



# **2017-18 Fifteen-Year Charter Renewal Report**

## **DC Prep Academy Public Charter School**

**December 18, 2017**

DC Public Charter School Board  
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## **KEY FINDINGS AND BOARD VOTE**

After reviewing the renewal application<sup>1</sup> submitted by DC Preparatory Academy Public Charter School (DC Prep PCS), as well as the school's record established by the DC Public Charter School Board (DC PCSB), DC PCSB staff concludes that DC Prep PCS meets the standard for charter renewal set out in the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.* (SRA).

DC Prep PCS is a multi-campus local education agency (LEA) that adopted the Performance Management Framework (PMF) as its goals and academic achievement expectations. Pursuant to the school's Charter<sup>2</sup> and Charter Agreement, DC Prep PCS met its goals and academic achievement expectations. Each campus had an average PMF score exceeding the 50% minimum required per the LEA's Charter Agreement. The campuses with grades prekindergarten (PK) through 2 also met the floor of every Early Childhood (EC) PMF measure during school year (SY) 2013-14, which is also required by the Charter Agreement.

DC Prep PCS has neither materially violated applicable laws nor its charter, and is in compliance with the SRA's requirements regarding procurement contracts. The school has complied with generally accepted accounting principles (GAAP), has not engaged in a pattern of fiscal mismanagement, and is economically viable. Based on these findings, on December 18, 2017, the DC PCSB Board voted 6 – 0 to renew the school's charter for a second fifteen-year term.

## **CHARTER RENEWAL STANDARD**

The standard for charter renewal is established in the SRA: DC PCSB shall approve a school's renewal application, except that DC PCSB shall not approve the application if it determines one or both of the following:

- (1) 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

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<sup>1</sup> See DC Prep PCS renewal application, attached to this report as Appendix A.

<sup>2</sup> DC Code § 38-1802.03(h)(2) lists the six specific provisions that comprise a school's charter under the SRA.

- (2) The school failed to meet the goals and student academic achievement expectations set forth in its charter.<sup>3</sup>

Separate and apart from the renewal process, DC PCSB is required by the SRA to revoke a school's charter if DC PCSB determines that the school (1) has engaged in a pattern of non-adherence to GAAP; (2) has engaged in a pattern of fiscal mismanagement; and/or (3) is no longer economically viable.<sup>4</sup>

Given the SRA's standard for charter renewal, as well as DC PCSB's obligation to revoke a school's charter if it has engaged in the above fiscal misconduct, this report is organized into three sections. Sections One and Two are analyses of the school's academic performance and legal compliance, respectively, and serve as the basis for DC PCSB staff's renewal recommendation. Section Three is an analysis of the school's fiscal performance – included so that in the case that a school is found to have met the standard for charter renewal but also to have engaged in fiscal mismanagement, the DC PCSB Board can assess a school accordingly.

## **BACKGROUND INFORMATION ABOUT SCHOOL**

### **School History and Overview**

DC Prep PCS began operating in 2003 under authorization from DC PCSB, and serves students in grades PK3 through eight at five campuses located in Wards 5, 7, and 8. The school offers rigorous academic programming to students, with extended literacy and math blocks and nightly homework, while also focusing on developing non-curricular skills, including perseverance and self-advocacy.<sup>5</sup> DC Prep PCS's eighth grade students, as well as school alumni, participate in the PrepNext program, where they receive support in navigating successfully through high school and college.

The mission of the school is:

To provide students in Washington, DC with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.<sup>6</sup>

The school has consistently been among the highest-performing LEAs in DC.

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<sup>3</sup> D.C. Code § 38-1802.12(c).

<sup>4</sup> D.C. Code § 38-1802.13(b).

<sup>5</sup> See DC Prep PCS 2015-16 Annual Report, p. 5, attached to this report as Appendix B.

<sup>6</sup> See DC Prep PCS charter agreement, p. 2, attached to this report as Appendix C.

**Enrollment and Demographic Trends**

The table below shows the school’s enrollment, which has increased across all campuses from SY 2013-14 to SY 2016-17. From 2014 to 2016, the DC PCSB Board approved three enrollment ceiling increase requests from the school totaling 243 students. In June 2017, DC PCSB approved the school’s request to open a new middle school and to expand its enrollment ceiling from 2,056 to 2,912 students. DC Prep PCS’ enrollment ceiling for 2017-18 is 1940.

DC Prep Operates with the following campus configuration:

Facility	Campus	Status
Edgewood, Ward 5	Edgewood Elementary	Fully grown, serves PK3-3 <sup>rd</sup>
	Edgewood Middle	Fully grown, serves 4-8
Benning, Ward 7	Benning Elementary	Fully grown, serves PK3-3 <sup>rd</sup>
	Benning Middle	Fully grown, serves 4-8
Historic Anacostia, Ward 8	Anacostia Elementary	Serves PK3-1 in SY17-18 Will add a grade each year to serve PK3-3 by SY19-20
TBD	Anacostia Middle	Will open with a 4 <sup>th</sup> grade in SY 2020-21

Each year, more students choose one of DC Prep PCS’s five campuses and the school has historically come within a few students of or exceeded its enrollment projection. As of SY 2016-17, each campus’s population includes over 80% Black students, over 60% Economically Disadvantaged students, over 40% At-Risk<sup>7</sup> students, and between 5-19% Students with Disabilities. In SY 2016-17, the Anacostia Elementary School campus served the most At-Risk Students. During that year, the Benning Middle School campus served the most students in Special Education—18% of the student population.

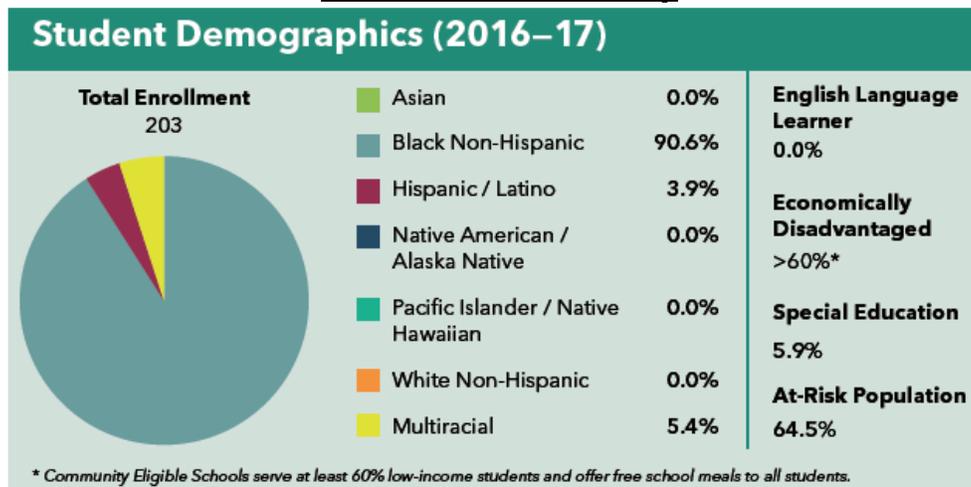
DC Prep PCS - Student Enrollment by Campus							
	First SY		2013-14 <sup>8</sup>	2014-15	2015-16	2016-17	2017-18
<b>Anacostia Elementary Ward 8</b>	2015-16	Number of Students	N/A	N/A	141	203	304
		Enrollment Projection	N/A	N/A	146	207	302
<b>Benning Elementary</b>	2008-09	Number of Students	429	442	444	449	453

<sup>7</sup> OSSE definition for an at-risk student: An indication that in SY 2015-16, the student was under the care of the District’s foster care system, Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP) eligible, identified as homeless, or an overage high school student. Students in adult and alternative programs are not eligible to be identified as at risk.

<sup>8</sup> The SY 2013-14 enrollment projections are not broken down by campus name in the original documents.

DC Prep PCS - Student Enrollment by Campus							
	First SY		2013-14 <sup>8</sup>	2014-15	2015-16	2016-17	2017-18
<b>Ward 7</b>		Enrollment Projection		424	428	449	452
<b>Benning Middle</b>	2013-14	Number of Students	77	152	223	281	335
<b>Ward 7</b>		Enrollment Projection		144	210	320	327
<b>Edgewood Elementary</b>	2007-08	Number of Students	426	432	441	447	450
<b>Ward 5</b>		Enrollment Projection		424	428	449	452
<b>Edgewood Middle</b>	2003-04	Number of Students	288	294	310	330	332
<b>Ward 5</b>		Enrollment Projection		287	291	320	327
<b>Total Students</b>		Number of Students	1220	1320	1559	1710	1874
		Enrollment Projection		1279	1503		

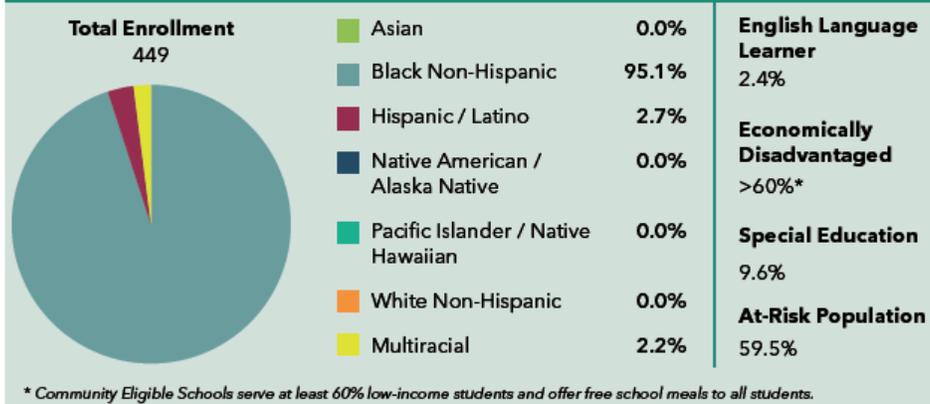
### **Anacostia Elementary**



<b>Anacostia Elementary - Enrollment by Grade</b>					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3				76	63
PK4				65	71
K					69

### **Benning Elementary**

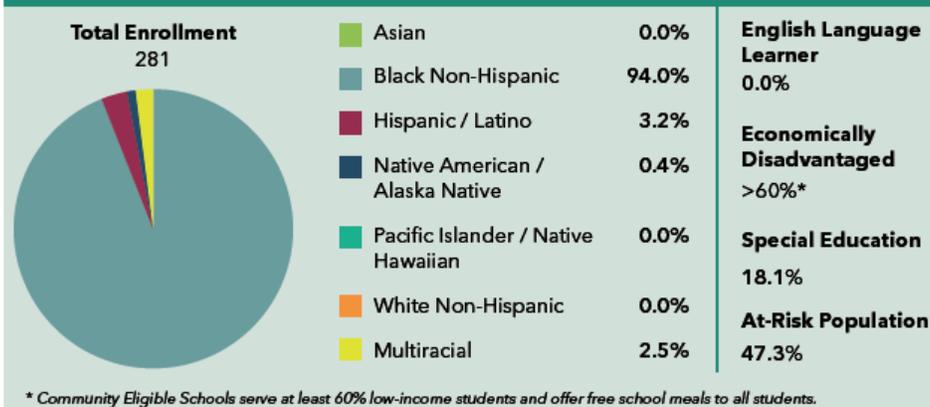
#### **Student Demographics (2016-17)**



<b>Benning Elementary - Enrollment by Grade</b>					
	2012-13	2013-14	2014-15	2015-16	2016-17
PK3	76	75	82	78	85
PK4	74	73	72	72	72
K	66	74	75	74	74
1	71	69	72	74	71
2	70	73	73	71	74
3	74	65	68	75	73
<b>Total</b>	431	429	442	444	449

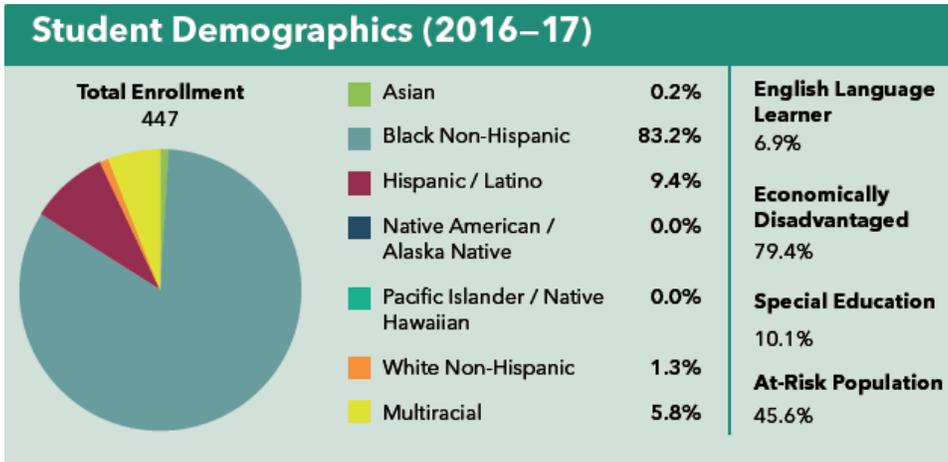
### **Benning Middle**

#### **Student Demographics (2016-17)**



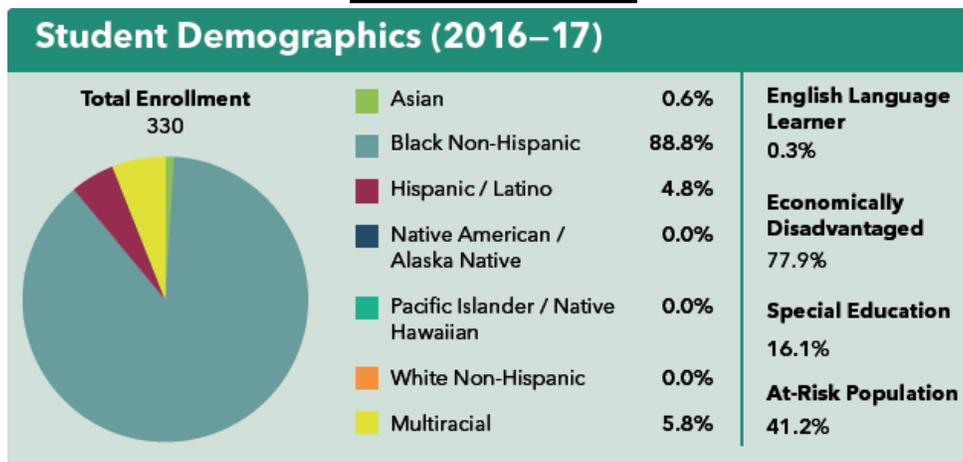
<b>Benning Middle - Enrollment by Grade</b>				
	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>4</b>	77	76	83	80
<b>5</b>		76	71	74
<b>6</b>			69	68
<b>7</b>				59
<b>Total</b>	77	152	223	281

### Edgewood Elementary



<b>Edgewood Elementary - Enrollment by Grade</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>PK3</b>	72	75	79	78	82
<b>PK4</b>	65	70	73	73	70
<b>K</b>	78	75	72	77	78
<b>1</b>	69	70	70	73	72
<b>2</b>	64	70	70	72	73
<b>3</b>	72	66	68	68	72
<b>Total</b>	420	426	432	441	447

### Edgewood Middle



<b>Edgewood Middle - Enrollment by Grade</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>4</b>	80	75	75	80	77
<b>5</b>	68	76	70	70	74
<b>6</b>	55	61	68	64	68
<b>7</b>	43	40	49	53	59
<b>8</b>	41	36	32	43	52
<b>Total</b>	287	288	294	310	330

### **PMF Outcomes**

The school's overall performance data on the PMFs – which assess reading and math proficiency, academic growth, attendance, and re-enrollment are summarized in the table below. Every DC Prep PCS campus with the exception of one achieved Tier 1 status each year a PMF tier and score were assigned.

<b>DC Prep PCS - PMF Outcomes by Campus</b>					
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Anacostia Elementary</b>	Campus opened in 2015-16			<b>No Tier – 1st Year</b> 79.0%	<b>Tier 1</b> 80.1%
<b>Benning Elementary</b>	N/A	Met the floor of all EC PMF measures	No PMF scores or tiers due to change in state assessment	<b>Tier 1</b> 67.4%	<b>Tier 1</b> 73.9%
<b>Benning Middle</b>	N/A	<b>No Tier – 1st Year</b> 90.8%		<b>Tier 1</b> 65.3%	<b>Tier 2</b> 59.0%
<b>Edgewood Elementary</b>	N/A	Met the floor of all EC PMF measures		<b>Tier 1</b> 87.1%	<b>Tier 1</b> 74.7%
<b>Edgewood Middle</b>	<b>Tier 1</b> 89.6%	<b>Tier 1</b> 91.1%		<b>Tier 1</b> 80.3%	<b>Tier 1</b> 73.5%

### **Prior Charter Reviews and Renewal**

DC PCSB conducted a five-year review of DC Prep PCS in 2004 and a ten-year review in 2013. The Board voted to fully continue DC Prep PCS's charter each time.

#### Five-Year Review

In 2009, DC PCSB conducted a charter review of DC Prep PCS and determined that the school had met three of eight academic targets, and seven of ten non-academic targets, including those related to attendance and reenrollment.<sup>9</sup> DC PCSB also concluded that the school met all performance standards related to governance, compliance, and its finances. Based on this review, the DC PCSB Board voted to continue the school's charter.

<sup>9</sup> See DC Prep PCS five-year review, attached to this report as Appendix D.

### Ten-Year Review

In 2013, DC PCSB conducted a ten-year charter review of DC Prep PCS and determined that the school met all of its goals, and that it had met the compliance and fiscal charter review standards.<sup>10</sup> DC PCSB noted in the school's review report that DC Prep PCS "operates one of the highest-performing charter schools in the District of Columbia, and is the top-performing elementary/middle school according to numerous indicators measured as part of PCSB's PMF." Based on this, the DC PCSB Board voted to fully continue the school's charter.

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<sup>10</sup> See DC Prep PCS ten-year charter review, attached to this report as Appendix E.

## **SECTION ONE: GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The SRA requires DC PCSB to review whether a school has met its goals and academic achievement expectations at least once every five years. Goals and expectations are only considered as part of the renewal analysis if they were included in a school’s charter or charter amendment approved by the DC PCSB Board.

In July 2017, DC Prep PCS amended its Charter Agreement to update the standard for charter review and renewal to reflect the most recently revised Elect to Adopt PMF as Goals policy.<sup>11</sup>

The chart below summarizes DC PCSB’s determinations of whether each campus met its respective goals and academic expectations. These determinations are further detailed in the body of this report.

<b>Goals and Academic Expectations</b>	<b>Met?</b>
<p><b>The School Corporation as a whole and each individual campus will be deemed to have met its goals and academic achievement expectations if:</b></p> <p><b>At its fifteen-year charter renewal in school year 2017-18, the DC Prep PCS – Benning Elementary, DC Prep PCS – Benning Middle, DC Prep PCS – Edgewood Elementary, and DC Prep PCS – Edgewood Middle campuses have earned an average PMF score for SY 2012-13, 2013-14, 2015-16, and 2016-17 equal to or exceeding 50% and have met the floors of all Early Childhood PMF measures in SY 2013-14.</b></p>	<b>Yes.</b>
<p><b>At its fifteen-year charter renewal in school year 2017-18, the DC Prep PCS – Anacostia Elementary campus has earned an average PMF score of 40% for SY 2015-16 and 2016-17.</b></p>	

Assessment: **DC Prep PCS met its goals and academic expectations.** The following table provides an overview of the elementary school campuses’ PMF performance. The

<sup>11</sup> Please see PMF as Goals policy attached as Appendix F.

campuses' PMF trends are detailed on the following pages. Note that DC charter schools did not receive a score on the SY 2014-15 PMF, given the District of Columbia's transition from the DC Comprehensive Assessment System (DC CAS) to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment.

