and to simplify or improve their administrative functions. Staff members have coordinated numerous workshops and identified a diverse array of resources in support of schools and students. (See page 8 for technical assistance details).

4] **ACTIVE ENGAGEMENT OF OUR STAKEHOLDERS**
There are numerous stakeholders in the city that impact and/or are impacted by the work of the D.C. Public Charter School Board. The Board’s main constituency is the families that rely on the Board to provide quality public education options. Other stakeholders include tax-payers, elected officials, community-based organizations and businesses, among others. The Board has used a number of methods to engage all of the stakeholders in efforts that serve the best interests of D.C. families. Integrity, communication, collaboration, and transparency are keys elements of the Board’s vision for success (see page 8 for details about outreach efforts).
The D.C. Public Charter School Board released its 2006 Application Guidelines on January 9, 2006. Two application information sessions were held (January 26th and February 9th) to allow potential applicants to ask board and staff members questions about the process and the expectations. The following eleven applicants submitted applications by the April 3, 2006 deadline:

1. Academy of Communicative Arts & Humanities: communicative arts & humanities seeking to grow to 500 students in grades 10-12.
2. Capitol Lighthouse: arts-infused curriculum; single gender classrooms; seeking to grow to 600 students in PreK-12th grade
3. Hope Academy: college prep and leadership; seeking to grow to 400 students serving grades 5-8.
4. Excel Academy – All-girls core curriculum; seeking to grow to 620 students in preschool – 8th grade.
5. Oracle Global PCS: government & business core curriculum; seeking to grow to 900 students serving grades 9-12.
6. Delight Academy: level 4 emotional disabilities; seeking to grow to 54 students in grades 1-6.
7. Hope Community Lamond Campus: character development; seeking to grow to 600 students in Pre-K – 8th grade.
8. Meld/Even Start – MEI Futures Academy – year-round academic boarding program for teen mothers and children; seeking to grow to 390 students 3yrs – 5yrs and 15-21yrs.
9. Rhea Leadership JROTC: leadership/JROTC; seeking to grow to 840 students in Pre-K – 12th grade.
10. Imagine Southeast: character & community; seeking to grow to 1920 students in Pre-K-12th grade.
11. Phillips: emotional and behavioral disabilities; seeking to grow to 200 students 4yrs – 10.5 yrs.

In early April, expert panels (curriculum, administration, business/finance and content areas) completed technical reviews of each application.

In late April applicants were interviewed by expert panels and PCSB staff members, and given opportunities to discuss and clarify parts of their applications. In early May Board members reviewed applications and panel/staff reports.

The Board held public hearings May 15 – 16, 2006 to allow applicants to present their proposals to the Board and the public. Board members asked applicants clarifying questions, and asked for community comment on the impact the potential schools would have on their communities.

During the June 19, 2006 board meeting, board members made the following decisions:

**APPROVAL WITH CONDITIONS:**
- Meld/Even Start
- Phillips
- Hope Academy
These schools will be allowed to open in fall 2007 (if conditions are met).

**DENIAL:**
- Academy of Communicative Arts & Humanities
- Capitol Lighthouse
- Excel Academy
- Oracle Global
- Delight Academy
- Hope Community – Lamond Campus
- Rhea Leadership JROTC
- Imagine Southeast
These applicants were given detailed feedback on weaknesses and encouraged to apply in the 2007 application cycle.

**EXPANSIONS APPROVED:**
- Capital City – adding a high school – conditionally approved
- KIPP DC – adding a PreK- 4th grade; and a college preparatory high school program – fully approved
- DC Preparatory Academy – adding a preschool – 3rd grade program – conditionally approved
These schools will be allowed to expand in fall 2007 (if conditions are met).
Accountability is an essential part of the charter school equation. In exchange for more autonomy than most public schools, public charter schools accept a greater degree of accountability.

After being approved to open a charter school, school leaders must establish accountability plans that detail the goals and student achievement targets by which their progress will be measured.