Each DC Prep PCS campus had an average PMF score during the period under review that exceeded 50%. Benning Elementary and Edgewood Elementary, the only two campuses also measured by the EC PMF in SY 2013-14, met the floor of all EC measures that year.

<b>DC Prep PCS – PMF Outcomes</b>						
	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
<b>Anacostia Elementary</b> Grades 2015-16: PK3 - K 2016-17: PK3 - 1	Campus opened in 2015-16			<b>No Tier first year of operation</b> 79.0%	<b>Tier 1</b> 80.1%	79.6%
<b>Benning Elementary</b> Grades PK3 - 3	N/A	Met the floor of all EC PMF measures	PMF not scored or tiered	<b>Tier 1</b> 67.4%	<b>Tier 1</b> 73.9%	70.7%
<b>Benning Middle</b> Grades 4 - 8	Campus opened in 2013-14	<b>No Tier first year of operation</b> 90.8%		<b>Tier 1</b> 65.3%	<b>Tier 2</b> 59.0%	71.7%
<b>Edgewood Elementary</b> Grades PK3 - 3	N/A	Met the floor of all EC PMF measures		<b>Tier 1</b> 87.1%	<b>Tier 1</b> 74.7%	80.9%
<b>Edgewood Middle</b> Grades 4 - 8	<b>Tier 1</b> 89.6%	<b>Tier 1</b> 91.1%		<b>Tier 1</b> 80.3%	<b>Tier 1</b> 73.5%	83.6%

<b>Anacostia Elementary – PMF Performance</b>						
<b>SY</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
<b>PMF Score</b>	Campus opened in 2015-16			79.0%	<b>Tier 1</b> 80.1%	79.6%
<u>Overall</u>	The Anacostia campus earned Tier 1 status in 2016-17 and demonstrated growth.					
<u>Academic</u>	Nearly all prekindergarten students met or exceeded expectations in PK Literacy, and the median growth percentile was 83 of kindergarten students. Results were similar for math for both PK and K students.					
<u>Climate</u>	In-seat attendance rates at the Anacostia campus were lower than the charter sector average but there was improvement in SY 2016-17. Re-enrollment rates were lower than the charter sector average and were the lowest of all the DC Prep PCS campuses. Anacostia's rates on CLASS were also lower than the charter sector in all areas in SY 2016-17. In all targets in CLASS, there were drops in SY 2016-17 from SY 2015-16.					

<b>Benning Elementary – PMF Performance</b>						
<b>SY</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
<b>PMF Score</b>	N/A	Met the floor of all EC PMF measures	PMF not scored or tiered	<b>Tier 1</b> 67.4%	<b>Tier 1</b> 73.9%	70.7%
<u>Overall</u>	Benning Elementary met Tier 1 criteria for the past two years and made significant improvement from SY 2015-16 to SY 2016-17.					
<u>Academic</u>	<p>Benning Elementary third grade students scored above the state average in all sub-groups for the past three years on the PARCC assessment in ELA and Math except for Students with Disabilities. At-Risk students more than doubled the state average in the 4+ score range in ELA but over the past two years have steadily declined in their school average at both the 3+ and 4+ level. There were significant declines in students' scores both for "Approaching College and Career Readiness" (3+) and "College and Career Readiness" (3+) in math.</p> <p>While the school's averages were still above the state's, however Female students and the At-Risk population dropped on average 20 percentage points in 2016-17. PK students at this campus approached the target of 100% of students meeting the Early Literacy goals.</p>					
<u>Climate</u>	In-seat attendance and re-enrollment rates were consistently above state averages but dropped over each of the past three years. On CLASS targets, Benning Elementary scored below the charter sector in Emotional Support but in SY 2016-17 scored at or slightly above the charter sector in Classroom Organization and Instructional Support.					

<b>Benning Middle – PMF Performance</b>						
<b>Year</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
<b>PMF Score</b>	Campus opened in 2013-14	<b>Tier 1</b> 90.8%	PMF not scored or tiered	<b>Tier 1</b> 65.3%	<b>Tier 2</b> 59.0%	71.7%
<u>Overall</u>	Benning Middle was the only DC Prep PCS campus to earn a Tier 2 status in SY 2016-17. This was a drop from the previous year and could be attributed to the MGP scores in ELA, the ISA rates for the past three years. The school's average PMF performance rate remained high, due to the high score received in SY 2013-14.					
<u>Academic</u>	<p>Students at Benning Middle outperformed students across the state in ELA on the PARCC. The one subcategory that declined on this assessment, and did not outperform the state average, were Students with Disabilities at the "College and Career Ready" (4+) level. Female students recently outperformed the state average on the ELA assessment through, showing growth over the past three years. Students at Benning Middle were not improving at rates similar to their peers in the same grade and who scored the same on initial state assessments though. The school's ELA MGP rates were low.</p> <p>In math, students at Benning Middle outperformed students across the state in every subgroup in 2016-17. However, this performance slowly declined each year with the exception of Female students scoring 3+ and 4+ and Students with Disabilities at the "College and Career Ready" level. Students with Disabilities were also not performing at the same rate as their peers according to the MGP score. Other subgroups were above the median, but this number dropped from year to year over the past three years.</p>					
<u>Climate</u>	In-seat attendance rates at Benning Middle were lower than the charter sector rate for the past three years. However, re-enrollment rates were higher.					

<b>Edgewood Elementary – PMF Performance</b>						
<b>Year</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>Average</b>
<b>PMF Score</b>	N/A	Met the floor of all EC PMF measures	PMF not scored or tiered	<b>Tier 1</b> 87.1%	<b>Tier 1</b> 74.7%	80.9%
<u>Overall</u>	Edgewood Elementary earned Tier 1 status for the past two years					
<u>Academic</u>	<p>Edgewood Elementary met many of the academic goals and targets. On the PARCC ELA assessment, all students outperformed the state's average over the past few years except Students with Disabilities in the 4+, "College and Career Ready" category. PK students met the floor goal for PK Pre-Literacy.</p> <p>In math, students at Edgewood Elementary scored higher than the state and have for the past several years. Over twice as many Students with Disabilities scored 3+ on the math PARCC in SY 2016-17 when compared with the state. However, in the same year, Males had a significant drop in the number performing at 4+ from the previous year. PK students met the floor and approached the target in Pre-Math abilities but K-2 students only met the floor goal and there was a small decline in performance over the past three years.</p>					
<u>Climate</u>	Edgewood Elementary exceeded the charter sector average for in-seat attendance each year. In SY 2016-17, the campus also had the highest in-seat attendance rate when compared with other DC Prep PCS campuses. Re-enrollment rates at Edgewood Elementary were also all higher than the charter sector average. They were also the highest, or close to the highest, when compared to other DC Prep PCS campuses. Additionally, on CLASS measures, Edgewood scored higher than the charter sector in Instructional Support and, for the past					

## Edgewood Elementary – PMF Performance

three years, scored highest in this area when compared with other campuses in the LEA. However, Emotional Support results were lower than the charter sector.

## Edgewood Middle – PMF Performance

Year	2012-13	2013-14	2014-15	2015-16	2016-17	Average
PMF Score	<b>Tier 1</b> 89.6%	<b>Tier 1</b> 91.1%	PMF not scored or tiered	<b>Tier 1</b> 80.3%	<b>Tier 1</b> 73.5%	83.6%
<u>Overall</u>	Edgewood Middle earned Tier 1 status every year this was possible.					
<u>Academic</u>	<p>Edgewood Middle had the highest Proficiency rates on average for any campus in both ELA and Math. Of particular note in ELA were the 93.3% of Hispanic students who achieved "Approaching College and Career Readiness" (3+) and 73.3% of these students who achieved "College and Career Ready" status (4+) on the PARCC.</p> <p>When compared with other students in the same grade and same initial achievement across the District, students at Edgewood Middle were not, on average, making the same year-to-year growth. An exception of note is for Multiracial students who made more year-to-year average growth, but these students were still not above the state average for the same subgroup.</p>					
<u>Climate</u>	<p>In SY 2015-16, Edgewood Middle had the highest average in-seat attendance rate compared with all DC Prep PCS campuses. However, in SY 2016-17, this rate fell and the school did not meet or exceed the charter sector average. In terms of re-enrollment, Edgewood Middle had the highest rate when compared with all DC Prep PCS campuses in SY 2016-17, and this rate was significantly higher than the sector rate.</p>					

## **Student Academic Achievement and Progress Measures**

The PMF measures progress and achievement in English Language Arts (ELA) and math. The proficiency tables display results for subgroups if more than 10 students took the state assessment. The PMF also includes the following school environment measures: attendance, re-enrollment, and scores from the Classroom Assessment Scoring System (CLASS).

**Proficiency:** These charts display the results from the state assessments. In SY 2014-15, the state switched to the PARCC assessment. To allow schools an opportunity to adjust to the new assessment, SY 2014-15 PARCC outcomes that were lower than the state average will not be included in charter renewal analyses regarding goal attainment.

**Median Growth Percentile (MGP):** An MGP of 50 indicates that a school’s students have average year-to-year growth in reading or math proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance.

**Early Childhood:** DC Prep PCS chose assessments measuring achievement and growth. In SY 2013-14, the EC PMF was in development and no scores were calculated. DC Prep PCS needed to meet the floor of each measure in SY 2013-14- in order to be considered to have fully met its goals that years. Starting in SY 2014-15, the assessment results for grades PK through two is “for display only” on the PMF and is not used to calculate a PMF score. However, it is taken into consideration if the school does not make its goals and academic achievement expectations but can demonstrate improvement in its performance over time.

Many charts are color coded according to the following key:

<b>KEY for Campus Rate Data Charts</b>	
<b>3+</b>	<ul style="list-style-type: none"> <li>• A PARCC score of 3 = Approaching College and Career Ready</li> <li>• 3+ denotes the percentage of students who obtained a 3, 4 or 5 on the PARCC</li> </ul>
<b>4+</b>	<ul style="list-style-type: none"> <li>• A PARCC score of 4 = College and Career Ready which is proficient</li> <li>• 4+ denotes the percentage of students who obtained a 4 or 5 on the PARCC</li> <li>• 4+ is considered proficient</li> </ul>
<b>n-size</b>	Number of students who took the state assessment
<b>Green</b>	<ul style="list-style-type: none"> <li>• Met the EC PMF floor in SY 2013-14</li> <li>• Greater than or equal to the state average or charter sector average of the same grade band</li> </ul>
<b>Red</b>	<ul style="list-style-type: none"> <li>• Did not meet the EC PMF floor in SY 2013-14</li> <li>• Less than the state average or charter sector average of the same grade band</li> </ul>
<b>No Shading</b>	<ul style="list-style-type: none"> <li>• Data from SY 2014-15, when the state transitioned to PARCC. (Note – if the school did better than the state average, this is colored green.)</li> <li>• PK – 2 “display only” data that does not factor into the PMF score</li> </ul>

## English Language Arts (ELA)

### ELA Proficiency

#### Benning Elementary

Benning Elementary students scored well above state averages in ELA at both the "College and Career Ready" (4+) level as well as the "Approaching College and Career Ready" (3+) level in all subgroups except Students with Disabilities, where, due to the small number of test-takers (fewer than 14 per year), this subgroup saw variation in proficiency rates. In SY 2015-16 none of the campus's 10 students with disabilities scored at either a 3+ or a 4+. The At-Risk population of Benning Elementary demonstrated the largest gain over the state in the number of students scoring a 4+ in SY 2015-16. This population also performed significantly better than the state in SY 2016-17.

<b>Benning Elementary - ELA Proficiency</b>											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	54.3	43.7	70.5	44.0	3 +	68.7	44.2	60.6	46.9	63.4	49.6
					4 +	37.3	24.5	43.7	25.7	42.3	27.9
	70		61		n-size	67		71		71	
Black Non-Hispanic	55.1	35.6	68.4	36.0	3 +	71.9	36.7	60.3	40.2	62.3	41.5
					4 +	39.1	17.3	42.6	19.5	40.6	19.6
	69		57		n-size	64		68		69	
Students with Disabilities	10.0	17.2	N/A	20.5	3 +	40.0	13.5	0.0	18.9	15.4	19.3
					4 +	10.0	4.2	0.0	8.0	7.7	7.3
	10		n < 10		n-size	10		10		13	
Econ Dis	53.4	33.7	70.5	34.3	3 +	68.7	33.9	60.6	38.9	63.4	41.8
					4 +	37.3	15.1	43.7	18.4	42.3	19.4
	58		61		n-size	67		71		71	
At-Risk	N/A	N/A	N/A	N/A	3 +			56.4	31.4	50.0	34.2
					4 +	N/A	N/A	41.0	12.7	30.0	13.6
					n-size			39		40	
Male	40.5	39.1	78.3	39.2	3 +	66.7	40.6	48.7	41.2	56.2	43.6
					4 +	42.4	21.7	25.6	21.8	34.4	23.2
	37		23		n-size	33		39		32	
Female	69.7	48.4	65.8	48.8	3 +	70.6	47.9	75.0	52.7	69.2	55.6

<b>Benning Elementary - ELA Proficiency</b>											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
					4 +	32.4	27.3	65.6	29.7	48.7	32.7
	33		38		<i>n-size</i>	34		32		39	

### Benning Middle

In the past five years, Benning Middle students outperformed students across the state in ELA in for all students and for all but one subgroup, Students with Disabilities. The percent of students who are At Risk scoring proficient (4+) is double that of the state average in SYs 2015-16 and 2016-17.

<b>Benning Middle - ELA Proficiency</b>										
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		
	School	State		School	State	School	State	School	State	
All			3 +	70.5	51.1	70.5	54.2	64.3	56.6	
	78.4	50.3	4 +	25.3	25.7	33.8	27.9	39.0	31.9	
	74		<i>n-size</i>	146		210		272		
Black Non-Hispanic			3 +	70.1	43.0	70.1	46.7	63.9	49.1	
	78.9	42.6	4 +	24.6	16.2	33.5	19.1	38.4	22.8	
	71		<i>n-size</i>	134		197		255		
Hispanic Students			3 +	81.8	52.4	N/A	56.3	N/A	58.8	
	N/A	48.9	4 +	36.4	22.7		26.9		31.1	
	<i>n &lt; 10</i>		<i>n-size</i>	11		<i>n &lt; 10</i>		<i>n &lt; 10</i>		
Students with Disabilities			3 +	51.9	14.4	38.5	18.4	23.4	19.7	
	40.0	19.3	4 +	7.4	4.5	7.7	5.2	2.1	6.6	
	10		<i>n-size</i>	27		39		47		
Econ Dis			3 +	70.2	40.9	68.0	45.7	64.3	48.8	
	76.5	41.4	4 +	22.3	14.0	27.5	17.9	39.0	22.1	
	68		<i>n-size</i>	94		153		272		
At-Risk			3 +	N/A	N/A	70.3	38.3	57.9	41.4	
	N/A	N/A	4 +			29.7	13.7	34.9	16.6	
			<i>n-size</i>			91		126		

<b>Benning Middle - ELA Proficiency</b>									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
Male	75.0	45.8	3 +	65.2	45.4	68.7	48.3	60.6	49.5
			4 +	21.7	21.3	35.4	23.5	35.4	26.1
	36		<i>n-size</i>	69		99		127	
Female	81.6	54.7	3 +	75.3	56.7	72.1	60.3	67.6	63.7
			4 +	28.6	30.0	32.4	32.4	42.1	37.8
	38		<i>n-size</i>	77		111		145	

Edgewood Elementary

Students at Edgewood Elementary consistently outperformed students across the state on all ELA state assessments, with over double the percent of DC Prep PCS'S African American and At-Risk students scoring proficient than the state averages for these demographics in the most recent three and two years, respectively. However, the campus only had 12 test-takers who have disabilities in the most recent school year, and while a third were approaching readiness (3), none were proficient (4+).

<b>Edgewood Elementary - ELA Proficiency</b>											
Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	67.6	43.7	69.8	44.0	3 +	88.1	44.2	77.9	46.9	69.4	49.6
					4 +	64.2	24.5	55.9	25.7	45.8	27.9
	71		63		<i>n-size</i>	67		68		72	
Black Non-Hispanic	67.2	35.6	67.2	36.0	3 +	87.3	36.7	82.8	40.2	65.1	41.5
					4 +	63.5	17.3	56.9	19.5	42.9	19.6
	64		58		<i>n-size</i>	63		58		63	
Students with Disabilities	45.5	17.2	N/A	20.5	3 +	N/A	13.5	N/A	18.9	33.3	19.3
					4 +		4.2		8.-	0.0	7.3
	11		<i>n &lt; 10</i>		<i>n-size</i>	<i>n &lt; 10</i>		<i>n &lt; 10</i>		12	
Econ Dis	61.4	33.7	71.2	34.3	3 +	85.5	33.9	76.5	38.9	71.2	41.8
					4 +	60.0	15.1	51.0	18.4	42.4	19.4
	57		52		<i>n-size</i>	55		51		59	

### Edgewood Elementary - ELA Proficiency

Subgroup	2012-2013 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	70.4	31.4	73.3	34.2
					4 +			29.6	12.7	33.3	13.6
					<i>n-size</i>			27		30	
Male	57.5	39.1	69.7	39.2	3 +	78.8	40.6	81.6	41.2	64.9	43.6
					4 +	63.6	21.7	50.0	21.8	45.9	23.2
	40		33		<i>n-size</i>	33		38		37	
Female	80.6	48.4	70.0	48.8	3 +	97.1	47.9	73.3	52.7	74.3	55.6
					4 +	64.7	27.3	63.3	29.7	45.7	32.7
	31		30		<i>n-size</i>	34		30		35	

### Edgewood Middle

The percent of Edgewood Middle school students who scored proficient is double that of the state's average for the past two years for Black students and At-Risk students. The campus continues to be the highest performing in ELA proficiency of all DC Prep PCS campuses. Students with Disabilities and Economically Disadvantaged students performed higher than the state average every year the PARCC has been administered.

### Edgewood Middle - ELA Proficiency

Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	79.1	51.7	81.2	52.1	3 +	81.0	49.2	81.3	53.0	80.1	55.9
					4 +	49.1	24.8	58.2	28.0	54.1	31.6
					<i>n-size</i>	279		299		316	
Black Non- Hispanic	79.2	46.0	81.6	45.8	3 +	80.8	41.6	81.7	45.9	80.1	48.5
					4 +	49.0	16.4	58.2	19.6	53.0	22.8
					<i>n-size</i>	245		268		281	
Hispanic Students	78.6	55.4	80.0	52.8	3 +	83.3	52.2	90.0	55.3	93.3	58.3
					4 +	41.7	22.6	70.0	27.4	73.3	30.9
					<i>n-size</i>	12		10		15	
Multiracial	N/A	81.7	70.0	85.1	3 +	80.1	82.3	68.4	83.4	68.4	86.6
					4 +	52.4	62.3	47.4	66.8	52.6	67.9

Edgewood Middle - ELA Proficiency											
Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
	n < 10		10		n-size	21		19		19	
Students with Disabilities	30.0	20.8	43.2	21.1	3 +	48.9	13.3	41.7	17.1	39.6	19.0
					4 +	20.0	4.2	14.6	5.1	18.8	6.2
	40		44		n-size	45		48		48	
Econ Dis	76.5	44.8	79.1	43.9	3 +	78.8	39.3	78.1	44.6	78.4	48.1
					4 +	47.1	13.9	55.8	18.3	51.0	22.0
	213		211		n-size	170		224		245	
At-Risk	N/A	N/A	N/A	N/A	3 +			75.0	38.3	73.6	41.4
					4 +	N/A	N/A	38.9	13.7	40.7	16.6
					n-size			36		91	
Male	69.9	45.5	76.1	46.2	3 +	82.6	42.2	74.3	46.0	74.5	48.5
					4 +	45.5	20.0	53.4	23.0	48.4	25.6
	133		138		n-size	132		148		161	
Female	88.5	58.1	86.6	58.0	3 +	79.6	56.3	88.1	60.2	85.8	63.3
					4 +	52.4	29.6	62.9	33.1	60.0	37.8
	130		134		n-size	147		151		155	

## ELA Growth

### Benning Middle

Benning Middle did not meet the MGP 50 percentile score in any subgroup in the past two years. This indicates that students in the same grade who scored the same initially on the state assessment did not grow as much as similar students across the state. The most significant drop in MGP score was for Students with Disabilities. In SY 2015-16, the median percentile was 43, and in SY 2016-17, this dropped to 31.

DC Prep PCS – Benning Middle ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	N/A	57	46	43
Black Non-Hispanic	N/A	58	46	43

DC Prep PCS – Benning Middle ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
Students with Disabilities	N/A	64	43	31
Economically Disadvantaged	N/A	63	48	43
Male	N/A	55	41	44
Female	N/A	60	49	43

### Edgewood Middle

In SY 2016-17, the average student at Edgewood Middle did not make the same progress compared to similar students at other schools in the District. Female students, Hispanic students, and Multiracial students made more progress, but compared to the year before, students in each of these subgroups did not make as much progress and fell much closer to the 50 MGP median. Another subgroup of note was the Students with Disabilities population. From SY 2013-14, these students made more growth at Edgewood Middle than their peers at other schools. However, in SY 2016-17, their comparative growth decreased to 38.

DC Prep PCS – Edgewood Middle ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All	66	60	57	46
Black Non-Hispanic	65	60	56	46
Hispanic	68	62	82	53
Multiracial	n<10	55	55	54
Students with Disabilities	56	64	56	38
Economically Disadvantaged	64	62	56	45
	65	62	53	40

DC Prep PCS – Edgewood Middle ELA MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
Male				
Female	65	58	60	52

## EC Literacy Measures

Students at all elementary campuses met or exceeded the floor measure in PK Literacy since SY 2013-14. In SY 2016-17, students at the Benning Elementary campus performed highest, with 99.3% of students meeting or exceeding the publisher's expectations.

PK Literacy				
SY	Measure	Campus		
		Anacostia Elementary	Benning Elementary	Edgewood Elementary
2012-13	PK3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by spring administration of the Phonological Awareness Literacy Screening Assessment.	Campus opened in SY 2015-16	76.4%	68.7%
	PK4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by spring administration of the Strategic Teaching and Evaluation of Progress.		62.0%	75.0%
2013-14	PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT)		100%	98.5%
2014-15			99.3% of students met or exceeded the publisher's expectations.	97.3% of students met or exceeded the publisher's expectations.
2015-16	Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year.	99.2% of students met or exceeded the publisher's expectations.	98.6% of students met or exceeded the publisher's expectations.	98.0% of students met or exceeded the publisher's expectations.
2016-17		99.2% of students met or exceeded the publisher's expectations.	99.3% of students met or exceeded the publisher's expectations.	95.3% of students met or exceeded the publisher's expectations.

DC Prep PCS chose its own assessment to measure literacy in grades K through two. SY 2012-13 was the pilot year of the EC PMF, and the results are not a part of the school's goals. The results for SY 2013-14 are shaded green if the school met the floor of the measure, as required by the school's charter Agreement. In SY 2014-15, the PMF measured typical growth<sup>12</sup> on the Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP). In SYs 2015-16 and 2016-17, DC PCSB displays the median conditional growth percentile (CGP). The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score.<sup>13</sup> A median CGP of 50 indicates that a school's students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance.

Benning Elementary and Edgewood Elementary exceeded the floor of all EC PMF targets in SY 2013-14, which is required for the LEA as a whole to meet its goals.

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<sup>12</sup> When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and with the same starting score.

<sup>13</sup> Please see the SY 2016-17 PMF Policy and Technical Guide at [www.dcpccb.org/policy/2016-17-pmf-technical-guide](http://www.dcpccb.org/policy/2016-17-pmf-technical-guide).

K-2 Literacy				
SY	Measure	Campus		
		Anacostia Elementary	Benning Elementary	Edgewood Elementary
2012-13	50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress.	Campus opened in SY 2015-16	70.5%	84.7%
2013-14	Student Progress: NWEA-MAP Floor: <sup>14</sup> 50 Target: <sup>15</sup> 90		91.3%	95.2%
2014-15	Student Progress: NWEA-MAP assessment in reading		Typical Growth - 56.1	Typical Growth - 47.1
2015-16	Student Progress: NWEA-MAP assessment in reading	N/A	Median conditional growth percentile of all K – 2 students - 50.0	Median conditional growth percentile of all K – 2 students - 58.0
2016-17	A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	Median conditional growth percentile of all K – 2 students - 83.0	Median conditional growth percentile of all K – 2 students - 50.0	Median conditional growth percentile of all K – 2 students - 39.0

<sup>14</sup> The floor determines the minimum value for which any points are awarded.

<sup>15</sup> The target determines the value at which the maximum points for a common measure are awarded.

## Math

### Math Proficiency

#### Benning Elementary

Students at Benning Elementary scored at or above proficiency (4+) than the state average, with the exception of male students in SY 2015-16 and Students with Disabilities in SYs 2015-16 and 2016-17. The performance of Students with Disabilities dropped considerably from SY 2015-16 to SY 2016-17 in both scoring categories, "Approaching College and Career Ready" (3+) and "College and Career Ready" (4+). Black students scored above the state average every year for both scoring categories, with 80.9% scoring at 3+ in SY 2015-16, over 25 percentage points higher than the state.

In SY 2014-15, the state switched to the PARCC assessment. To account for schools' adjustment to the new assessment, SY 2014-15 PARCC outcomes are included in charter review analyses only if they are above the state average.

<b>Benning Elementary - Math Proficiency</b>											
Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	58.6	43.0	68.9	47.2	3 +	74.6	56.4	81.7	60.2	71.8	63.8
					4 +	41.8	30.2	47.9	37.3	43.7	39.2
	70		61		n-size	67		71		71	
Black Non- Hispanic	58.0	33.9	68.4	38.3	3 +	75.0	49.2	80.9	53.8	71.0	57.1
					4 +	43.8	22.8	47.1	30.4	42.0	30.2
	69		57		n-size	64		68		69	
Students with Disabilities	0.0	19.0	N/A	25.6	3 +	40.0	21.3	40.0	29.5	30.8	32.9
					4 +	0.0	6.0	10.0	14.9	0.0	14.4
	10		n < 10		n-size	10		10		13	
Econ Dis	56.9	33.2	68.9	38.3	3 +	74.6	48.4	81.7	53.6	71.8	58.0
					4 +	41.8	21.7	47.9	29.5	43.7	31.8
	58		61		n-size	67		71		71	
At-Risk	N/A	N/A	N/A	N/A	3 +			84.6	46.1	65.0	50.0
					4 +	N/A	N/A	48.7	23.3	27.5	24.3
					n-size			39		40	
Male	45.9	42	73.9	45.9	3 +	81.8	55.7	74.4	57.1	71.9	61.1
					4 +	48.5	31.4	30.8	35.6	40.6	37.9
	37		23		n-size	33		39		32	

<b>Benning Elementary - Math Proficiency</b>											
Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Female	72.7	44.1	65.8	48.5	3 +	67.6	57.2	90.6	63.3	71.8	66.6
					4 +	35.3	29.0	68.8	39.0	46.2	40.6
	33		38		n-size	34		32		39	

### Benning Middle

Students at Benning Middle outperformed students across the state on the Math PARCC every year for all students. The campus's population is majority African American, and the percent of Black students scoring "approaching college and career ready" (3+) is annually 30 percentage points higher than the state average. This is also true for "college and career ready" (4+), where the rates of Black students scoring at this level is 20 percentage points higher than the city average every year under review. In SY 2015-16, there was a drop in Students with Disabilities who were "College and Career Ready," but this improved significantly in SY 2016-17.

<b>Benning Middle - Math Proficiency</b>										
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC		
	School	State		School	State	School	State	School	State	
All	83.8	59.3	3 +	82.9	53.4	76.7	52.6	74.2	52.8	
			4 +	52.7	26.6	46.2	27.8	42.8	26.9	
	74		n-size	146		210		271		
Black Non- Hispanic	83.1	52.3	3 +	83.6	45.5	77.2	44.2	74.8	44.7	
			4 +	53.0	18.4	46.2	19.0	41.7	18.2	
	71		n-size	134		197		254		
Hispanic Students	N/A	59.9	3 +	81.8	56.2	N/A	57.5	N/A	55.9	
			4 +	54.5	24.0		27.3		26.4	
	n < 10		n-size	11		n < 10		n < 10		
Students with Disabilities	40.0	29.9	3 +	63.0	18.8	35.9	21	34.0	19.9	
			4 +	14.8	5.7	5.1	6.8	17.0	6.7	
	10		n-size	27		39		47		
Econ Dis	82.4	51.6	3 +	80.9	44.4	74.5	44.3	74.2	44.8	
			4 +	50.0	16.7	39.2	18.6	42.8	18.5	
	68		n-size	94		153		271		

<b>Benning Middle - Math Proficiency</b>									
Subgroup	2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State		School	State	School	State	School	State
At-Risk	N/A	N/A	3 +	N/A	N/A	76.9	31.4	72.8	34.2
			4 +			40.7	12.7	41.6	13.6
			n-size			91		125	
Male	77.8	58.5	3 +	79.7	51.1	77.8	51.1	71.4	50.2
			4 +	42.0	25.4	47.5	26.9	38.9	25.8
	36		n-size	69		99		126	
Female	89.5	60.1	3 +	85.7	55.6	75.7	54.2	76.6	55.3
			4 +	62.3	27.7	45.0	28.6	46.2	28.1
	38		n-size	77		111		145	

Edgewood Elementary

All students at Edgewood Elementary scored higher than students across the state in both "Approaching College and Career Readiness" (3+) and "College and Career Ready" (4+). Regarding Students with Disabilities who took the Math PARCC in SY 2016-17, 66.7% scored 3+ compared with the state's 32.9% average.

<b>Edgewood Elementary - Math Proficiency</b>											
Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	76.1	43.0	81.0	47.2	3 +	88.1	56.4	86.8	60.2	81.9	63.8
					4 +	56.7	30.2	69.1	37.3	52.8	39.2
	71		63		n-size	67		68		72	
Black Non-Hispanic	75.0	33.9	79.3	38.3	3 +	87.3	49.2	87.9	53.8	81.0	57.1
					4 +	55.6	22.8	70.7	30.4	49.2	30.2
	64		58		n-size	63		58		63	
Students with Disabilities	72.7	19.0	N/A	25.6	3 +	N/A	21.3	N/A	29.5	66.7	32.9
					4 +		6.0		14.9	25.0	14.4
	11		n < 10		n-size	n < 10		n < 10		12	
Econ Dis	71.9	33.2	82.7	38.3	3 +	87.3	48.4	88.2	53.6	81.4	58.0
					4 +	52.7	21.7	64.7	29.5	54.2	31.8
	57		52		n-size	55		51		59	

### Edgewood Elementary - Math Proficiency

Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	85.2	46.1	76.7	50.0
					4 +			55.6	23.3	50.0	24.3
					n-size			27		30	
Male	72.5	42.0	87.9	45.9	3 +	87.9	55.7	89.5	57.1	86.5	61.1
					4 +	66.7	31.4	78.9	35.6	54.1	37.9
	40		33		n-size	33		38		37	
Female	80.6	44.1	73.3	48.5	3 +	88.2	57.2	83.3	63.3	77.1	66.6
					4 +	47.1	29.0	56.7	39.0	51.4	40.6
	31		30		n-size	34		30		35	

### Edgewood Middle

Students at Edgewood Middle performed higher than the state average and higher than other DC Prep PCS campuses in SY 2016-17 on the Math PARCC. The performance of Black, Hispanic, and Economically Disadvantaged students is of particular note with more than 80.0% scoring 3+ and more than 50.0% scoring 4+ on this portion of the PARCC.

### Edgewood Middle - Math Proficiency

Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
All	91.6	56.9	91.9	58.0	3 +	88.2	47.2	86.3	47.9	83.2	50.2
					4 +	64.5	21.6	59.2	23.8	57.3	25.4
	263		272		n-size	279		299		316	
Black Non-Hispanic	90.8	51.2	91.6	51.3	3 +	86.5	40.3	85.8	40.5	83.3	42.4
					4 +	62.9	15.1	59.7	16.4	56.9	17.4
	240		250		n-size	245		268		281	
Hispanic Students	100	63.3	100	62.0	3 +	100.0	50.9	100.0	52.6	80.0	53.2
					4 +	91.7	20.2	60.0	23.4	73.3	24.9
	14		10		n-size	12		10		15	
Multiracial	N/A	86.2	90.0	87	3 +	100.0	80.4	84.2	82.3	84.2	82.5
					4 +	66.7	54.0	47.4	60.8	47.4	63.0
	n < 10		10		n-size	21		19		19	
Students with Disabilities	70.0	26.4	61.4	27	3 +	51.1	14.6	50.0	17.8	39.6	18.5
					4 +	24.4	3.9	14.6	5.3	18.8	6.0
	40		44		n-size	45		48		48	

### Edgewood Middle - Math Proficiency

Subgroup	2013-2014 DC CAS		2013-2014 DC CAS			2014-2015 PARCC		2015-2016 PARCC		2016-2017 PARCC	
	School	State	School	State		School	State	School	State	School	State
Econ Dis	90.6	50.8	91.0	50	3 +	87.1	38.9	85.3	40.4	81.6	42.5
					4 +	65.3	13.6	55.8	16.0	54.3	17.7
	213		211		n-size	170		224		245	
At-Risk	N/A	N/A	N/A	N/A	3 +	N/A	N/A	56.4	31.4	50.0	34.2
					4 +			41.0	12.7	30.0	13.6
					n-size			39		40	
Male	90.2	54.2	89.9	55	3 +	91.7	44.2	85.1	45.8	82.6	47.3
					4 +	62.9	20.2	58.8	22.5	55.9	24.0
	133		138		n-size	132		148		161	
Female	93.1	59.7	94.0	60	3 +	85.0	50.2	87.4	50.1	83.9	53.1
					4 +	66.0	23.0	59.6	25.0	58.7	26.8
	130		134		n-size	147		151		155	

### Math Growth

#### Benning Middle

In math, most students at Benning Middle improved at higher rates than their peers across the state. The exception to this was Students with Disabilities. From SY 2015-16 to SY 2016-17, though, this median score dropped in all subgroups and most significantly for Female students.

#### DC Prep PCS – Benning Middle MGP

	2013-14 Grade 4	2014-15 Grades 4 – 5	2015-16 Grades 4 - 6	2016-17 Grades 4 - 7
All	N/A	72	61	52
Black Non-Hispanic	N/A	71	61	52
Students with Disabilities	N/A	64	44	43
Economically Disadvantaged	N/A	73	63	52

DC Prep PCS – Benning Middle MGP				
	2013-14 Grade 4	2014-15 Grades 4 – 5	2015-16 Grades 4 - 6	2016-17 Grades 4 - 7
Male	N/A	72	59	55
Female	N/A	72	63	50

### Edgewood Middle

Many students at Edgewood Middle made more progress in math than their peers across the District. The exceptions were Hispanic students, Multiracial students, and Students with Disabilities in SYs 2015-16 and 2016-17. These three subgroups made less progress than comparable students, indicating that their math learning was slower at Edgewood Middle. Another trend in all subgroups was a slow decline in the MGP.

DC Prep PCS – Edgewood Middle Math MGP				
	2013-14	2014-15	2015-16	2016-17
All	71	67	59	53
Black Non-Hispanic	71	66	58	53
Hispanic	68	66	61	44
Multiracial	n<10	73	66	42
Students with Disabilities	65	51	45	40
Economically Disadvantaged	70	66	57	52
Male	69	67	59	50
Female	71	65	59	55

## EC Math Measures

The majority of PK students at all campuses met or exceeded the expectations set by the publisher in the past two years for math. Historically, Benning Elementary performed the highest but was matched by Edgewood Elementary in SY 2015-16.

PK Math				
SY	Target	Campus		
		Anacostia Elementary	Benning Elementary	Edgewood Elementary
2012-13	The school did not have a math assessment for PK this year.	Campus opened in SY 2015-16	N/A	N/A
2013-14	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor: <sup>16</sup> 60 Target: <sup>17</sup> 100		100%	99.3%
2014-15	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor: <sup>16</sup> 60 Target: <sup>17</sup> 100		99.3% of students met or exceeded the publisher's expectations.	98.7% of students met or exceeded the publisher's expectations.
2015-16	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor: <sup>18</sup> 70 Target: <sup>19</sup> 100	99.2% of students met or exceeded the publisher's expectations.	99.3% of students met or exceeded the publisher's expectations.	99.3% of students met or exceeded the publisher's expectations.
2016-17	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor: <sup>18</sup> 70 Target: <sup>19</sup> 100	97.6% of students met or exceeded the publisher's expectations.	98.0% of students met or exceeded the publisher's expectations.	98.0% of students met or exceeded the publisher's expectations.

DC Prep PCS chose its own assessment to measure math in grades K through two. SY 2012-13 was the pilot year of the EC PMF, and the results are not a part of the school's goals. The results for SY 2013-14 are shaded green if the school met the floor of the

<sup>16</sup> The floor determines the minimum value for which any points are awarded.

<sup>17</sup> The target determines the value at which the maximum points for a common measure are awarded.

<sup>18</sup> The floor determines the minimum value for which any points are awarded.

<sup>19</sup> The target determines the value at which the maximum points for a common measure are awarded.

measure, as required by the school's Charter Agreement. In SY 2014-15, the PMF measured typical growth<sup>20</sup> on the NWEA-MAP. In SYs 2015-16 and 2016-17 DC PCSB displays the median CGP. The CGP for each student is set by the publisher's 2015 norms, based on the student's initial assessment score.<sup>21</sup> A median CGP of 50 indicates that a school's students have average year-to-year growth in reading proficiency when compared to students nationwide in the same grades and with the same initial assessment performance.