Each year, schools undergo:

**PROGRAM DEVELOPMENT REVIEWS** examine the performance of each school in the prior academic year against the goals established in the accountability plan. PCSB staff and consultants conduct reviews at the school site, and include interviews with all members of the school community (Trustees, parents, students, teachers and administrators), classroom observations, and review of records.

**COMPLIANCE REVIEWS** examine each school’s administrative practices related to student and staff information and site management. This includes legal requirements, and verification of accountability plan and other data reported in the school’s annual report.

**SPECIAL EDUCATION QUALITY REVIEWS** examine compliance with requirements of the Individuals with Disabilities Education Act (IDEA), ensuring that students with special needs are served appropriately in an inclusive educational setting. Special education quality reviews are conducted concurrently with compliance reviews.

**FINANCIAL REVIEWS** examine financial management practices, and efficient and appropriate use of public funding. Each school must submit either monthly or quarterly (depending on timeliness and accuracy) financial statements to PCSB staff for review. They must also submit an annual audit, conducted by an independent auditor, selected from an approved list of auditors.

In the 2005-2006 school year, the PCSB approved new monitoring guidelines which stagger reviews every two years for those schools that have consistently met the PCSB’s highest standards for reporting, compliance and performance. Schools that do not consistently meet the standards are subject to increased monitoring and are offered technical assistance resources.

At the end of each five years of operation, all charter schools undergo a charter review, which looks at the school’s cumulative progress and determines if the school’s performance warrants continuation. Schools that do not meet their goals and show insufficient progress after five years, may have their charters revoked by their authorizer.

Schools that fail to comply with special education requirements or demonstrate financial mismanagement may be revoked at any time by their authorizer.

**ADDITIONAL ACCOUNTABILITY**

The D.C. Public Charter School Board has incorporated the provisions of the No Child Left Behind Act (NCLB) into its existing accountability processes. In addition to the internal assessments established by each school, all charter schools must comply with the NCLB requirements, including meeting Adequate Yearly Progress targets established for all D.C. public schools by the State Education Agency (SEA). All charter schools administer standardized tests to their students.

In previous years, PCSB-authorized charter schools were required to test all students in grades 1 -11, and the PCSB published test data on each school’s performance. Since the incorporation of the NCLB provisions, schools now test the grades determined by the SEA.

After consultation with the U.S. Department of Education and other assessment experts around the country, the SEA decided that all schools would change to a new test called the District of Columbia Comprehensive Assessment Systems (DCCAS) test. For the 2005-2006 school year, the SEA determined that students in grades 3-8 & 10 would take the new DCCAS test and those scores would be used to determine Adequate Yearly Progress for NCLB.

The other measure of accountability is parental satisfaction. Because public charter schools are schools of choice, parents may choose to withdraw their children from low-performing charter schools at any time. Schools are funded based on student enrollment, and risk closure due to insufficient funding if students leave the school.

See page 14 for 2006 5-year charter review outcomes.
D.C. PUBLIC CHARTER SCHOOL BOARD 2005-2006 PROFILE

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of Schools</td>
<td>34</td>
</tr>
<tr>
<td># of Campuses</td>
<td>41</td>
</tr>
<tr>
<td># of Students served</td>
<td>13,148</td>
</tr>
<tr>
<td># of New Schools in 2005</td>
<td>7</td>
</tr>
<tr>
<td>% Low-income</td>
<td>65%</td>
</tr>
<tr>
<td>% English Language Learners</td>
<td>4%</td>
</tr>
<tr>
<td>% Special Education</td>
<td>9%</td>
</tr>
<tr>
<td>% African-American</td>
<td>83%</td>
</tr>
<tr>
<td>% Latino/Hispanic</td>
<td>14%</td>
</tr>
<tr>
<td>% Caucasian</td>
<td>2%</td>
</tr>
<tr>
<td>% Asian/Pacific Islander</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>% Native American</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>% Other</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