DC Prep PCS's Benning Elementary and Edgewood Elementary campuses exceeded the floor of all EC PMF targets in SY 2013-14, which is required for the LEA as a whole to meet its goals.

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<sup>20</sup> When a student meets or exceeds Typical Growth, the student is scoring at or above the end of year rate that is typical for students in the same grade and same starting score.

<sup>21</sup> Please see the SY 2016-17 PMF Policy and Technical Guide at [www.dcpcsb.org/policy/2016-17-pmf-technical-guide](http://www.dcpcsb.org/policy/2016-17-pmf-technical-guide).

K-2 Math				
SY	Measure	Campus		
		Anacostia Elementary	Benning Elementary	Edgewood Elementary
2012-13	Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades.	Campus opened in SY 2015-16	Students achieved an average growth of 4.4 percentile points	Students achieved an average growth of 4.0 percentile points
	50% of kindergarten through third-grade students will score at or above the 40 <sup>th</sup> percentile in mathematics on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades.		61.4%	74.1%
2013-14	Student Progress: NWEA-MAP assessment in mathematics Floor: 50 Target: 90		98.1%	98.6%
2014-15	Student Progress: NWEA-MAP assessment in mathematics		Typical Growth - 89.6	Typical Growth - 88.7
2015-16	Student Progress: NWEA-MAP assessment in mathematics  A Median CGP (median conditional growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to students nationwide in the same grades and with the same initial assessment performance.	N/A	Median conditional growth percentile of all K - 2 students - 60.0	Median conditional growth percentile of all K - 2 students - 79.0
2016-17		Median conditional growth percentile of all K - 2 students - 83.5	Median conditional growth percentile of all K - 2 students - 70.0	Median conditional growth percentile of all K - 2 students - 75.0

## School Environment Measures

School environment measures are designed to show the school's climate and parent satisfaction.

### In-Seat Attendance (ISA)

To measure attendance, DC PCSB measures ISA. DC PCSB considers ISA an indicator of a school's climate. The ISA for DC Prep PCS varied across all measured years. In SYs 2012-

13 and 2013-14, all campuses' averages were higher than the charter sector. In SY 2016-17, only Benning Elementary and Edgewood Elementary had ISA rates higher than the charter sector average.

DC Prep PCS - In-Seat Attendance										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	School	Charter Sector								
Anacostia	N/A	N/A	N/A	N/A	N/A	N/A	89.3%	90.8%	90.9%	91.3%
Benning Elementary	93.0%	91.4%	95.0%	91.9%	94.3%	92.4%	93.1%	92.2%	92.3%	92.2%
Benning Middle	N/A	N/A	94.5%	93.8%	93.6%	94.1%	92.5%	93.6%	93.4%	93.8%
Edgewood Elementary	94.0%	91.4%	94.0%	91.9%	94.9%	92.4%	94.8%	92.2%	94.0%	92.2%
Edgewood Middle	95.0%	92.8%	96.0%	93.3%	95.0%	93.3%	95.2%	93.5%	93.2%	93.8%

Re-enrollment

A school’s re-enrollment rate measures family satisfaction with a school by measuring the rate at which students who are eligible return from one year’s official enrollment audit to the next year’s official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate. For the past two years, from SY 2014-15 to SY 2015-16 and from SY 2015-16 to SY 2016-17, all campuses except Anacostia had higher re-enrollment rates than the charter sector.

DC Prep PCS - Re-enrollment								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector						
Anacostia	N/A	N/A	N/A	N/A	N/A	N/A	73.7%	80.0%
Benning Elementary	83.4%	81.2%	88.7%	81.9%	87.4%	83.3%	87.1%	81.4%
Benning Middle	N/A	N/A	90.4%	80.9%	83.1%	77.8%	83.2%	80.6%
Edgewood Elementary	86.7%	81.2%	90.4%	81.9%	87.6%	83.3%	91.6%	81.4%
Edgewood Middle	84.3%	83.5%	82.3%	83.3%	84.2%	78.3%	92.7%	84.0%

Classroom Assessment Scoring System (CLASS)

The table below shows DC Prep PCS’s CLASS<sup>22</sup> performance at its elementary campuses. In the target of Emotional Support, no campus scored higher than the charter sector. In

<sup>22</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school

the Classroom Organization target, Benning Elementary performed at the same level as the charter sector in SY 2016-17. Edgewood Elementary showed improvement each year and in SY 2016-17 performed highest of all campuses and higher than the charter sector. In the Instructional Support target, Edgewood Elementary exceeded the charter sector for the past three years.

DC Prep PCS - CLASS Performance Targets					
Year	Target	Anacostia Elementary	Benning Elementary	Edgewood Elementary	Charter Sector
2013-14	Emotional Support	N/A	5.3	5.2	5.7
2014-15			5.5	5.8	5.9
2015-16		5.9	5.5	5.8	6.0
2016-17		5.7	5.8	6.0	6.1
2013-14	Classroom Organization	N/A	5.1	5.0	5.2
2014-15			5.1	5.7	5.5
2015-16		6.1	5.4	5.8	5.9
2016-17		5.3	5.8	6.1	5.8
2013-14	Instructional Support	N/A	2.6	2.3	2.5
2014-15			2.6	3.0	2.8
2015-16		3.6	2.5	3.7	3.1
2016-17		2.9	3.1	3.3	3.0

**Qualitative Site Review (QSR) Outcomes**

DC PCSB conducts QSRs of charter schools to observe qualitative evidence of the extent to which the school is meeting its mission and goals, as well as to assess classroom environments and quality of instruction. In March and April 2017, in anticipation of this charter renewal analysis, DC PCSB conducted a QSR of DC Prep PCS.<sup>23</sup> DC PCSB reviewers observed strong evidence at each campus that the school is meeting its mission and goals. Across the campuses, DC PCSB observed a clear emphasis on academic excellence, persistence, and commitment to learning.

In QSRs, each observed classroom is assigned an Unsatisfactory, Basic, Proficient, or Distinguished rating in classroom environment<sup>24</sup> and instruction.<sup>25</sup> The following table

programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

<sup>23</sup> See DC Prep PCS QSR reports, attached to this report as Appendix G.

<sup>24</sup> To assess classroom environment, DC PCSB observes whether teachers (a) create an environment of respect and rapport; (b) establish a culture for learning; (c) manage classroom procedures; and (d) manage student behavior.

<sup>25</sup> To assess instruction, DC PCSB observes how teachers (a) communicate with students; (b) use questioning/prompts and discussion techniques; (c) engage students in learning; and (d) use assessment for instruction.

details the percentage of classrooms at each campus that were rated proficient or distinguished in each domain.

<b>% of Classrooms Rated Proficient or Distinguished in the Domain</b>		
	<b>Classroom Environment</b>	<b>Instruction</b>
<b>Anacostia Elementary</b>	86	92
<b>Benning Elementary</b>	82	76
<b>Benning Middle</b>	88	70
<b>Edgewood Elementary</b>	77	75
<b>Edgewood Middle</b>	82	88

Of the 38 QSRs conducted by DC PCSB in SY 2016-17, DC Prep PCS – Anacostia Elementary had the highest percent of observations scoring in the proficient and distinguished range in instruction than any other campus that received a QSR IN 2016-17. DC Prep PCS – Edgewood Middle had the third highest score in this area. DC Prep PCS – Benning Middle and Anacostia Elementary had the third and fourth highest percent of observations that scored proficient or distinguished in the classroom environment domain.

## **SECTION TWO: COMPLIANCE WITH CHARTER AND APPLICABLE LAWS**

The SRA requires DC PCSB to determine at least once every five years whether a school has “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,” and at renewal requires DC PCSB not to renew the school’s charter if it finds such a violation.<sup>26</sup> The SRA contains a non-exhaustive list of applicable laws, which DC PCSB monitors in its annual compliance reviews. The below table discusses the school’s compliance with various requirements from SY 2012-13 to the time of this report’s publication.

<b>Compliance Item</b>	<b>Description</b>	<b>School’s Compliance Status SY 2012-13 to Present<sup>27</sup></b>
<b>Fair enrollment process</b> D.C. Code § 38-1802.06	DC charter schools must have a fair and open enrollment process that randomly selects applicants and does not discriminate against students.	Compliant since SY 2012-13
<b>Notice and due process for suspensions and expulsions</b> D.C. Code § 38-1802.06(g)	DC charter school discipline policies must afford students due process <sup>28</sup> and the school must distribute such policies to students and parents.	Compliant since SY 2012-13
<b>Student health and safety</b> D.C. Code §§ 38-1802.04(c)(4), 4-1321.02, 38-651	The SRA requires DC charter schools to maintain the health and safety of its students. <sup>29</sup> To ensure that schools adhere to this clause, DC PCSB monitors schools for various indicators, including but not limited to whether schools: <ul style="list-style-type: none"> <li>- have qualified staff members that can administer medications;</li> <li>- conduct background checks for all school employees and volunteers; and</li> <li>- have an emergency response plan in place and conduct emergency drills as required by DC code and regulations.</li> </ul>	Compliant since SY 2012-13

<sup>26</sup> D.C. Code § 38.1802.12(c)(1).

<sup>27</sup> See Compliance Reports, attached to this report as Appendix H.

<sup>28</sup> See *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>29</sup> D.C. Code § 38.1802.04 (c)(4)(A).

<b>Compliance Item</b>	<b>Description</b>	<b>School's Compliance Status SY 2012-13 to Present<sup>27</sup></b>
<b>Equal employment</b> D.C. Code § 38-1802.04(c)(5)	A DC charter school's employment policies and practices must comply with federal and local employment laws and regulations.	Compliant since SY 2012-13
<b>Insurance</b> As required by the school's charter	A DC charter school must be adequately insured.	Compliant since SY 2012-13
<b>Facility licenses</b> D.C. Code § 47-2851.03(d); D.C. Mun. Regs., tit. 14, §§ 14-1401 et seq.	A DC charter school must possess all required local licenses.	Compliant since SY 2012-13
<b>Proper composition of Board of Trustees</b> D.C. Code § 38-1802.05(a)	A DC charter school's Board of Trustees must have: an odd number of members that does not exceed 15; a majority of members that are DC residents; and at least two members that are parents of a student attending the school.	Compliant since SY 2012-13
<b>Accreditation status</b> D.C. Code § 38-1802.02(16)	A DC charter school must maintain accreditation from an SRA-approved accrediting body approved by the SRA.	Compliant since SY 2012-13

### **Procurement Contracts**

D.C. Code § 38-1802.04(c)(1) requires DC charter schools to use a competitive bidding process for any procurement contract valued at \$25,000 or more, and within three days of awarding such a contract, to submit to DC PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, DC PCSB requires schools to submit a "Determinations and Findings" form to detail any qualifying procurement contract that the school has executed.

For SYs 2013-14 and 2014-15, the school did not properly submit all contract documents. However, these contracts were entered into before DC PCSB implemented the current version of the Procurement Contract Submission Policy and it would be impractical for the school to submit these contracts at this time. For SY 2015-16, DC PCSB staff found the school to be in compliance with the Procurement Contract Submission Policy.

## **Special Education Compliance**

Charter schools are required to comply with all federal and local special education laws, including the Individuals with Disabilities Education Act<sup>30</sup> (IDEA) and Section 504 of the Rehabilitation Act of 1973.<sup>31</sup> The following section summarizes the LEA's special education compliance from SY 2012-13 to the present.

### **The D.C. Office of the State Superintendent of Education (OSSE) Special Education Compliance Reviews**

OSSE monitors charter schools' special education compliance and publishes three primary types of reports detailing these findings: (1) Annual Determinations; (2) On-Site Monitoring; and (3) Special Conditions Reports. OSSE's findings regarding special education compliance are summarized below.

#### **(1) Annual Determinations**

As required by federal regulation, OSSE annually analyzes each LEA's compliance with special education compliance indicators, and publishes these findings in an Annual Determination report. Each year's report is based on compliance data collected from the prior federal fiscal year. For example, in SY 2016-17, OSSE published its 2014 Annual Determination reports (based on the school's 2014-15 performance).

DC Prep PCS's Annual Determination compliance performance is detailed in the table below.<sup>32</sup>

<b>Year</b>	<b>Percent Compliant with Audited Special Education Federal Requirements</b>	<b>Determination Level</b>
2013	85%	Meets Requirements
2014	100%	Meets Requirements
2015	100%	Meets Requirements

#### **(2) On-Site Monitoring Report**

OSSE conducts an on-site assessment of an LEA's special education compliance with student-level and LEA-level indicators in alignment with its coordinated Risk-

<sup>30</sup> 20 U.S.C. §§ 1400 *et seq.* See 20 U.S.C. § 1413(a)(5).

<sup>31</sup> 29 U.S.C. § 794.

<sup>32</sup> See Annual Determination reports, attached to this report as Appendix I.

Based Monitoring,<sup>33</sup> and publishes its findings in an On-Site Monitoring Report. Annually, OSSE assigns a risk designation to each LEA based on several criteria, including its IDEA Part B performance,<sup>34</sup> which OSSE then uses to determine if an LEA will receive on-site monitoring.<sup>35</sup> LEAs are responsible for being 100% compliant with student-level indicators and LEA-level indicators on On-Site Monitoring Reports.<sup>36</sup>

In 2014, OSSE published an On-Site Compliance Monitoring Report of DC Prep PCS based on the school’s performance in SY 2013-14.<sup>37</sup> The school has since cured all areas of noncompliance.

<b>On-Site Monitoring Report – LEA-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant indicators</b>	<b>Corrected?</b>
Extended School Year (ESY)	1 of 1 indicator compliant	N/A	N/A
Least Restrictive Environment (LRE)	1 of 1 indicator compliant	N/A	N/A
Individualized Education Program (IEP)	1 of 1 indicator compliant	N/A	N/A
Data	2 of 2 indicators compliant	N/A	N/A
Fiscal	13 of 13 indicators compliant	N/A	N/A

<b>On-Site Monitoring Report – Student-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant Indicators</b>	<b>Corrected?</b>
Initial Evaluation and Reevaluation	7 of 8 indicators compliant	<ul style="list-style-type: none"> <li>Parents Provided Procedural Safeguards</li> </ul>	Yes
IEP	10 of 13 indicators compliant	<ul style="list-style-type: none"> <li>Parent/Student Notified of Meeting</li> <li>General Education Teacher Attended IEP Meeting</li> </ul>	Yes

<sup>33</sup> See <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/Risk-Based%20Monitoring%20Guidance.pdf>.

<sup>34</sup> Part B of IDEA applies to students ages 3-22.

<sup>35</sup> The type of monitoring an LEA will receive varies depending on its designation as a “high,” “medium,” or “low risk” sub-grantee. An on-site monitoring visit will occur for LEAs classified as “high” risk.

<sup>36</sup> If OSSE determined an LEA was less than 100% compliant with a student-level indicator that could not be cured retroactively, OSSE would identify the point of noncompliance as an LEA-level violation and give the LEA 365 days to cure the finding.

<sup>37</sup> See SY 2013-14 On-Site Monitoring Report Attachments, attached to this report as Appendix J.

<b>On-Site Monitoring Report – Student-Level Compliance</b>			
<b>Compliance Area</b>	<b>Compliant?</b>	<b>Noncompliant Indicators</b>	<b>Corrected?</b>
		<ul style="list-style-type: none"> <li>ESY Determined on Individual Basis</li> </ul>	
Least Restrictive Environment	2 of 2 indicators compliant	N/A	N/A

**(3) Special Conditions Reports**

OSSE submits reports to the U.S. Department of Education’s Office of Special Education Programs (OSEP) three times annually,<sup>38</sup> detailing LEAs’ compliance in three areas: (1) Initial Evaluation timeliness;<sup>39</sup> (2) Reevaluation timeliness; and (3) Secondary Transition requirements (for students at age 16 and up). DC Prep PCS is evaluated in adhering to Initial Evaluation timeliness and Reevaluation timeliness. The outcomes are detailed in the tables below. The school has no identified areas of noncompliance.

<b>Special Conditions Reporting Period – April 2012 through March 2013</b>				
	<b>Quarter 1 (April 1 – June 30)</b>	<b>Quarter 2 (July 1 – September 30)</b>	<b>Quarter 3 (October 1 – December 31)</b>	<b>Quarter 4 (January 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A <sup>40</sup>	Compliant	N/A	N/A
<b>Reevaluation Timeliness</b>	N/A	N/A	N/A	N/A

<sup>38</sup> Prior to SY 2014-15, OSSE conducted reviews quarterly. The data for the special conditions from that timeframe is thus organized across four quarters.

<sup>39</sup> Starting with SY 2017-18, OSSE is no longer under special conditions with OSEP on Initial Evaluations. Moving forward, OSSE will only report on Reevaluation and Secondary Transition in Special Conditions reporting. Initial evaluation data will still be periodically reviewed for compliance and included in Public Reporting for Annual Performance Reports (APRs). For the purposes of this report, Initial Evaluations are included since OSSE reported on this area of compliance in the past.

<sup>40</sup> Not applicable (N/A) indicates that OSSE did not conduct a review for the listed compliance area during the specified time-frame for the school.

<b>Special Conditions Reporting Period – April 2013 through March 2014</b>				
	<b>Quarter 1 (April 1 – June 30)</b>	<b>Quarter 2 (July 1 – September 30)</b>	<b>Quarter 3 (October 1 – December 31)</b>	<b>Quarter 4 (January 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	N/A	N/A	Compliant
<b>Reevaluation Timeliness</b>	N/A	N/A	N/A	Compliant

<b>Special Conditions Reporting Period – April 2014 through March 2015</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – September 30)</b>	<b>May 1 Report (October 1 – December 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	N/A	N/A
<b>Reevaluation Timeliness</b>	Compliant	Compliant	N/A

<b>Special Conditions Reporting Period – April 2015 through March 2016</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – September 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	N/A	N/A
<b>Reevaluation Timeliness</b>	N/A	N/A	N/A

<b>Special Conditions Reporting Period – April 2016 through March 2017</b>			
	<b>August 1 Report (April 1 – June 30)</b>	<b>November 1 Report (July 1 – September 30)</b>	<b>May 1 Report (October 1 – March 31)</b>
<b>Initial Evaluation Timeliness</b>	N/A	N/A	N/A
<b>Reevaluation Timeliness</b>	N/A	N/A	N/A

### Hearing Officer Determination (HOD) Implementation Review

OSSE manages and oversees compliance through the HOD Tracker (formerly called the Blackman Jones database) that tracks the timely implementation of actions required by HODs. As of July 2017, no HODs have been issued against DC Prep PCS.<sup>41</sup>

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<sup>41</sup> HODs are the written decisions issued as a result of a due process complaint that proceeded to hearing. Many other complaints are withdrawn for a number of reasons, including settlement. Not all outcomes are required to be tracked; thus, for the purposes of charter reviews and renewals, DC PCSB reports only on HODs that resulted in a finding of noncompliance against the LEA.