D.C. CHARTER SCHOOL ENROLLMENT GROWTH TREND 1998-2006

GRADUATION AND COLLEGE ACCEPTANCE RATES

<table>
<thead>
<tr>
<th>School</th>
<th>Graduation rate *</th>
<th>College acceptance rate</th>
<th>% accepted into vocational training or military</th>
<th>Total scholarship awards**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cesar Chavez Capitol Hill</td>
<td>89% (51/57)</td>
<td>89% (51/57)</td>
<td>0%</td>
<td>$300,000 +</td>
</tr>
<tr>
<td>Friendship Collegiate Academy</td>
<td>75% (191/256)</td>
<td>85% (218 of 256)</td>
<td>6% (15/ 256)</td>
<td>$832,930</td>
</tr>
<tr>
<td>Hospitality</td>
<td>100% (28/28)</td>
<td>93% (26/28)</td>
<td>4% (1/28)</td>
<td>$181,000</td>
</tr>
<tr>
<td>Maya Angelou Shaw Campus</td>
<td>No data reported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New School for Enterprise &amp; Development</td>
<td>Charter was revoked effective June 30, 2006. No data reported</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEED PCS</td>
<td>100% (23/23)</td>
<td>91% (21/23)</td>
<td>9% (2/23)</td>
<td>$309,500</td>
</tr>
<tr>
<td>Thurgood Marshall Academy</td>
<td>96% (23/24)</td>
<td>96% (23/24)</td>
<td>1.2% (3/24)</td>
<td>$985,000</td>
</tr>
<tr>
<td>Washington, Math, Science &amp; Technology</td>
<td>99% (77/78)</td>
<td>99% (77/78)</td>
<td>0%</td>
<td>$3,000,000</td>
</tr>
</tbody>
</table>

* Graduation rate was calculated as the percentage of 12th grade students entering the school in fall 2005 who graduated by June 30, 2006.
** Total of all scholarships reported by students in the school by June 30, 2006.
SPECIAL RECOGNITION

The D.C. Public Charter School Board was pleased to acknowledge the exceptional performance of selected schools during the 2005-2006 school year.

The Chair’s Award, for outstanding academic, operations, financial, and accountability reporting performance:
- Capital City PCS
- D.C. Preparatory Academy
- KIPP DC: KEY Academy

Eager Beaver Award, for exceptional responsiveness to Board requests, and for taking full advantage of technical assistance and professional development opportunities
- Two Rivers PCS

The 180˚ Award, for making substantial improvement, which also garnered national recognition
- Arts and Technology Academy
- Washington, Math, Science and Technology

The D.C. Public Charter School Board nominated a number of charter schools for High Performing Incentive Awards, presented by Mayor Anthony Williams, Councilmember Kathy Patterson, and Senator Mary Landrieu (D-LA). Schools received monetary awards for results on No Child Left Behind proficiency standards and for achieving accreditation.

Gold Level
- Capital City (elementary)
- KIPP DC: KEY Academy

Silver Level
- Friendship PCS Chamberlain campus
- DC Preparatory Academy PCS
- Capital City PCS (secondary)

Bronze Level
- Friendship PCS Woodridge campus
- SEED PCS
- Washington, Math, Science & Technology PCHS

Safe Harbor
- Arts & Technology Academy PCS

PCSB-authorized schools that achieved accreditation
- Carlos Rosario International PCS
- Paul Public Charter School PCS
- SEED PCS
- Friendship PCS
- Washington, Math, Science & Technology PCHS

Karen Dresden, Principal of Capital City PCS receives the Chair’s Award from board chair Tom Nida
TECHNICAL ASSISTANCE

In the course of reviewing applications, and monitoring schools, board and staff members have identified or solicited resources that may help schools strengthen their offerings or address common areas of concern.

Following are examples of the kinds of technical assistance provided to schools authorized by the PCSB:

- **Middle Schools Project**: assistance with structuring a sound middle school program, and providing training relevant to the needs of middle school educators,
- **No Child Left Behind Act (NCLB) Compliance and Supplemental Services**: communications on NCLB requirements for charter schools; assistance with school improvement plans; resources for supplemental services. Communications to parents about their rights and options.
- **Accreditation guidance**: assistance with the accreditation process, identifying accrediting bodies and processes, and guidance on self-studies.
- **Governance Project**: guidance on strengthening existing boards; and identifying, recruiting, and training new school trustees.
- **Understanding Standards-Based Instruction**: assistance with DC Learning Standards; data-driven instruction; brain-compatible instruction; high order thinking skills; and differentiated instruction.