## **SECTION THREE: FISCAL MANAGEMENT AND ECONOMIC VIABILITY**

### **INTRODUCTION**

The SRA requires DC PCSB to revoke a school’s charter if DC PCSB determines that the school:

- Has engaged in a pattern of nonadherence to generally accepted accounting principles (GAAP);
- Has engaged in a pattern of fiscal mismanagement; and/or
- Is no longer economically viable.<sup>42</sup>

The results of DC PCSB’s review of DC Prep PCS’s financial records are presented below.

### **SUMMARY OF FINDINGS**

DC Prep PCS has demonstrated adequate financial performance. Its financial audit confirms compliance with GAAP and reveals no concerns about the school’s internal controls. DC Prep PCS has not engaged in a pattern of fiscal mismanagement, and it is economically viable.

DC Prep PCS’s first year of operation was Fiscal Year (FY) 2004. The data examined as a part of this review includes the last five years of audited financial data, FY 2012 through FY 2016. During this period, enrollment and total revenues grew significantly. The school usually generated a surplus, except for a small deficit in FY 2016. The school has built a strong cash reserve over time. Indicators of economic viability for DC Prep PCS are positive. DC Prep PCS does not warrant any concerns for economic viability or fiscal mismanagement based on the information currently available to DC PCSB.

### **FINANCIAL OVERVIEW**

The following table provides an overview of DC Prep PCS’s financial information over the school’s last five years of operations. Between FY 2012 and FY 2016, enrollment and revenue grew by 53% and 71%, respectively. During the same period, the school built a strong Net Asset Position of \$13.8 million. Overall, the school has exhibited adequate financial results as it continues to grow its program in a fiscally responsible manner.

<b>Financial Highlights (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Maximum Enrollment<sup>43</sup></b>	1,090	1,150	1,250	1,350	1,562
<b>Audited Enrollment</b>	1,022	1,138	1,220	1,320	1,559
<b>Total Revenue</b>	\$18,811	\$21,431	\$22,633	\$27,747	\$32,081
<b>Surplus/(Deficit)<sup>44</sup></b>	\$2,125	\$1,450	\$350	\$806	(\$114)
<b>Unrestricted Cash Balances</b>	\$6,606	\$7,649	\$7,930	\$11,152	\$9,098

<sup>42</sup> See D.C. Code § 38-1802.13(b).

<sup>43</sup> Maximum Enrollment represents the largest possible number of students for which the school may receive public funding. It may be higher than the school’s targeted or budgeted enrollment, but provides a good proxy for the school’s enrollment expectations over time.

<sup>44</sup> Surplus / (Deficit) is total revenue minus total expenses.

<b>Financial Highlights (\$ in 000s)</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Number of Days of Cash on Hand<sup>45</sup></b>	143	138	128	149	102
<b>Net Asset Position<sup>46</sup></b>	\$11,272	\$12,722	\$13,072	\$13,879	\$13,765
<b>Primary Reserve Ratio<sup>47</sup></b>	65%	62%	55%	47%	40%

## **FISCAL MANAGEMENT**

Our review of overall fiscal management considers the school’s liquidity, debt burden, cost management, and internal controls. Together, these factors reflect the effectiveness of school leaders and the school’s board in managing school finances. DC Prep PCS’s fiscal management is sound: the school’s liquidity is strong, the school has an adequate ability to service its debt, its costs are effectively managed, and the internal control environment appears to be secure. These areas are discussed further below.

### Liquidity

Liquidity refers to the school’s ability to meet its financial obligations, particularly in the short term. Too few assets or insufficient cash to pay vendors and/or creditors is a cause for concern and threatens the school’s viability.

The first indicator of a school’s liquidity is its current ratio.<sup>48</sup> The current ratio measures a school’s financial resources available to meet short-term obligations (i.e., those obligations due in the following 12 months). When the current ratio is less than one, the school’s ability to meet these obligations is in doubt; we consider a current ratio of greater than 1.0 the “target” of acceptable performance. A current ratio below 0.7 raises concern about the school’s liquidity; we consider this the “floor” of acceptable performance.

DC Prep PCS’s current ratio indicates strong liquidity with no risk to viability. While DC Prep PCS’s current ratio fell to 0.8 in FY 2014, it was a result of temporary circumstances around building construction and is considered to be a one-time event.

The second measure, days of cash on hand, reflects a school’s ability to satisfy its financial obligations using only existing cash balances (in the event of unexpected cash delays). Typically, 45 days of cash or more is recommended; we consider this the target. Less than 15 days of cash is a liquidity concern; we consider this the floor of acceptable performance.

DC Prep PCS’s days of cash on hand has been at least 102 over the last five years, which is more than twice the target.

Together these metrics provide evidence of continued strength in overall liquidity.

<sup>45</sup> Number of Days of Cash on Hand equals unrestricted cash and cash equivalents divided by daily operating expenses (which equals annual operating expenses divided by 360 days). It is a measure of the school’s ability to pay debts and claims as they come due.

<sup>46</sup> Net Asset Position equals total assets minus total liabilities.

<sup>47</sup> Primary Reserve Ratio equals total net assets, less intangible assets, divided by total annual expenses.

<sup>48</sup> A school’s current ratio is its current assets divided by current liabilities.

Liquidity							
	Floor	Target	2012	2013	2014	2015	2016
<b>Current Ratio</b>	<0.7	>1.0	4.7	4.2	0.8	5.5	2.7
<b>Number of Days of Cash on Hand</b>	<15	>45	143	138	128	149	102

The final measure of liquidity is solvency,<sup>49</sup> or the school’s ability to pay outstanding obligations, including amounts due to vendors, employees, and lenders if the school’s charter is revoked. DC PCSB reviewed DC Prep PCS’s 2016 audited financial statements to determine the risk to third parties in the event of school closure. Should the DC PCSB Board vote to close DC Prep PCS, we expect that the school may not be able to meet its operating obligations. Including estimated closure costs, the school may have a shortfall in meeting obligations due to vendors, employees, and lenders.

DC Prep PCS has a significant amount of fixed assets including real estate holdings. However, without a readily discernible fair market value of those fixed assets, we cannot determine whether or not enough cash would be generated in a liquidation to cover all the school’s debt.

#### Debt Burden

As part of the evaluation of a school’s long-term viability, DC PCSB considers a school’s debt burden. DC PCSB reviews two debt ratios – the debt ratio<sup>50</sup> and the debt service coverage ratio (DSC).<sup>51</sup>

First, the debt ratio measures how leveraged a school is, or the extent to which a school relies on borrowed funds to finance its operations. A ratio greater than 0.90 is a cause for concern (the floor for this metric); a ratio less than 0.50 is a signal of financial strength (the target).

DC Prep PCS’s debt ratio represents little risk to financial viability. While the ratio did increase subsequent to new debt issuance in FY 2014, the ratio remains well above the floor for this metric.

Second, the DSC ratio measures the school’s ability to make regular payments on interest and principal. A low ratio indicates a school’s inability to service its debt, while a higher one represents strength.

DC Prep’s DCS exceeds the DC PCSB’s target significantly.

Together, these measures reveal no concerns surrounding DC Prep’s debt structure.

<sup>49</sup> Except when the school owns a facility, solvency equals unrestricted cash plus receivables with a high probability of collection, minus liabilities and closure expenses.

<sup>50</sup> Debt Ratio equals the total liabilities divided by the total assets.

<sup>51</sup> Debt Service Coverage Ratio equals EBITDA divided by the sum of scheduled principal payments and interest paid (not including balloon payments).

Debt Burden							
	Floor	Target	2012	2013	2014	2015	2016
<b>Debt Ratio</b>	>0.90	<0.50	0.57	0.54	0.74	0.76	0.77
<b>Debt Service Coverage Ratio</b>	<1.0	>1.2	<i>N/A-metric introduced in FY16</i>				1.84

### Cost Management

The following table provides an overview of the school's spending decisions over the past five years. Since FY 2012, expenses have grown 93%, as compared to a 71% growth in revenues. The most significant increase in expenses has been for personnel salaries and benefits, reflecting an investment in human capital. Costs appear to be effectively managed at the school.

Cost Management (\$ in 000s)					
	2012	2013	2014	2015	2016
<b>Salaries and Benefits</b>	\$11,706	\$14,458	\$16,554	\$18,636	\$22,081
<b>Direct Student Costs</b>	\$1,430	\$1,483	\$1,469	\$1,711	\$2,143
<b>Occupancy Expenses</b>	\$2,292	\$2,522	\$2,679	\$4,581	\$5,277
<b>General Expenses<sup>52</sup></b>	\$1,259	\$1,518	\$1,581	\$2,013	\$2,693

As a Percent of Expenses						
	2012	2013	2014	2015	2016	FY16 Sector Median
<b>Salaries and Benefits</b>	70%	72%	74%	69%	69%	61%
<b>Direct Student Costs</b>	9%	7%	7%	6%	7%	11%
<b>Occupancy Expenses</b>	14%	13%	12%	17%	16%	16%
<b>General Expenses</b>	8%	8%	7%	7%	8%	11%

### Internal Controls

At the highest level, internal controls are processes assuring achievement of an organization's objectives in operational effectiveness and efficiency, reliable financial reporting, and compliance with laws, regulations, and policies.

Audits of DC Prep PCS establish that the school has adhered to GAAP. The school's auditors issued unmodified audit opinions on the financial statements for all five years. In FY 2013, the school's auditors identified a significant deficiency during their Uniform Guidance (formerly A-133) audit; however, this finding was not repeated in FY 2014, indicating that the deficiency was resolved. As well, in FY 2012 through FY 2014, DC Prep PCS breached a single covenant of a bank's letter of credit. This covenant stated maximum capital expenditures could not exceed \$150,000, but the bank waived this breach in all three years. During FY 2015, the bank raised the maximum capital expenditures to \$750,000. After that change, DC Prep PCS has been in compliance with

<sup>52</sup> DC PCSB has worked with the Financial Oversight Task Force to revise definitions of cost categories, including combining Office Expenses and General Expenses beginning in FY 2016. Other category definitions have also changed over time.

this covenant. The FY 2016 audit results did not reveal any concerns with GAAP compliance. DC Prep PCS appears to have an effective internal control environment.

<b>Internal Controls</b>					
	<b>Audit Year</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<p><b>Modified Statement Opinion.</b> The auditor issues an opinion letter on the basic financial statements. An <i>unmodified</i> opinion means the auditor is satisfied professionally that the statements present fairly the financial position of the school and the results of operations. Should there be areas of doubt, the opinion may be <i>modified, adverse, or disclaimed</i>.</p>	No	No	No	No	No
<p><b>Material Weakness.</b> A material weakness is a deficiency, or combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the school's financial statements will not be prevented, or detected and corrected in a timely manner.</p>	No	No	No	No	No
<p><b>Statement Non-Compliance.</b> The auditor tests for compliance with certain provisions of laws, regulations, contracts, and grant agreements. Non-compliance could have a direct and material effect on the determination of financial statement amounts.</p>	No	No	No	No	No
<p><b>Modified Program Opinion (Uniform Guidance).</b> When expenditures of federal funds are greater than \$750,000, the auditor performs an extended review and issues an opinion letter on compliance with the requirements of laws, regulations, contracts, and grants applicable to each of the school's major federal programs. A <i>modified opinion</i> indicates instances of non-compliance.</p>	No	No	No	No	No
<p><b>Program Material Weakness (Uniform Guidance).</b> In planning and performing the audit of major federal programs, the auditor considers internal control over compliance with the requirements of applicable laws, regulations, contracts, and grants. A material weakness in internal control indicates that there is a reasonable possibility of material non-compliance with a requirement of a federal program that will not be prevented, or detected and corrected, on a timely basis.</p>	No	No	No	No	No
<p><b>Findings &amp; Questioned Costs.</b> The auditor discloses audit findings that are important enough to merit attention by those charged with governance, with documentation of corrective action plans noting the responsible party.</p>	0	1	0	0	0

<b>Internal Controls</b>					
	<b>Audit Year</b>				
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<b>Unresolved Prior Year Findings.</b> The auditor discloses prior year audit findings that have not been corrected.	No	No	No	No	No
<b>Going-Concern Issue.</b> The auditor indicates that the financial strength of the school is questioned.	No	No	No	No	No
<b>Debt-Compliance Issue.</b> The audit discloses that the school was not in compliance with certain debt covenants. A debt-compliance issue may prelude insolvency.	Yes – waived	Yes – waived	Yes – waived	No	No

### **ECONOMIC VIABILITY**

DC PCSB assesses economic viability through six measures: cash flow, earnings, net assets, reserve balances, and trends in enrollment and revenue. Based on these six criteria, DC Prep PCS’s economic viability is not at risk. See below for further detail.

#### Operating Results

A school’s fiscal operation produces a surplus or deficit each year. DC PCSB recommends a school’s revenues should exceed their expenditures. DC Prep PCS exceeded our floor of \$0, generating a surplus in all but one of the years under review. This one time deficit is no cause for concern when considered along with the school’s generous cash reserves and earnings.

#### Earnings

DC PCSB reviews earnings before depreciation and amortization (EBDA)<sup>53</sup> separately from the first measure because depreciation is a non-cash expense which impacts the surplus/deficit, but not actual cash flow. Here, DC Prep PCS exceeds our floor of \$0 each year, generating positive EBDA annually.

(\$ in 000s)	Floor	2012	2013	2014	2015	2016
<b>Surplus/Deficit</b>	<0	\$2,125	\$1,450	\$350	\$806	(\$114)
<b>Earnings before Depreciation and Amortization</b>	<0	\$2,749	\$2,057	\$1,120	\$3,079	\$1,921

#### Net Asset Position

The net asset position is the accumulation of operating results over time. DC PCSB does not set a target for this ratio but we do set a floor of \$0. DC Prep PCS has a strong net asset position, which has grown over time due to operating surpluses.

#### Primary Reserve Ratio

The primary reserve ratio is the proportion of reserves relative to operating expenditures. Our target is 25% and our floor is 0%. DC Prep PCS exceeded our floor each year for this metric.

<sup>53</sup> EBDA is the change in net assets plus depreciation and amortization.

(\$ in 000s)	Floor	Target	2012	2013	2014	2015	2016
<b>Net Asset Position</b>	<0	N/A	\$11,272	\$12,722	\$13,072	\$13,879	\$13,765
<b>Primary Reserve Ratio</b>	<0	>25%	65%	62%	55%	47%	40%

#### Enrollment and Revenue Trends

The final measures of economic viability are trends in enrollment and revenues. Enrollment trends provide information about the school's ability to attract students and earn DC and federal funds for operations. Stable or growing enrollment and revenue indicate that the school is likely to remain financially stable. Declining enrollment, however, may be a cause for concern.

Growth in DC Prep PCS's enrollment and revenue was strong from FY 2012 through FY 2017. Based on these trends, it is likely that the school will be able to continue to attract students and maintain consistent revenues.

<b>Enrollment over Time</b>						
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
<b>Enrollment</b>	1,022	1,138	1,220	1,320	1,559	1,711
<b>Growth in Enrollment</b>	12%	11%	7%	8%	18%	10%
<b>Growth in Revenues</b>	12%	14%	6%	23%	16%	N/A

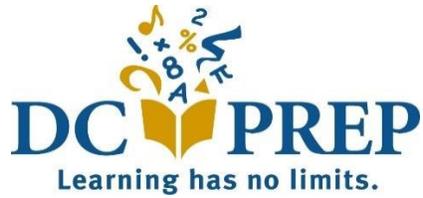
# DC Prep PCS Renewal Report

## Appendix

- A. Renewal Application
- B. 2015-16 Annual Report
- C. Charter Agreement
- D. 5-Year Review
- E. 10-Year Review
- F. PMF as Goals Policy
- G. QSR Reports
- H. Compliance Reports
- I. Annual Determination Reports
- J. 2013-14 On-Site Monitoring Report Attachments

# **Appendix A**

## **Renewal application**



## Charter Renewal Application

September 1, 2017

**LEA Name:** DC Preparatory Academy

**Address:** 707 Edgewood Street, NE  
Washington, DC 20017

**Phone:** 202-635-4590

**Fax:** 202-635-4591

**Website:** [www.dcprep.org](http://www.dcprep.org)

**Board Chair:** Michela English

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## Our Mission, History, and Future

### OUR MISSION

Our mission is to provide preschool-middle school students in Washington, DC with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend college-preparatory high schools and to develop the skills, knowledge, and character necessary for further academic achievement, professional success, and civic leadership.

We are accomplishing this mission by:

- Creating excellent schools in underserved communities;
- Providing an outstanding education that emphasizes rigorous academic and social skill development;
- Ensuring that our graduates have the knowledge, skills, and attitudes for success in top-tier high schools, college, and career; and,
- Working with other education leaders to improve public education in DC.

### OUR HISTORY AND FUTURE

DC Prep is a network of public charter schools (also known as a Charter Management Organization, or CMO), serving preschool-8<sup>th</sup> grade students, committed to improving public education in the nation's capital and helping to turn one of the lowest-performing public school districts in the nation, into one of the best. Since 2003, our talented teachers and school leaders, the culture of high expectations, rigorous academic program, and emphasis on social skill development have been producing exceptional results for students. DC Prep is bridging the education divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. Our schools are open-enrollment and tuition-free for DC residents.

DC Prep's first school opened in 2003 with 100 students in the 4<sup>th</sup> and 5<sup>th</sup> grade. As of SY17-18, DC Prep serves over 1,800 students in preschool – 8<sup>th</sup> grade across five campuses – **Edgewood Middle Campus** (EMC, opened in 2003 and serves 4<sup>th</sup>-8<sup>th</sup> grade), **Edgewood Elementary Campus** (EEC, opened in 2007 and serves preschool-3<sup>rd</sup> grade), **Benning Elementary Campus** (BEC, opened in 2008 and serves preschool-3<sup>rd</sup> grade), **Benning Middle Campus** (BMC, opened in 2013 and serves 4<sup>th</sup>-8<sup>th</sup> grade), and **Anacostia Elementary Campus** (AEC, opened in 2015, serves preschool -1<sup>st</sup> grade; campus will “grow up” a grade each year through 3<sup>rd</sup> grade).

### Fulfillment of Charter Goals

DC Prep has made significant progress towards its mission of preparing students for success in college. Our academic program reflects the practices that are associated with high-performing charter schools throughout the country: more time on task; standards-based instruction; a rigorous curriculum; meaningful assessments and tailored interventions; horizon-broadening activities; and a strong high school placement and alumni support program.

In preparation for DC Prep's 15-year charter review, we began learning more about the charter renewal process. Each of our five schools had a QSR completed in SY2016-17. DC Prep leadership also met with PCSB staff last winter to discuss the review/renewal process and reviewed DC Prep's progress towards its school goals.

## **Our Mission, History, and Future**

As a result of these conversations, DC Prep decided to adopt the PMF as its goals during the spring of 2017, and PCSB approved this move in summer 2017. After doing a crosswalk of our current goals with the PMF, we found that if we adopted the PMF for this period, all but one of our previous goals were reflected in the PMF. We believe that by adopting the PMF as our goals, we have maintained aligned with DC Prep's mission as the PMF delineates a high standard of academic achievement and the supporting practices that enable a strong community of learners.

DC Prep has a demonstrated track record of student achievement and is the highest performing network of public charter schools citywide for six years running (2012-2017), including the first three years of PARCC testing. During the evaluation period, the school has met or exceeded all the goals articulated in its original charter and the current standards of the Public Charter School Board's Performance Management Framework.

The following documents demonstrate DC Prep's performance from the fall of 2012 to spring of 2017 as part of the renewal application.

## Student Progress and Achievement Measures

### Literacy

The Performance Management Framework measures literacy growth and achievement. In the early childhood grades, this is measured by student scores on school-chosen assessments. The information for grades prior to grade 3 is for display only on the PMF and is not used to calculate a PMF score. It is taken into consideration if the school does not make its goals and student achievement expectations but can demonstrate improvement in its performance over time.

<b>PK Literacy Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2015-16	PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year. Floor <sup>1</sup> : 80 Target <sup>2</sup> : 100	Display only 99.2% of students met or exceeded the publisher's expectations.
2016-17		Display only 99.2% of students met or exceeded the publisher's expectations.

<b>K-2 Literacy Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	n/a
2016-17		Display only 83.0% of students met or exceeded the publisher's expectations.

<sup>1</sup> The floor determines the minimum value for which any points are awarded.

<sup>2</sup> The target determines the value at which the maximum points for a common measure are awarded.

**Fulfillment of Charter Goals: Anacostia Elementary Campus**

**Math**

Math results for students at DC Prep is consistently on-target, with almost every grade on every test meeting or exceeding the targets established for the school.

<b>PK Math Growth Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2015-16	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor <sup>3</sup> : 70 Target <sup>4</sup> : 100	Display only 99.2% of students met or exceeded the publisher's expectations.
2016-17		Display only 97.6% of students met or exceeded the publisher's expectations.

<b>K-3 Math Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 30 Target: 70	n/a
2016-17		Display only 83.5% of students met or exceeded the publisher's expectations.

<sup>3</sup> The floor determines the minimum value for which any points are awarded.

<sup>4</sup> The target determines the value at which the maximum points for a common measure are awarded.

## Fulfillment of Charter Goals: Anacostia Elementary Campus

### School Environment Measures

School environment measures are designed to show the school's climate and parent satisfaction.

Classroom Assessment Scoring System (CLASS) DC Prep PCS met all targets related to the CLASS<sup>5</sup> and has shown consistent improvement on each measure, ending with its best performance in 2016-17.

<b>CLASS Performance Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2015-16	The school will score a rating equal to or greater than 4.5 on the Emotional Support domain of the CLASS Assessment.	<b>Yes.</b> The score was 5.9.
2016-17		<b>Yes.</b> The score was 5.7.
2015-16	The school will score a rating equal to or greater than 4.5 on the Classroom Organization domain of the CLASS Assessment.	<b>Yes.</b> The score was 6.1.
2016-17		<b>Yes.</b> The score was 5.3.
2015-16	The school will score a rating equal to or greater than 2 on the Instructional Support domain of the CLASS Assessment.	<b>Yes.</b> The score was 3.6.
2016-17		<b>Yes.</b> The score was 2.9.

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<sup>5</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB's floor for this indicator is one with a target of four.

Fulfillment of Charter Goals: Benning Elementary Campus

PK Literacy Targets		
	Target	Target Met?
2012-13	PK3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by spring administration of the Phonological Awareness Literacy Screening Assessment.	N/A (Pilot EC framework) 76.4% of students met this goal.
	PK4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by spring administration of the Strategic Teaching and Evaluation of Progress.	N/A (Pilot EC framework) 62.0% of students met this goal.
2013-14	PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year.  Floor <sup>6</sup> : 80 Target <sup>7</sup> : 100	<b>Yes.</b> 100% of students met this goal.
2014-15		Display only 98.0% of students met or exceeded the publisher's expectations.
2015-16		Display only 98.6% of students met or exceeded the publisher's expectations.
2016-17		Display only 99.3% of students met or exceeded the publisher's expectations.

<sup>6</sup> The floor determines the minimum value for which any points are awarded.

<sup>7</sup> The target determines the value at which the maximum points for a common measure are awarded.

Fulfillment of Charter Goals: Benning Elementary Campus

K-2 Literacy Targets		
Year	Target	Target Met?
2012-13	50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress.	N/A Pilot EC framework 70.5% of students met this goal.
2013-14	Student Achievement/Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) Floor: 50 Target: 90	<b>Yes.</b> 91.3% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 40 Target: 70	Display only 56.1% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	Display only 50.0% of students met or exceeded the publisher's expectations.
2016-17		Display only 50.0% of students met or exceeded the publisher's expectations.

Fulfillment of Charter Goals: Benning Elementary Campus

DC Prep PCS – Benning Elementary Reading Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
All Students	55% n=70	44%	70% n=61	44%	3+ 68% 4+ 37% n=67	3+ 44% 4+ 25%	3+ 61% 4+ 44% n=71	3+ 47% 4+ 26%	3+ 63% 4+ 42% n=71	3+ 50% 4+ 28%
Black Non-Hispanic Students	55% n=69	36%	68% n=57	36%	3+ 72% 4+ 39% n=64	3+ 37% 4+ 17%	3+ 60% 4+ 42% n=68	3+ 40% 4+ 20%	3+ 62% 4+ 41% n=69	3+ 42% 4+ 20%
Hispanic Students	n<10	41%	n<10	41%	n<10	3+ 40% 4+ 17%	n<10	3+ 41% 4+ 18%	n<10	3+ 48% 4+ 23%
White Students	NA	91%	NA	90%	NA	3+ 89% 4+ 71%	NA	3+ 86% 4+ 65%	NA	3+ 92% 4+ 76%
Asian Students	NA	74%	NA	78%	NA	3+ 69% 4+ 45%	NA	3+ 79% 4+ 48%	NA	3+ 84% 4+ 62%
Native American Students	NA	NA	NA	NA	NA	n<2 5	NA	n<2 5	NA	n<2 5

Fulfillment of Charter Goals: Benning Elementary Campus

DC Prep PCS – Benning Elementary Reading Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Pacific Islander Students	NA	NA	NA	NA	NA	n<25	NA	n<25	NA	n<25
Multiracial Students	NA	77%	n<10	77%	n<10	3+ 79% 4+ 64%	n<10	3+ 71% 4+ 53%	n<10	3+ 81% 4+ 64%
Students with Disabilities	n<10	17%	n<10	21%	3+ 40% 4+ 10% n=10	3+ 14% 4+ 4%	3+ 0% 4+ 0% n=10	3+ 19% 4+ 8%	3+ 15% 4+ 8% n=13	3+ 19% 4+ 7%
English Language Learners	n<10	38%	n<10	40%	NA	3+ 35% 4+ 15%	n<10	3+ 38% 4+ 17%	NA	3+ 43% 4+ 18%
Economically Disadvantaged	54% n=58	34%	70% n=61	34%	3+ 68% 4+ 37% n=67	3+ 34% 4+ 15%	3+ 61% 4+ 44% n=71	3+ 39% 4+ 18%	3+ 63% 4+ 42% n=71	3+ 42% 4+ 19%
Male	41% n=37	39%	78% n=23	44%	3+ 66% 4+ 42% n=33	3+ 41% 4+ 22%	3+ 49% 4+ 26% n=39	3+ 41% 4+ 22%	3+ 56% 4+ 34% n=32	3+ 44% 4+ 23%

Fulfillment of Charter Goals: Benning Elementary Campus

<b>DC Prep PCS – Benning Elementary Reading Proficiency</b>										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Female	70%	48%	66%	36%	3+ 70%	3+ 48%	3+ 75%	3+ 53%	3+ 69%	3+ 56%
	n=33		n=38		4+ 32%	4+ 27%	4+ 66%	4+ 30%	4+ 49%	4+ 33%
					n=34		n=32		n=39	

Fulfillment of Charter Goals: Benning Elementary Campus

**Math**

PK Math Growth Targets		
Year	Target	Target Met?
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor <sup>8</sup> : 60 Target <sup>9</sup> : 100	<b>Yes.</b> 100% of students met this goal.
2014-15		Display only 99.3% of students met or exceeded the publisher's expectations.
2015-16		Display only 99.3% of students met or exceeded the publisher's expectations.
2016-17	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor <sup>10</sup> : 70 Target <sup>11</sup> : 100	Display only 98.0% of students met or exceeded the publisher's expectations.

<sup>8</sup> The floor determines the minimum value for which any points are awarded.

<sup>9</sup> The target determines the value at which the maximum points for a common measure are awarded.

<sup>10</sup> The floor determines the minimum value for which any points are awarded.

<sup>11</sup> The target determines the value at which the maximum points for a common measure are awarded.

Fulfillment of Charter Goals: Benning Elementary Campus

K-3 Math Targets		
Year	Target	Target Met?
2012-13	Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.	N/A Pilot EC framework Students achieved an average growth of 4.4 percentile points
	50% of kindergarten through third-grade students will score at or above the 40 <sup>th</sup> percentile in mathematics on the Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.	N/A Pilot EC framework 61.4% of students met this goal.
2013-14	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 50 Target: 90	<b>Yes.</b> 98.1% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 40 Target: 70	Display only 89.6% of students met or exceeded the publisher’s expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 30 Target: 70	Display only 60.0% of students met or exceeded the publisher’s expectations.
2016-17		Display only 70.0% of students met or exceeded the publisher’s expectations.

Fulfillment of Charter Goals: Benning Elementary Campus

DC Prep PCS – Benning Elementary Math Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
All Students	59% n=70	43%	69% n=61	47%	3+ 75% 4+ 42% n=67	3+ 56% 4+ 30%	3+ 82% 4+ 48% n=71	3+ 60% 4+ 37%	3+ 72% 4+ 44% n=71	3+ 64% 4+ 39%
Black Non Hispanic Students	58% n=69	34%	68% n=57	38%	3+ 75% 4+ 44% n=64	3+ 49% 4+ 23%	3+ 81% 4+ 47% n=68	3+ 54% 4+ 30%	3+ 71% 4+ 42% n=69	3+ 57% 4+ 30%
Hispanic Students	n<10	45%	n<10	50%	n<10	3+ 56% 4+ 25%	n<10	3+ 59% 4+ 32%	n<10	3+ 66% 4+ 40%
White Students	NA	89%	NA	90%	NA	3+ 92% 4+ 73%	NA	3+ 92% 4+ 78%	NA	3+ 94% 4+ 83%
Asian Students	NA	83%	NA	83%	NA	3+ 92% 4+ 64%	NA	3+ 86% 4+ 70%	NA	3+ 92% 4+ 71%

Fulfillment of Charter Goals: Benning Elementary Campus

DC Prep PCS – Benning Elementary Math Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Native American Students	NA	NA	NA	NA	NA	n<2 5	NA	n<2 5	NA	n<2 5
Pacific Islander Students	NA	NA	NA	NA	NA	n<2 5	NA	n<2 5	NA	n<2 5
Multiracial Students	NA	74%	n<10	78%	n<10	3+ 85% 4+ 66%	n<10	3+ 83% 4+ 61%	n<10	3+ 86% 4+ 72%
Students with Disabilities	n<10	19%	n<10	26%	n=10	3+ 40% 4+ 0% n=10	3+ 40% 4+ 10% n=10	3+ 30% 4+ 15%	3+ 31% 4+ 0% n=13	3+ 33% 4+ 14%
English Language Learners	n<10	44%	n<10	50%	NA	3+ 54% 4+ 24%	n<10	3+ 58% 4+ 32%	NA	3+ 63% 4+ 36%
Economically Disadvantaged	58% n=58	33%	69% n=61	38%	n=67	3+ 75% 4+ 42% n=67	3+ 48% 4+ 22%	3+ 82% 4+ 48%	3+ 54% 4+ 30% n=71	3+ 72% 4+ 44% n=71

Fulfillment of Charter Goals: Benning Elementary Campus

<b>DC Prep PCS – Benning Elementary Math Proficiency</b>										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Male	46% n=37	42%	74% n=23	46%	3+ 81% 4+ 48% n=33	3+ 56% 4+ 31%	3+ 75% 4+ 31% n=39	3+ 57% 4+ 36%	3+ 72% 4+ 41% n=32	3+ 61% 4+ 38%
Female	73% n=33	44%	66% n=38	49%	3+ 67% 4+ 35% n=34	3+ 57% 4+ 29%	3+ 91% 4+ 69% n=32	3+ 63% 4+ 39%	3+ 72% 4+ 46% n=39	3+ 67% 4+ 41%

**Fulfillment of Charter Goals: Benning Elementary Campus**

**School Environment Measures**

School environment measures are designed to show the school’s climate and parent satisfaction.

Classroom Assessment Scoring System (CLASS) DC Prep PCS met all targets related to the CLASS<sup>12</sup> and has shown consistent improvement on each measure, ending with its best performance in 2016-17.

<b>CLASS Performance Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	<b>Yes.</b> The score was 5.3.
2014-15		<b>Yes.</b> The score was 5.5.
2015-16		<b>Yes.</b> The score was 5.5.
2016-17		<b>Yes.</b> The score was 5.8.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	<b>Yes.</b> The score was 5.1.
2014-15		<b>Yes.</b> The score was 5.1.
2015-16		<b>Yes.</b> The score was 5.4.
2016-17		<b>Yes.</b> The score was 5.8.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	<b>Yes.</b> The score was 2.6.
2014-15		<b>Yes.</b> The score was 2.6.
2015-16		<b>Yes.</b> The score was 2.5.
2016-17		<b>Yes.</b> The score was 3.1.

<sup>12</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

**Fulfillment of Charter Goals: Benning Elementary Campus**

Attendance for grades PK3 and up

<b>DC Prep PCS – Benning Elementary In-Seat Attendance</b>										
	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 3		2014-15 Grades PK3 - 3		2015-16 Grades PK3 - 3		2016-17 Grades PK3 - 3	
	School	State	School	State	School	State	School	State	School	State
All Students	93%	93%	95%	93%	94%	93%	93.1%	93.2%		

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

<b>DC Prep PCS – Benning Elementary Re-enrollment Rate</b>								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
All Students	83.4%	80.4%	88.7%	82.2%	87.4%		87.1%	

**Fulfillment of Charter Goals: Benning Middle Campus**

DC Prep – Benning Middle										
Reading Proficiency										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	N/A		Grade 4		Grade 4 - 5 PMF not scored or tiered		Grades 4 - 6		Grades 4 - 7	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State
All Students	N/A	%	78% n=74	50%	3+ 71% 4+ 26% n=146	3+ 51% 4+ 26%	3+ 71% 4+ 34% n=210	3+ 54% 4+ 28%	3+ 64% 4+ 39% n=272	3+ 57% 4+ 32%
Black Non Hispanic Students	N/A	%	79% n=71	43%	3+ 71% 4+ 25% n=134	3+ 43% 4+ 16%	3+ 70% 4+ 33% n=197	3+ 47% 4+ 19%	3+ 64% 4+ 38% n=255	3+ 49% 4+ 23%
Hispanic Students	N/A	%	n<10	49%	n<10	3+ 52% 4+ 23%	n<10	3+ 56% 4+ 27%	n<10	3+ 59% 4+ 31%
White Students	N/A	%	NA	95%	NA	3+ 92%	NA	3+ 93%	NA	3+ 94%

**Fulfillment of Charter Goals: Benning Middle Campus**

						4+ 80%		4+ 78%		4+ 84%
Asian Students	N/A	%	NA	84%	n<10	3+ 84% 4+ 65%	NA	3+ 83% 4+ 60%	NA	3+ 86% 4+ 67%
Multiracial Students	N/A	%	n<10	84%	n<10	3+ 81% 4+ 62%	n<10	3+ 86% 4+ 67%	n<10	3+ 87% 4+ 69%
English Language Learners	N/A	%	n<10	40%	n<10	3+ 39% 4+ 12%	NA	3+ 42% 4+ 15%	NA	3+ 44% 4+ 18%
Students with Disabilities	N/A	%	40% n=10	19%	3+ 51% 4+ 7% n=27	3+ 14% 4+ 5%	3+ 37% 4+ 7% n=41	3+ 18% 4+ 5%	3+ 23% 4+ 2% n=47	3+ 20% 4+ 7%
Economically Disadvantaged	N/A	%	76% n=68	41%	3+ 70%	3+ 41%	3+ 69%	3+ 46%	3+ 64%	3+ 51%

**Fulfillment of Charter Goals: Benning Middle Campus**

					4+ 22% n=94	4+ 14%	4+ 28% n=153	4+ 18%	4+ 39% n=272	4+ 25%
Male	N/A	No data	75% n=36	46%	3+ 66% 4+ 22% n=69	3+ 45% 4+ 21%	3+ 68% 4+ 35% n=99	3+ 48% 4+ 23%	3+ 61% 4+ 35% n=127	3+ 50% 4+ 26%
Female	N/A	No data	82% n=38	55%	3+ 75% 4+ 28% n=77	3+ 57% 4+ 30%	3+ 72% 4+ 32% n=111	3+ 60% 4+ 32%	3+ 68% 4+ 42% n=145	3+ 64% 4+ 38%

Reading Growth

An MGP (median growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance.