The D.C. Public Charter School Board seeks to engage the many stakeholders within the city to collaborate, leverage resources and increase opportunities for D.C. students.

Board members and staff have used the following methods to communicate information about its work and the progress of the charter schools under its oversight:

- **Annual Report**: explains the work of the Board and decisions regarding applications and charter reviews.
- **Annual School Performance Reports**: provides a comprehensive look at charter school progress; includes school profiles, summaries of monitoring report results; standardized test scores and notable accomplishments.
- **Website**: www.dcpubliccharter.com – frequently updated information about schools, board decisions, public hearings and meetings; general information for community members, media and researchers.
- **Monthly meeting and public hearings**: always open to the public; public attendance encouraged at meetings, and comments requested at hearings.
- **Collaboration and discussion with members and staff of**: U.S. Congress and Senate; D.C. Mayor; D.C. Council Committee on Education, Libraries and Recreation; State Education Office; State Education Agency; D.C. Board of Education; DCPS Superintendent; D.C. Chief Financial Officer; local and national education-oriented non-profits; and individual community members.
- **Sponsorship and/or participation in community events**: (D.C. Spelling Bee; Charter School 10th Anniversary Celebration; National Charter Schools Week).
- **Development and production of television series** on charter school accountability (6-part series sponsored by NCLB grant) which aired on local channels.

![Washington, Math, Science & Technology Students, winners of the City-wide Science Bowl.](image)
2005-06
FINANCIAL UPDATE

FROM A BUDGETING PERSPECTIVE, Fiscal Year 2006 has proven to be a good year for the Board. To date, the D.C. Public Charter School Board has been able to accomplish many of the financial objectives that were identified at the beginning of the budget year. Remaining true to its mission, the Board began the school year with the intentions of providing increased levels of effective oversight and support to the schools it has authorized. To provide effective oversight/support, it required that the Board revisit its application review process and also look for ways of providing more technical assistance to struggling charter schools. As indicated in Chart A, 58% of major expenditures were program-related expenditures (application review, charter review, and technical assistance-related expenses), more than wages, facilities, and operations combined.

From a reporting perspective, the Board's financial statements have remained solid and exempt from material misstatements. As indicated in the FY2005 financial audit, the Board's financial statements presented fairly all governmental activities and major funds. Further, all variations in the Board's financial position from FY2004 to FY2005 ended in conformity with accounting principles generally accepted in the United States of America. The Board expects similar audit results at the conclusion of the FY2006 operating cycle as a result of solid internal controls policies and practices. The Board believes that internal controls policies as they relate to bookkeeping, investment management, grant management, etc… have enabled it to produce solid financial results each of the last eight years. That said, financial statement presentation will increase as the Board seeks greater transparency in its relationships with external stakeholder groups and individual community members.

Solid budgeting and reporting processes have enabled the Board to more effectively utilize its limited financial resources. Although more than one-third of our revenue streams were directly attributable to restrictive grants, such as No Child Left Behind (NCLB) and the Education Investment Fund (EIF) (see Chart B), the Board has been able to successfully provide many targeted services to its charter schools using unrestricted revenue streams. Nevertheless, to remain viable, the Board has had to stay abreast of emerging information technologies, as well as, hire and retain an extremely proficient employee-base. Nonetheless, the Board has been able to achieve a balanced budget through a combination of sound financial planning and cautious use of resources.

CHART A. Major Expenditures for FY2006

<table>
<thead>
<tr>
<th>Category</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Operations</td>
<td>6%</td>
</tr>
<tr>
<td>Wages</td>
<td>32%</td>
</tr>
<tr>
<td>Facilities</td>
<td>4%</td>
</tr>
<tr>
<td>Program</td>
<td>58%</td>
</tr>
</tbody>
</table>

CHART B. Sources of Revenue for FY2005

<table>
<thead>
<tr>
<th>Category</th>
<th>Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration Fees</td>
<td>23%</td>
</tr>
<tr>
<td>Misc. Income</td>
<td>1%</td>
</tr>
<tr>
<td>Government Appropriations</td>
<td>37%</td>
</tr>
<tr>
<td>Unrestricted Grants</td>
<td>37%</td>
</tr>
<tr>
<td>Interest Income</td>
<td>2%</td>
</tr>
</tbody>
</table>

2006 Annual Operating Results*

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>$2,606,838</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$2,197,877</td>
</tr>
<tr>
<td>Excess of Revenues</td>
<td>$408,961</td>
</tr>
<tr>
<td>Over Expenditures</td>
<td>$116,314</td>
</tr>
</tbody>
</table>

* Operating results as of June 30, 2006; FY2006 concludes on Sept 30, 2006. At the conclusion of the operating cycle, excess revenues are expected to be minimal.
AUGUST 2005

- Granted conditional approval of E.L. Haynes PCS’s accountability plan.
- Granted conditional approval of Cesar Chavez’s PCS’s revised accountability plan.
- Approved Cesar Chavez’s PCS’s request for change of location for two school sites.
- Granted conditional approval of Carlos Rosario PCS’s accountability plan.
- Granted conditional approval of Washington Math Science and Technology PCS’s accountability plan.
- Approved New School for Enterprise and Development PCS’s revisions to its accountability plan.
- Approved Paul PCS’s revisions to its accountability plan.
- Approved Potomac Lighthouse PCS’s request to temporarily locate at the YMCA.
- Approved Tree of Life PCS’s change of location.

SEPTEMBER 2005

- Approved SAIL PCS’s revised accountability plan.
- Approved Howard Road PCS’s revised accountability plan.
- Granted conditional approval of Two Rivers PCS’s accountability plan.
- Approved SEED PCS’s accountability plan.

OCTOBER 2005

- Granted conditional approval of Hospitality PCHS’s accountability plan.
- Granted conditional approval of Washington Latin PCS’s charter application.
- Granted conditional approval of Academic International PCS’s charter application.
- Granted conditional approval of Septima Clark PCS’s charter application.

NOVEMBER 2005

- Approved the FY06 Budget.
- Approved Howard Road PCS’s charter amendment request – curriculum change

DECEMBER 2005

- Approved KIPP DC PCS’s request to increase its enrollment ceiling.
- Approved Meridian PCS’s revised accountability plan.
- Approved SEED PCS’s revised graduation requirements.
- Approved Thurgood Marshall Academy PCS’s revised graduation requirements.

JANUARY 2006

- Approved W.E. Doar Jr. PCS’s revised accountability plan.
- Approved Tri-Community PCS’s revised accountability plan.
- Placed Sasha Bruce PCS in Charter Warning status.
- Lifted Meridian PCS’s conditional continuance and granted the school full continuance.
- Granted conditional continuance to Paul PCS.
- Granted conditional continuance to Tree of Life PCS.
- Granted conditional continuance to Capital City PCS.
- Approved a proposal to revoke the charter of New School for Enterprise and Development PCS’s charter.

FEBRUARY 2006

- Issued a Notice of Concern to Cesar Chavez PCS for non-compliance with OLAMS attendance reporting.
- Issued a Notice of Concern to SEED PCS for non-compliance with OLAMS attendance reporting.
- Approved Hope Community PCS’s request to relocate to its 8th Street location.
- Approved Sasha Bruce PCS’s revised accountability plan, subject to clarification of the school’s character education target.
Approved William E. Doar Jr. PCS’s charter amendment request to serve pre-K to 12th grade, added incrementally; its enrollment increase to 767 students added incrementally; and to expand space in the current building.

MARCH 2006
- Lifted Hospitality PCHS’s conditional continuance and granted the school full continuance.
- Revoked the charter of New School for Enterprise and Development PCS, on March 20th effective June 30, 2006.
- Placed Howard Road Academy PCS on the Charter Warning List.