DC Prep PCS- Benning Middle				
Grades 4-7				
MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All Students	NA	57	46	

## Fulfillment of Charter Goals: Benning Middle Campus

DC Prep PCS– Benning Middle				
Grades 4-7 MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
Black Non-Hispanic Students	NA	58	46	
Hispanic Students	NA	n<10	n<10	
White Students	NA	NA	NA	
Asian Students	NA	NA	NA	
Multiracial Students	NA	n<10	n<10	
English Language Learners	NA	NA	NA	
Students with Disabilities	NA	64	43	
Economically Disadvantaged Students	NA	63	48	
Male Students	NA	55	41	
Female Students	NA	60	49	

**Fulfillment of Charter Goals: Benning Middle Campus**

Math Proficiency

DC Prep PCS – Benning Middle										
Grades 4-7 Math Proficiency										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	N/A		Grade 4		Grades 4 - 5		Grades 4 - 6		Grades 4 - 7	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State
All Students	N/A	%	84% n=74	59%	3+ 82% 4+ 52% n=146	3+ 53% 4+ 27%	3+ 76% 4+ 46% n=210	3+ 53% 4+ 28%	3+ 74% 4+ 43% n=271	3+ 53% 4+ 27%
Black Non-Hispanic Students	N/A	%	83% n=71	52%	3+ 84% 4+ 53% n=134	3+ 45% 4+ 18%	3+ 77% 4+ 46% n=197	3+ 44% 4+ 19%	3+ 75% 4+ 42% n=254	3+ 45% 4+ 18%
Hispanic Students	N/A	%	n<10	60%	n<10	3+ 56% 4+ 24%	n<10	3+ 58% 4+ 27%	n<10	3+ 56% 4+ 26%

**Fulfillment of Charter Goals: Benning Middle Campus**

DC Prep PCS – Benning Middle										
Grades 4-7 Math Proficiency										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State
	N/A		Grade 4		Grades 4 - 5 PMF not scored or tiered		Grades 4 - 6		Grades 4 - 7	
White Students	N/A	%	NA	96%	NA	3+ 91%	NA	3+ 92%	NA	3+ 94%
						4+ 72%		4+ 76%		4+ 77%
Asian Students	N/A	%	NA	93%	n<10	3+ 92%	NA	3+ 88%	NA	3+ 89%
						4+ 73%		4+ 68%		4+ 66%
Native American Students	N/A	%	NA	NA	NA	NA	n<10	NA	n<10	NA
Pacific Islander Students	N/A	%	NA	NA	NA	NA	NA	NA	NA	NA
Multiracial Students	N/A	%	n<10	89%	n<10	3+ 84%	n<10	3+ 85%	n<10	3+ 83%
						4+ 56%		4+ 65%		4+ 63%

Fulfillment of Charter Goals: Benning Middle Campus

DC Prep PCS – Benning Middle												
Grades 4-7 Math Proficiency												
	2012-13		2013-14		2014-15		2015-16		2016-17			
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State		
English Language Learners	N/A	%	n<10	56%	n<10	3+ 49%	4+ 17%	NA	3+ 45%	4+ 19%	3+ 45%	4+ 19%
Students with Disabilities	N/A	%	40% n=10	30%	3+ 63%	3+ 19%	4+ 15%	3+ 37%	3+ 21%	4+ 5%	3+ 34%	4+ 7%
Economically Disadvantaged	N/A	%	82% n=68	52%	3+ 81%	3+ 44%	4+ 50%	3+ 74%	3+ 44%	4+ 39%	3+ 74%	4+ 21%
					n=94	4+ 17%	n=153	n=47	n=47			

**Fulfillment of Charter Goals: Benning Middle Campus**

DC Prep PCS – Benning Middle										
Grades 4-7 Math Proficiency										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State
	N/A		Grade 4		Grades 4 - 5 PMF not scored or tiered		Grades 4 - 6		Grades 4 - 7	
Male	N/A	%	78% n=36	58%	3+ 80% 4+ 42% n=69	3+ 51% 4+ 25%	3+ 77% 4+ 47% n=99	3+ 51% 4+ 27%	3+ 71% 4+ 39% n=126	3+ 51% 4+ 26%
Female	N/A	%	89% n=38	60%	3+ 85% 4+ 62% n=77	3+ 56% 4+ 28%	3+ 76% 4+ 45% n=111	3+ 54% 4+ 29%	3+ 77% 4+ 46% n=145	3+ 56% 4+ 29%

## Fulfillment of Charter Goals: Benning Middle Campus

### Math Growth

DC Prep PCS – Benning Middle				
Grades 4-7 MGP				
	2013-14 Grade 4	2014-15 Grades 4 - 5	2015-16 Grades 4 - 6	2016-17 Grades 4 - 7
All Students	NA	72	61	
Black Non-Hispanic Students	NA	71	61	
Hispanic Students	NA	n<10	n<10	
White Students	NA	NA	NA	
Asian Students	NA	NA	NA	
Multiracial Students	NA	n<10	n<10	
Students with Disabilities	NA	64	44	

**Fulfillment of Charter Goals: Benning Middle Campus**

DC Prep PCS – Benning Middle				
Grades 4-7 MGP				
	2013-14 Grade 4	2014-15 Grades 4 - 5	2015-16 Grades 4 - 6	2016-17 Grades 4 - 7
Economically Disadvantaged Students	NA	73	63	
Male Students	NA	72	59	
Female Students	NA	72	63	

DC Prep – Benning Middle In-Seat Attendance										
	2012-13 N/A		2013-14 Grade 4		2014-15 Grades 4 - 5		2015-16 Grades 4 - 6		2016-17 Grades 4 - 7	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State
All Students	N/A	92.7%	94.0%	94.0%	94.0%	95.0%	92.5	94.3%		

**Fulfillment of Charter Goals: Benning Middle Campus**

DC Prep – Benning Middle – Grades 4-7 Re-enrollment Rate								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	DC Prep – Benning Middle	Charter Sector	DC Prep – Benning Middle	Charter Sector	DC Prep – Benning Middle	Charter Sector		
All Students	N/A	83.9%	90.4%	82.0%	83.1%		83.2%	

Fulfillment of Charter Goals: Edgewood Elementary Campus

**Literacy**

PK Literacy Targets		
Year	Target	Target Met?
2012-13	PK3 students will either master at least 21 letter identifications or increase their scores by an average of at least seven letter identifications by spring administration of the Phonological Awareness Literacy Screening Assessment.	N/A (Pilot EC framework) 68.7% of students met this goal.
	PK4 students will either master at least 24 letter sounds or increase their scores by an average of at least seven letter sounds by spring administration of the Strategic Teaching and Evaluation of Progress.	N/A (Pilot EC framework) 75.0% of students met this goal.
2013-14	PK Pre-Literacy: Peabody Picture Vocabulary Test (PPVT) Percent of students who met or exceeded the publisher's expectations for achievement at the end of the year.  Floor <sup>13</sup> : 60 Target <sup>14</sup> : 100	<b>Yes.</b> 98.5% of students met this goal.
2014-15		Display only 97.3% of students met or exceeded the publisher's expectations.
2015-16		Display only 98.0% of students met or exceeded the publisher's expectations.
2016-17		Display only 95.3% of students met or exceeded the publisher's expectations.

<sup>13</sup> The floor determines the minimum value for which any points are awarded.

<sup>14</sup> The target determines the value at which the maximum points for a common measure are awarded.

Fulfillment of Charter Goals: Edgewood Elementary Campus

K-2 Literacy Targets		
Year	Target	Target Met?
2012-13	50% of kindergarten through second-grade students will score at or above grade level on the Strategic Teaching and Evaluation of Progress.	N/A Pilot EC framework 84.7% of students met this goal.
2013-14	Student Achievement/Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) Floor: 50 Target: 90	<b>Yes.</b> 95.2% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 40 Target: 70	Display only 47.1% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in reading Floor: 30 Target: 70	Display only 58.0% of students met or exceeded the publisher's expectations.
2016-17		Display only 39.0% of students met or exceeded the publisher's expectations.

Fulfillment of Charter Goals: Edgewood Elementary Campus

DC Prep PCS – Edgewood Elementary Reading Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
All Students	68% n=71	44%	70% n=63	44%	3+ 88% 4+ 64% n=67	3+ 44% 4+ 25%	3+ 78% 4+ 56% n=68	3+ 47% 4+ 26%	3+ 69% 4+ 46% n=72	3+ 50% 4+ 28%
Black Non-Hispanic Students	67% n=64	36%	67% n=58	36%	3+ 87% 4+ 63% n=63	3+ 37% 4+ 17%	3+ 83% 4+ 57% n=58	3+ 40% 4+ 20%	3+ 65% 4+ 43% n=63	3+ 42% 4+ 20%
Hispanic Students	n<10	41%	n<10	41%	n<10	3+ 40% 4+ 17%	n<10	3+ 41% 4+ 18%	n<10	3+ 48% 4+ 23%
White Students	NA	91%	NA	90%	NA	3+ 89% 4+ 71%	NA	3+ 86% 4+ 65%	NA	3+ 92% 4+ 76%
Asian Students	n<10	74%	NA	78%	NA	3+ 69% 4+ 45%	NA	3+ 79% 4+ 48%	n<10	3+ 84% 4+ 62%

Fulfillment of Charter Goals: Edgewood Elementary Campus

DC Prep PCS – Edgewood Elementary Reading Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Native American Students	NA	NA	n<10	NA	NA	n<25	NA	n<25	NA	n<25
Pacific Islander Students	NA	NA	NA	NA	NA	n<25	NA	n<25	NA	n<25
Multiracial Students	n<10	77%	n<10	77%	n<10	3+ 79% 4+ 64%	n<10	3+ 71% 4+ 53%	n<10	3+ 81% 4+ 64%
Students with Disabilities	45% n=11	17%	n<10	21%	n<10	3+ 14% 4+ 4%	n<10	3+ 19% 4+ 8%	3+ 33% 4+ 0% n=12	3+ 19% 4+ 7%
English Language Learners	n<10	38%	NA	40%	n<10	3+ 35% 4+ 15%	n<10	3+ 38% 4+ 17%	n<10	3+ 43% 4+ 18%
Economically Disadvantaged	61% n=57	34%	71% n=52	34%	3+ 86% 4+ 60% n=55	3+ 34% 4+ 15%	3+ 76% 4+ 51%	3+ 39% 4+ 18%	3+ 71% 4+ 42% n=59	3+ 42% 4+ 19%

Fulfillment of Charter Goals: Edgewood Elementary Campus

DC Prep PCS – Edgewood Elementary Reading Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
							n=51			
Male	58% n=40	39%	70% n=33	39%	3+ 79% 4+ 64% n=33	3+ 41% 4+ 22%	3+ 82% 4+ 50% n=38	3+ 41% 4+ 22%	3+ 65% 4+ 46% n=37	3+ 44% 4+ 23%
Female	81% n=31	48%	70% n=30	49%	3+ 97% 4+ 65% n=34	3+ 48% 4+ 27%	3+ 73% 4+ 63% n=30	3+ 53% 4+ 30%	3+ 74% 4+ 46% n=35	3+ 56% 4+ 33%

Fulfillment of Charter Goals: Edgewood Elementary Campus

**Math**

PK Math Growth Targets		
Year	Target	Target Met?
2012-13	The school did not have a math assessment for PK this year.	N/A
2013-14	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor <sup>15</sup> : 60 Target <sup>16</sup> : 100	<b>Yes.</b> 99.3% of students met this goal.
2014-15		Display only 98.7% of students met or exceeded the publisher's expectations.
2015-16	PK Pre-Math: Test of Early Mathematics Ability (TEMA) Percent of students who met or exceeded the publisher's expectations for growth at the end of the year. Floor <sup>17</sup> : 70 Target <sup>18</sup> : 100	Display only 99.3% of students met or exceeded the publisher's expectations.
2016-17		Display only 98.0% of students met or exceeded the publisher's expectations.

<sup>15</sup> The floor determines the minimum value for which any points are awarded.

<sup>16</sup> The target determines the value at which the maximum points for a common measure are awarded.

<sup>17</sup> The floor determines the minimum value for which any points are awarded.

<sup>18</sup> The target determines the value at which the maximum points for a common measure are awarded.

Fulfillment of Charter Goals: Edgewood Elementary Campus

K-3 Math Targets		
Year	Target	Target Met?
2012-13	Kindergarten through third-grade students will increase their math percentile score by an average of at least seven points by the spring administration on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades.	N/A Pilot EC framework Students achieved an average growth of 4.0 percentile points
	50% of kindergarten through third-grade students will score at or above the 40 <sup>th</sup> percentile in mathematics on the Northwest Evaluation Association's Measure of Academic Progress for Primary Grades.	N/A Pilot EC framework 74.1% of students met this goal.
2013-14	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 50 Target: 90	<b>Yes.</b> 98.6% of students met this goal.
2014-15	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics Floor: 40 Target: 70	Display only 88.7% of students met or exceeded the publisher's expectations.
2015-16	Student Progress: Northwest Evaluation Association Measure of Academic Progress (NWEA-MAP) assessment in mathematics	Display only 79.0% of students met or exceeded the publisher's expectations.
2016-17		Display only 75.0% of students met or exceeded the publisher's expectations.

Fulfillment of Charter Goals: Edgewood Elementary Campus

DC Prep PCS – Edgewood Elementary Math Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
All Students	76% n=71	43%	81% n=63	47%	3+ 88% 4+ 57% n=67	3+ 56% 4+ 30%	3+ 87% 4+ 69% n=68	3+ 60% 4+ 37%	3+ 82% 4+ 53% n=72	3+ 64% 4+ 39%
Black Non Hispanic Students	75% n=64	34%	79% n=58	38%	3+ 88% 4+ 56% n=63	3+ 49% 4+ 23%	3+ 88% 4+ 71% n=58	3+ 54% 4+ 30%	3+ 81% 4+ 49% n=63	3+ 57% 4+ 30%
Hispanic Students	n<10	45%	n<10	50%	n<10	3+ 56% 4+ 25%	n<10	3+ 59% 4+ 32%	n<10	3+ 66% 4+ 40%
White Students	NA	89%	NA	90%	NA	3+ 92% 4+ 73%	NA	3+ 92% 4+ 78%	NA	3+ 94% 4+ 83%
Asian Students	n<10	83%	NA	83%	NA	3+ 92% 4+ 64%	NA	3+ 86% 4+ 70%	n<10	3+ 92% 4+ 71%

Fulfillment of Charter Goals: Edgewood Elementary Campus

DC Prep PCS – Edgewood Elementary Math Proficiency										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Native American Students	NA	NA	n<10	NA	NA	n<25	NA	n<25	NA	n<25
Pacific Islander Students	NA	NA	NA	NA	NA	n<25	NA	n<25	NA	n<25
Multiracial Students	n<10	74%	n<10	78%	n<10	3+ 85% 4+ 66%	n<10	3+ 83% 4+ 61%	n<10	3+ 86% 4+ 72%
Students with Disabilities	73% n=11	19%	n<10	26%	n<10	3+ 21% 4+ 6%	n<10	3+ 30% 4+ 15%	3+ 67% 4+ 25% n=12	3+ 33% 4+ 14%
English Language Learners	n<10	44%	NA	50%	n<10	3+ 54% 4+ 24%	n<10	3+ 58% 4+ 32%	n<10	3+ 63% 4+ 36%
Economically Disadvantaged	72% n=57	33%	83% n=52	38%	3+ 88% 4+ 53% n=55	3+ 48% 4+ 22%	3+ 89% 4+ 65% n=51	3+ 54% 4+ 30%	3+ 81% 4+ 54% n=59	3+ 58% 4+ 32%

Fulfillment of Charter Goals: Edgewood Elementary Campus

<b>DC Prep PCS – Edgewood Elementary Math Proficiency</b>										
	2012-13 Grade 3		2013-14 Grade 3		2014-15 PMF was not scored or tiered Grade 3		2015-16 Grade 3		2016-17 Grade 3	
	School	State	School	State	School	State	School	State	School	State
Male	73% n=40	42%	88% n=33	46%	3+ 88% 4+ 67% n=33	3+ 56% 4+ 31%	3+ 90% 4+ 79% n=38	3+ 57% 4+ 36%	3+ 87% 4+ 54% n=37	3+ 61% 4+ 38%
Female	81% n=31	44%	73% n=30	49%	3+ 88% 4+ 47% n=34	3+ 57% 4+ 29%	3+ 84% 4+ 57% n=30	3+ 63% 4+ 39%	3+ 77% 4+ 51% n=35	3+ 67% 4+ 41%

**Fulfillment of Charter Goals: Edgewood Elementary Campus**

**School Environment Measures**

School environment measures are designed to show the school’s climate and parent satisfaction.

Classroom Assessment Scoring System (CLASS) DC Prep PCS met all targets related to the CLASS<sup>19</sup> and has shown consistent improvement on each measure, ending with its best performance in 2016-17.

<b>CLASS Performance Targets</b>		
<b>Year</b>	<b>Target</b>	<b>Target Met?</b>
2013-14	The school will score a rating equal to or greater than 3 on the Emotional Support domain of the CLASS Assessment.	<b>Yes.</b> The score was 5.2.
2014-15		<b>Yes.</b> The score was 5.8.
2015-16		<b>Yes.</b> The score was 5.8.
2016-17		<b>Yes.</b> The score was 6.0.
2013-14	The school will score a rating equal to or greater than 3 on the Classroom Organization domain of the CLASS Assessment.	<b>Yes.</b> The score was 5.0.
2014-15		<b>Yes.</b> The score was 5.7.
2015-16		<b>Yes.</b> The score was 5.8.
2016-17		<b>Yes.</b> The score was 6.1.
2013-14	The school will score a rating equal to or greater than 1 on the Instructional Support domain of the CLASS Assessment.	<b>Yes.</b> The score was 2.3.
2014-15		<b>Yes.</b> The score was 3.0.
2015-16		<b>Yes.</b> The score was 3.7.
2016-17		<b>Yes.</b> The score was 3.3.

<sup>19</sup> All DC early childhood programs are assessed by independent reviewers using the CLASS tool, which focuses on classroom interactions that boost student learning. The CLASS tool measures Emotional Support, Classroom Organization, and Instructional Support on a scale from 1-7. The Emotional Support and Classroom Organization indicators have a floor of three and a target of six on the PMF. On a national level, pre-school programs score lower on the Instructional Support indicator. Accordingly, DC PCSB’s floor for this indicator is one with a target of four.

**Fulfillment of Charter Goals: Edgewood Elementary Campus**

Attendance for grades PK3 and up

<b>DC Prep PCS – Edgewood Elementary In-Seat Attendance</b>										
	2012-13 Grades PK3 - 3		2013-14 Grades PK3 - 3		2014-15 Grades PK3 - 3		2015-16 Grades PK3 - 3		2016-17 Grades PK3 - 3	
	School	State	School	State	School	State	School	State	School	State
All Student s	94.0 %	93.0 %	94.0 %	93.0 %	95.0 %	93.0 %	94.8 %	93.2 %		

Re-enrollment

A school's re-enrollment rate measures family satisfaction with a school by measuring the rate at which students, who are eligible, return from one year's official enrollment audit to the next year's official enrollment audit. Students who move out-of-state or have other situations that would prevent them from re-enrolling are excluded from this rate.

<b>DC Prep PCS – Edgewood Elementary Re-enrollment Rate</b>								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	School	Charter Sector	School	Charter Sector	School	Charter Sector	School	Charter Sector
All Students	86.7%	80.4%	90.4%	82.2%	87.6%		91.6%	

Fulfillment of Charter Goals: Edgewood Middle Campus

DC Prep PCS – Edgewood Middle										
Grades 4-8										
Reading Proficiency										
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State
All Students	79% n=263	52%	81% n=272	52%	3+ 82% 4+ 50% n=279	3+ 49% 4+ 25%	3+ 81% 4+ 58% n=299	3+ 53% 4+ 28%	3+ 80% 4+ 54% n=316	3+ 56% 4+ 32%
Black Non-Hispanic Students	79% n=240	46%	81% n=250	46%	3+ 81% 4+ 49% n=245	3+ 42% 4+ 16%	3+ 82% 4+ 58% n=268	3+ 46% 4+ 20%	3+ 80% 4+ 53% n=281	3+ 49% 4+ 23%
Hispanic Students	79% n=14	55%	80% n=10	53%	3+ 83% 4+ 4+	3+ 52% 4+ 4+	3+ 90% 4+ 4+	3+ 55% 4+ 4+	3+ 93% 4+ 4+	3+ 58% 4+ 4+

**Fulfillment of Charter Goals: Edgewood Middle Campus**

					42% n=12	23%	70% n=10	27%	73% n=15	31%
White Students	NA	92%	NA	95%	NA	3+ 93% 4+ 81%	NA	3+ 92% 4+ 78%	NA	3+ 94% 4+ 83%
Asian Students	n<10	75%	n<10	80%	n<10	3+ 81% 4+ 58%	n<10	3+ 81% 4+ 58%	n<10	3+ 85% 4+ 66%
Multiracial Students	n<10	82%	70% n=10	85%	3+ 81% 4+ 52% n=21	3+ 82% 4+ 62%	3+ 68% 4+ 47% n=19	3+ 83% 4+ 67%	3+ 68% 4+ 53% n=19	3+ 87% 4+ 68%
English Language Learners	n<10	42%	n<10	38%	n<10	3+ 34% 4+ 17 0%	n<10	3+ 38% 4+ 14%	n<10	3+ 42% 4+ 17%

**Fulfillment of Charter Goals: Edgewood Middle Campus**

Students with Disabilities	30% n=40	21%	42% n=44	21%	3+ 49% 4+ 20% n=45	3+ 13% 4+ 4% n=45	3+ 41% 4+ 14% n=49	3+ 17% 4+ 5% n=48	3+ 40% 4+ 19% n=48	3+ 19% 4+ 6%
Economically Disadvantaged	77% n=213	45%	79% n=211	44%	3+ 79% 4+ 47% n=170	3+ 39% 4+ 14% n=170	3+ 78% 4+ 56% n=224	3+ 45% 4+ 18% n=224	3+ 78% 4+ 51% n=245	3+ 50% 4+ 25%
Male	70% n=133	45%	76% n=138	46%	3+ 82% 4+ 45% n=132	3+ 42% 4+ 20% n=132	3+ 75% 4+ 54% n=148	3+ 46% 4+ 23% n=148	3+ 75% 4+ 48% n=148	3+ 49% 4+ 26%
Female	88% n=130	58%	86% n=134	58%	3+ 80% 4+ 53% n=134	3+ 56% 4+ 30% n=134	3+ 88% 4+ 63% n=134	3+ 60% 4+ 33% n=134	3+ 86% 4+ 60% n=134	3+ 63% 4+ 38%

Fulfillment of Charter Goals: Edgewood Middle Campus

					n=14 7		n=15 1			
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## Fulfillment of Charter Goals: Edgewood Middle Campus

### Reading Growth

An MGP (median growth percentile) of 50 indicates that a school's students have average year-to-year growth in reading proficiency, as compared to other DC students in the same grades and with the same initial state assessment performance.