APRIL 2006
- Lifted Tree of Life PCS’s conditional continuance and granted the school full continuance.
- Lift Cesar Chavez PCS’s Notice of Concern.
- Issued a Notice of Concern to SAIL PCS for non-compliance with OLAMS attendance reporting.
- Approved Appletree Early Learning Center PCS’s request to expand its enrollment subject to the school finding an adequate facility.

MAY 2006 (no board decisions made)

JUNE 2006
- Approved a proposal to revoke Sasha Bruce PCS’s charter.
- Granted approval to Appletree Early Learning PCS’s request to change its LEA status.
- Approved Washington Latin’s request to increase its enrollment.
- Approved Two Rivers PCS’s request to relocate to its Florida Avenue location.
- Rescinded the conditional approval of Colin Powell International PCS’s application.
- Approved Potomac Lighthouse PCS’s technology plan.
- Granted conditional approval of Meld Even Start’s charter application.
- Denied Rhea Academy’s charter application.
- Denied Capitol Lighthouse’s charter application.
- Granted conditional approval of Phillip’s charter application.
- Denied Delight Academy’s charter application.
- Denied Excel’s charter application.
- Denied Imagine SouthEast’s charter application.
- Denied Hope Community – Lamond Campus’s charter application.
- Denied ORACLE’s charter application.
- Granted conditional approval of Hope Academy’s charter application.
- Denied Academy for Communicative Arts and Humanities’ charter application.
- Granted conditional approval of Arts and Technology Academy PCS’s charter amendment request - curriculum change.
- Approved Carlos Rosario PCS’s charter amendment request - curriculum change.
- Granted conditional approval of Capital City PCS’s charter amendment request - to expand, adding a high school.
- Approved KIPP:DC PCS’s charter amendment request to expand, adding an elementary school and a high school.
- Granted conditional approval of DC Preparatory Academy PCS’s charter amendment request - to expand to serve PK-3.

JULY 2006
- Approved Hope Community PCS’s request to relocate.
- Lifted Paul PCS’s conditional continuance, and granted the school full continuance.
- Revoked the charter of Sasha Bruce PCS on July 25th, effective August 31, 2006.
The School Reform Act of 1995 (amended 1996) requires that public charter school authorizers provide the following information in annual reports, to be published on July 30th of each year.

1] A list of the members of the eligible chartering authority.
   - Thomas Nida, Chair
   - Dora Marcus, Ph.d., Vice Chair
   - Anthony Colón
   - Will Marshall
   - Lawrence Patrick, III

Board members receive correspondence at:
D.C. Public Charter School Board
3333 14th Street, NW, Suite 210
Washington, DC 20010
A list of the dates and places of each meeting of the eligible chartering authority during the year preceding the report.

- **August 15, 2005**: PCSB headquarters
- **September 19, 2005**: PCSB headquarters
- **October 17, 2005**: PCSB headquarters
- **November 21, 2005**: PCSB headquarters
- **December 19, 2005**: PCSB headquarters
- **January 23, 2006**: PCSB headquarters
- **February 21, 2006**: PCSB headquarters
- **March 20, 2006**: PCSB headquarters
- **April 17, 2006**: PCSB headquarters
- **May 15, 2006**: 3333 14th St NW (Gala Theatre)
- **May 16, 2006**: 3333 14th St NW (Gala Theatre)
- **June 19, 2006**: PCSB headquarters
- **July 17, 2006**: PCSB headquarters
- **July 25, 2006**: PCSB headquarters

The number of petitions received by the eligible chartering authority for the conversion of a DC public school or a private or independent school, and for the creation of a new school as a public charter school.

In the 2006 cycle no petitions were received for the conversion of a DCPS or private or independent school. Eleven petitions were submitted for the creation of new public charter schools.

The number of petitions that were approved and the number that were denied, as well as a summary of the reasons for which such petitions were denied.

In the 2006 cycle, three applications were approved; eight were denied. The Board denied petitions in which the founders failed to respond fully to the application requirements, and failed to demonstrate sound capacity to successfully operate a public charter school. Detailed information on each application is available by contacting the Board headquarters.

A description of any new charters issued by the eligible chartering authority during the year preceding the report.

The Board issued five new charters during the year preceding the report:

- City Collegiate Public Charter School
- Education Strengthens Families
- Nia Community Public Charter School
- Septima Clark Public Charter School
- Washington Latin Public Charter School

A description of any charters renewed by the eligible chartering authority during the year preceding the report.

No charters were renewed by the Board this year.

A description of any charters revoked by the eligible chartering authority during the year preceding the report.

- The charter of New School for Enterprise and Development Public Charter School was revoked on March 20, 2006 - to be effective on June 30, 2006.
- The charter of Sasha Bruce Public Charter School was revoked on July 25, 2006 - to be effective August 31, 2006.

A description of any charters refused renewal by the eligible chartering authority during the year preceding the report.

No charters were refused renewal.

Recommendations the eligible chartering authority has concerning ways to improve the administration of the public charter schools.

Board members have recommended amendments to the charter law which would strengthen and clarify the Board’s authority leading up and after a school’s charter is terminated.
As required by the School Reform Act of 1996, the D.C. Public Charter School Board reviews the cumulative progress of each school it has authorized after each five year period of the school’s operations.

Board and staff members have developed a Charter Review Framework that is used to objectively measure each school’s performance, and determine whether the school has earned the right to continue serving students.

In March of each year schools that are operating in their fifth year undergo a Preliminary Charter Review. This is a summary look at the first four years of progress towards the accountability plan targets and all other monitoring reports. Board members, in consultation with staff, determine which schools, if any, should be placed in Charter Warning Status. This status indicates that they are in danger of revocation, based on the results gathered through year four. School leaders are given specific feedback about areas in which improvement is needed in order to avoid revocation, and in some cases are offered technical assistance and other resources.

In November and December all schools in their sixth year undergo the Program Development Review, to look at the results of the fifth year.

In January, board members review the cumulative results of each school that completed five years of operation in the previous year. Based on the criteria outlined in the Charter Review Framework, board members vote to approve continuance of the charter; to approve conditional continuance (for up to one year with conditions to be met or revocation); or to propose revocation of the school’s charter. If revocation is proposed, schools are entitled to request an informal public hearing before a final decision is made. In a typical example, a school will request the hearing, which will take place in February, and the decision will be made during the Board’s March meeting.

If a school’s charter is revoked during the Charter Review Process, they are expected to complete the current school year before closing.
CHARTER REVIEW CRITERIA:

Academic Performance Standards (must meet 2 of 4)

- Attain the majority of 5-year academic performance goals listed in its accountability plan
- Show improvement on a majority of academic goals over the most recent two school years;
- Come within 80% of five year Stanford-9 (standardized tests) achievement targets in its accountability plan
- Meet the State Education Agency’s standard for Adequate Yearly Progress (AYP) in reading and math

Non-Academic Performance Standards (must meet 2 of 4)

- Non-academic student outcomes should meet or exceed 80% of five-year targets
- Attain the attendance targets set in its accountability plan
- Enrollment levels can sustain the economic viability of the school
- Average re-enrollment rate of 75% or higher in the past two years.

Organizational Performance Standards – Governance (must demonstrate operational or exemplary performance in 4 of 7 categories)

- Meetings and Board Structure
- Requirements of PCSB Action
- Annual Reporting
- Adequate Resources
- Implementation of School Design
- Leadership
- Operating Bylaws

Organizational Performance Standards – Compliance (must demonstrate operational or exemplary performance with applicable laws, rules and regulations)

- Health and Safety Regulations
- Certificate of Occupancy
- Insurance Certificates
- Background Checks
- Inventory of School’s Assets
- Open Enrollment Process
- NCLB Requirements

Organizational Performance Standards – Fiscal Management (must demonstrate operational or exemplary performance in 3 of 5 categories)

- Accounting Policies
- Financial Reporting
- Internal Controls
- Transparency of Financial Management
- Fiscal Prudence

The PCSB may consider mitigating factors and, at its discretion, waive specific quantitative requirements.

2005-2006 OUTCOMES

In the 2005-2006 school year the following schools underwent the Charter Review process:

- Capital City PCS
- Paul PCS
- New School for Enterprise and Development PCs
- Tree of Life PCS

Capital City, Paul PCS and Tree of Life were granted conditional continuance. New School for Enterprise and Development’s charter was revoked effective June 30, 2005.
STAFF UPDATE

STAFF ORGANIZATION

Executive Management
›› Josephine Baker, Executive Director
›› Tamara Lumpkin, Deputy Director

Communications
›› Nona Mitchell Richardson, Communications Manager
›› Rachael Orekoya, Administrative Coordinator

Finance
›› Jeremy Williams, Finance Manager
›› Ino Okoawo, Operations Manager

School Support Team
›› Jacqueline Scott-English, School Support Team Manager
›› Corey Carter, Program Manager
›› Monique Miller, Program Manager
›› Susan Miller, Program Manager
›› Carolyn Trice, Program Manager
›› Dawnyela Meredith, NCLB Schools Liaison

NEW STAFF MEMBERS


›› Rachael Orekoya joined the board’s staff in September 2005 as the administrative coordinator. Rachael supports board operations by managing the office’s administrative functions, facilitating public and parent inquiries, and tracking school reporting and communications. Rachael has a sociology background, and a keen interest in youth and community development.

›› Carolyn Trice joined the School Support Team in October 2005. She contributes her considerable experience in teaching, educational administration and research to the Board’s school oversight, application review, and special education compliance functions. Carolyn replaced Tammi Thomas who is now helping Baltimore City Schools develop their new charter school division.

›› Jeremy Williams became the newest finance manager in October 2005. Jeremy manages the board’s finances, provides financial oversight to schools, and liaisons with city officials on school funding matters. Jeremy is a recent graduate of the University of Virginia’s Darden MBA program, and has significant prior business management experience. Jeremy replaced Bridget Gray, who moved on to start a child-oriented small business in Bethesda.

›› Corey Carter joined the School Support Team in May 2006. In addition to school oversight, Corey is also responsible for technical assistance to schools on student discipline policies and graduation requirements. Corey’s background includes teaching at the high school and college levels, journalism, and educational program management.

›› Monique Miller became the newest member of the School Support Team in May 2006. She also provides charter school oversight, with particular responsibility for compliance reviews. Monique draws on her teaching experience, and her background in educational advocacy and policy development.
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<th>School</th>
<th>Street Address</th>
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<tr>
<td>Academia Bilingue de la Comunidad PCS</td>
<td>1501 Columbia Road, NW</td>
<td>20011</td>
<td>(202) 822-6301</td>
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<tr>
<td>Academy for Learning Through the Arts PCS</td>
<td>2100 New Hampshire Ave, NW</td>
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<td>AppleTree Early Learning PCS</td>
<td>680 I Street, SW</td>
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<td>Arts &amp; Technology Academy PCS</td>
<td>5800 Blaine Street, NE</td>
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<td>Bridges PCS</td>
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<td>(202) 387-0309</td>
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<td>Carlos Rosario International PCS</td>
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<td>3265 3rd Street, NW</td>
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<td>Friendship Junior Academy PCS - Byow-Firce Campus</td>
<td>725 19th Street, NE</td>
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<td>645 Milwaukee Pl, SE</td>
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<td>Hope Community PCS</td>
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<td>410 8th Street, NW</td>
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<td>(202) 737-6337</td>
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<td>Howard Road Academy PCS</td>
<td>701 Howard Road, SE</td>
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<td>(202) 610-4193</td>
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<td>405 Howard Place, NW</td>
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<td>KIPP-DC/KEY Academy PCS</td>
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<td>Maya Angelou PCS - Evans Campus</td>
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<td>Tree of Life PCS</td>
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<td>Tri-Community PCS</td>
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