DC Prep PCS – Edgewood Middle				
Grades 4-8 Reading MGP				
	2013-14	2014-15 PMF not scored or tiered	2015-16	2016-17
All Students	66	60	57	
Black Non-Hispanic Students	65	60	56	
Hispanic Students	62	62	82	
White Students	NA	NA	NA	
Asian Students	n<10	n<10	n<10	
Multiracial Students	n<10	55	55	
English Language Learners	n<10	n<10	n<10	
Students with Disabilities	56	64	56	
Economically Disadvantaged Students	64	62	56	
Male Students	65	62	53	
Female Students	65	58	60	

**Fulfillment of Charter Goals: Edgewood Middle Campus**

Math Proficiency

DC Prep PCS – Edgewood Middle										
Grades 4-8 Math Proficiency										
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State		
All Students	92% n=263	57%	92% n=272	58%	3+ 89% 4+ 65% n=279	3+ 47% 4+ 22%	3+ 86% 4+ 59% n=299	3+ 48% 4+ 24%	3+ 83% 4+ 57% n=316	3+ 50% 4+ 25%
Black Non-Hispanic Students	91% n=240	51%	91% n=250	51%	3+ 87% 4+ 63% n=245	3+ 40% 4+ 15%	3+ 85% 4+ 59% n=268	3+ 40% 4+ 16%	3+ 83% 4+ 57% n=281	3+ 42% 4+ 17%

Fulfillment of Charter Goals: Edgewood Middle Campus

DC Prep PCS – Edgewood Middle										
Grades 4-8 Math Proficiency										
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State		
Hispanic Students	100% n=14	63%	100% n=10	62%	3+ 100% 4+ 92% n=12	3+ 51% 4+ 20%	3+ 100% 4+ 60% n=10	3+ 53% 4+ 23%	3+ 80% 4+ 73% n=15	3+ 53% 4+ 25%
White Students	NA	92%	NA	95%	NA	3+ 89% 4+ 69%	NA	3+ 91% 4+ 73%	NA	3+ 93% 4+ 75%
Asian Students	n<10	87%	n<10	89%	n<10	3+ 83% 4+ 60%	n<10	3+ 83% 4+ 62%	n<10	3+ 87% 4+ 64%
Native American Students	NA	NA	NA	NA	NA	NA	NA	3+ 82%	NA	NA

Fulfillment of Charter Goals: Edgewood Middle Campus

DC Prep PCS – Edgewood Middle										
Grades 4-8 Math Proficiency										
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State		
								4+ 61%		
Pacific Islander Students	NA	NA	NA	NA	NA	NA	NA	3+ 40% 4+ 17%	NA	NA
Multiracial Students	n<10	86%	90% n=10	87%	3+ 100% 4+ 67% n=21	3+ 80% 4+ 54%	3+ 84% 4+ 47% n=19	3+ 82% 4+ 61%	3+ 84% 4+ 47% n=19	3+ 83% 4+ 63%
English Language Learners	n<10	54%	n<10	51%	n<10	3+ 40% 4+ 14%	n<10	3+ 40% 4+ 17%	n<10	3+ 42% 4+ 18%

Fulfillment of Charter Goals: Edgewood Middle Campus

DC Prep PCS – Edgewood Middle										
Grades 4-8 Math Proficiency										
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State		
Students with Disabilities	70% n=40	26%	60% n=44	27%	3+ 51% 4+ 24% N=45	3+ 15% 4+ 4% 4%	3+ 49% 4+ 14% n=49	3+ 18% 4+ 5%	3+ 40% 4+ 19% n=48	3+ 19% 4+ 6%
Economically Disadvantaged	91% n=213	51%	91% n=211	50%	3+ 88% 4+ 66% n=170	3+ 39% 4+ 14%	3+ 85% 4+ 56% n=224	3+ 40% 4+ 16%	3+ 82% 4+ 54% n=245	3+ 44% 4+ 19%
Male	90% n=133	54%	90% n=138	55%	3+ 92% 4+ 63% n=132	3+ 44% 4+ 20%	3+ 85% 4+ 59% n=148	3+ 46% 4+ 23%	3+ 83% 4+ 56% n=161	3+ 47% 4+ 24%

Fulfillment of Charter Goals: Edgewood Middle Campus

DC Prep PCS – Edgewood Middle										
Grades 4-8 Math Proficiency										
	2012-13		2013-14		2014-15 PMF not scored or tiered		2015-16		2016-17	
	DC Prep	State	DC Prep	State	DC Prep	State	DC Prep	State		
Female	93% n=130	60%	93% n=134	60%	3+ 85%	3+ 50%	3+ 88%	3+ 50%	3+ 84%	3+ 53%
					4+ 66%	4+ 23%	4+ 60%	4+ 25%	4+ 59%	4+ 27%
					n=147		n=151		n=155	

## Fulfillment of Charter Goals: Edgewood Middle Campus

### Math Growth

DC Prep PCS – Edgewood Middle				
Grades 4-8 Math MGP				
	2013-14	2014-15	2015-16	2016-17
All Students	71	67	59	
Black Non-Hispanic Students	71	66	58	
Hispanic Students	68	66	61	
White Students	NA	NA	NA	
Asian Students	n<10	n<10	n<10	
Multiracial Students	n<10	73	66	
Students with Disabilities	65	51	45	
Economically Disadvantaged Students	70	66	57	

**Fulfillment of Charter Goals: Edgewood Middle Campus**

Male Students	69	67	59	
Female Students	71	65	58	

DC Prep PCS – Edgewood Middle										
Grades 4-8										
In-Seat Attendance										
	2012-13		2013-14		2014-15		2015-16		2016-17	
	DC Prep – Edgewood Middle	State								
All Students	95.0%	93.0%	96.0%	93.0%	95.0%	94.0%	95.2%	93.7%		

DC Prep PCS – Edgewood Middle								
Grades 4-8								
Re-enrollment Rate								
	2012-13 to 2013-14		2013-14 to 2014-15		2014-15 to 2015-16		2015-16 to 2016-17	
	DC Prep	Charter Sector						
All Students	84.3%	83.2%	82.3%	82.5	84.2%		92.7%	

## Articles of Incorporation and Bylaws

### ARTICLES OF INCORPORATION OF D.C. PREPARATORY ACADEMY

**FILE**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
BUSINESS REGULATION ADMINISTRATION  
CORPORATIONS DIVISION  
941 NORTH CAPITOL STREET, N.E.  
WASHINGTON, D.C. 20003

We, the undersigned persons of the age of twenty-one years or more, acting as incorporators of a corporation under the NON-PROFIT CORPORATION ACT (D.C. Code, 1981 edition, Title 29, Chapter 5), adopt the following Articles of Incorporation:

- FIRST:** The name of the corporation is D.C. Preparatory Academy (hereinafter referred to as the "Corporation").
- SECOND:** The period of duration of the Corporation is perpetual.
- THIRD:** The Corporation is organized for the purpose of establishing and operating a public charter school in the District of Columbia. The school will provide its students with an excellent education in academics, leadership and character.
- FOURTH:** The Corporation shall have no members.
- FIFTH:** The Corporation has not been formed for pecuniary profit or financial gain, and no part of the assets or earnings of the Corporation shall inure to the benefit of, or be distributable to, its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof.
- SIXTH:** The Corporation shall be managed by a Board of Directors. Except as provided in Article NINTH hereof with respect to the initial Board of Directors, the number, manner of election or appointment, and term of office of the Directors shall be as set forth in the bylaws of the Corporation, provided, however, that the number of Directors shall not be less than three.
- SEVENTH:** Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, dispose of the assets of the Corporation in furtherance of the purposes of the Corporation set forth in Article THIRD

## Articles of Incorporation and Bylaws

hereof, including distribution of such assets to one or more corporations which have purposes consistent with the purpose set forth in Article THIRD hereof, and which qualify as organizations exempt under Section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law). Any assets of the Corporation not disposed of by the Directors in accordance with this Article shall be disposed of by the Superior Court of the District of Columbia exclusively to one or more organizations, as said Court shall determine, which at the time qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1986 as amended (or the corresponding provision of any future United States Internal Revenue law).

**EIGHTH:** The address of the initial registered office of the Corporation is 4511 Cathedral Ave., N.W., Washington, D.C. 20016, and the name of its initial registered agent whose business office is identical with such registered office, is Emily K. Lawson (a District of Columbia resident).

**NINTH:** The initial Board of Directors shall consist of three Directors, such Directors to serve until their successors are elected and qualify as provided in the bylaws of the Corporation. The names and addresses of the initial Directors are as follows:

Emily K. Lawson  
4511 Cathedral Ave., N.W.  
Washington, D.C. 20016

Elizabeth S. Jeppson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

George A. Peterson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

**TENTH:** The names and addresses of the incorporators of the Corporation are:

Emily K. Lawson  
4511 Cathedral Ave., N.W.  
Washington, D.C. 20016

Elizabeth S. Jeppson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

Articles of Incorporation and Bylaws

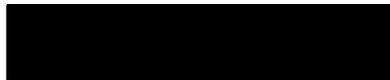
George A. Peterson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

Date: 12/28/01



I, Doris E. Osborne, a Notary Public, hereby certify that on the 28<sup>th</sup> day of Dec, 2001, Emily K. Lawson appeared before me and signed the foregoing document as incorporator, and averred that the statements therein contained are true.

Notary Public for the State of Washington  
My Commission Expires 12/31/02



Notary Public

I, Doris E. Osborne, a Notary Public, hereby certify that on the 28<sup>th</sup> day of Dec, 2001, Elizabeth S. Jeppson appeared before me and signed the foregoing document as incorporator, and averred that the statements therein contained are true.

Notary Public for the State of Washington  
My Commission Expires 12/31/02



Notary Public

I, Doris E. Osborne, a Notary Public, hereby certify that on the 28<sup>th</sup> day of Dec, 2001, George A. Peterson appeared before me and signed the foregoing document as incorporator, and averred that the statements therein contained are true.

Notary Public for the State of Washington  
My Commission Expires 12/31/02



Notary Public



# D.C. PREPARATORY ACADEMY

## FIRST AMENDED AND RESTATED BYLAWS

Dated as of August 12, 2008

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## Articles of Incorporation and Bylaws



### ARTICLE I

#### **PURPOSE AND OFFICES**

Section 1. Purposes. The purpose of the Corporation is bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. No part of net earnings will benefit any Director, officer or other individual. The Corporation is not organized for profit or organized to engage in an activity ordinarily carried on for profit and may engage only in activities that may be carried on by a corporation exempt from federal income taxation.

Section 2. Principal Office. The principal office of the Corporation shall be located in the District of Columbia. The Corporation may from time to time have such other offices as the Board of Directors may determine or as the affairs of the Corporation may require.

Section 3. Registered Agent. The Corporation shall have a registered agent who is identified in the Articles.

### ARTICLE II

#### **MEMBERS**

Section 1. No Members. The Corporation shall have no Members. Unless these Bylaws provide otherwise, any action or vote permitted to be taken by Members pursuant to the D.C. Nonprofit Corporation Act, as amended ("Act"), shall be taken by action or vote of the same percentage of the Directors of the Corporation.

### ARTICLE III

## Articles of Incorporation and Bylaws

### DIRECTORS

Section 1. Powers and Qualifications. The business and affairs of the Corporation shall be governed and managed by or under the direction of the Board of Directors, which may exercise all the powers of the Corporation. The Board of Directors shall have all the powers and duties necessary for the administration and implementation of the affairs of the Corporation, consistent with the purposes set forth in the Articles of Incorporation of the Corporation (“Articles”). A Director shall act in good faith in a manner that the Director reasonably believes to be in the best interests of the Corporation and with the care that a person in a like position would reasonably believe appropriate under similar circumstances.

Section 2. Number. The initial number of Directors of the Corporation shall be fixed by the Articles. Thereafter, the number of Directors of the Corporation shall be not fewer than three (3) but not more than the number of Directors allowed by the Act as amended from time to time. Whether the number of Directors is an odd or even number shall be subject to all laws, regulations, and requirements applicable to the Corporation from time to time. Such number may be increased or decreased from time to time by the Board of Directors within such limits; however, no decrease shall reduce the term of any incumbent Director.

Section 3. Election. Subject to the other provisions of this Section, new Directors shall be elected at the annual meeting of the Board of Directors. Elections may also be held at a regular or special meeting called for that purpose. The election of Directors shall be by the affirmative vote of two-thirds (2/3) of the Directors who are present at a meeting at which a quorum is present.

Section 4. Term. Each Director shall hold office until the expiration of his or her term and such Director’s successor is elected and qualified or until his or her earlier resignation, death, disqualification, or removal from office.

## Articles of Incorporation and Bylaws

- a. Term. The election of any Director shall be for a term of three years, except as otherwise provided in these Bylaws, required by law or provided by resolution of a majority of the Directors then in office.
- b. Consecutive Term Limit. A Director may serve as a Director a maximum of three consecutive terms ("Term Limit"). The Board of Directors may extend the Term Limit for an existing Director, but not beyond an additional three (3) years, by the affirmative vote of two-thirds (2/3) of the Directors then in office. Any Director subject to the Term Limit shall not be eligible to serve as a Director for a period of at least one year from the end of such individual's previous term as a Director. Terms lasting less than one year will not count towards the Term Limit.
- i. By the affirmative vote of two-thirds (2/3) of the Directors then in office, the Board may extend the Term Limit of existing director(s) pursuant to subparagraph b. immediately above: (A) to avoid the loss of more than three directors in a particular year because of the Term Limit, or (B) in exceptional circumstances.

Section 5. Resignation. Any Director may resign at any time by notifying the Board of Directors or the Chair of the Board in writing. Such resignation shall be effective upon receipt unless such resignation is specified to be effective at some other time or upon the happening of some event. If the resignation is not effective upon receipt, the effective date of, conditions to or other terms regarding the resignation shall require approval of the Board.

- a. Chief Executive Officer. If the Chief Executive Officer is a Director and resigns from the Board, such resignation shall not necessarily have any relation to or effect upon his or her position as Chief Executive Officer.

## Articles of Incorporation and Bylaws

Section 6. Removal. Directors may be removed from office at any time, with or without cause, upon an affirmative vote by two-thirds (2/3) of the Directors then in office.

a. Chief Executive Officer. If the Chief Executive Officer is a Director, the removal of the Chief Executive Officer from the Board shall not necessarily have any relation to or effect upon his or her position as Chief Executive Officer.

Section 7. Vacancies.

a. No Increase in the Number of Directors. Any vacancy occurring in the Board of Directors unrelated to an increase in the number of Directors may be filled by the vote of two-thirds (2/3) of the remaining Directors who are present at a meeting at which a quorum is present. A Director elected to fill a vacancy shall serve for the unexpired term of his or her predecessor in office.

b. Increase in the Number of Directors. When the authorized number of Directors is increased and the Board of Directors does not at the same time elect the necessary additional Director(s), a majority of the Directors then in office shall have the power to elect such new Director(s) for a term of office continuing only until the next annual meeting of the Corporation.

Section 8. Disclosure.

a. Duty of Disclosure. A Director shall disclose to other Board members or Committee members information not already known by them but known by the Director to be material to the discharge of the decision-making or oversight functions of the other Board members or Committee members, except to the extent disclosure would violate a duty imposed by law, a legally enforceable obligation to confidentiality, or a professional ethics rule.

## ARTICLE IV

## Articles of Incorporation and Bylaws

### MEETINGS OF THE BOARD OF DIRECTORS

Section 1. Location of Meetings. All meetings of the Board of Directors may be held within or without the District of Columbia.

Section 2. Annual Meeting. The annual meeting of the Board of Directors shall be on such date as the Board of Directors establishes from year to year.

Section 3. Regular Meetings. Regular meetings of the Board of Directors shall be held on a regular basis, but no less than the minimum required by law, with notice of the date, time, place, or purpose of the meeting unless otherwise provided in the Articles or Bylaws. Section 4. Special Meetings. The Chair may call, or upon the request of three Directors, the Secretary shall call, a special meeting of the Board of Directors. The notice for special meetings shall provide the date, time, place and purpose of the meeting unless otherwise provided in the Articles or Bylaws. Section 5.

#### Notice of Meetings.

a. All Meetings. Notice of meetings of the Board of Directors may be given orally, electronically or in writing. Notice of meetings of the Board of Directors shall be provided orally or served personally or sent to each Director by mail, electronically or facsimile at least ten (10) days before the time designated for such meeting if sent by mail, or at least forty-eight (48) hours if sent by electronic mail or facsimile or provided orally. Notices provided in writing or electronically shall be addressed to the last address, physical, electronic, facsimile or text, on the records of the Corporation.

b. Regular Meetings. Notice may be provided by a single notice of all regularly scheduled meetings for the year at the beginning of the year, or for a lesser period, without having to give notice of each meeting individually.

## **Articles of Incorporation and Bylaws**

Section 6.       Waiver of Notice. Whenever notice is required to be given to any Director under the provisions of the Act, the Articles, or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Such waiver need not specify the purpose(s) or of the meeting.

Section 7.       Quorum. One-half (1/2) of the Directors in office before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, unless otherwise required by the Act, the Articles, or these Bylaws. However, if the quorum is not present at any meeting of the Board of Directors, those Directors present may adjourn the meeting from time to time, without notice other than notice by announcement at the meeting, until the quorum shall be present.

Section 8.       Action by Majority Vote. Except as required by the Act, the Articles, or these Bylaws, any action by a majority of the Directors present at a meeting at which a quorum is present shall be deemed the action of the Board of Directors. Any amendments to the Articles must be adopted by two-thirds (2/3) of the Directors then in office.

Section 9.       Action by Written Consent. Any action required or permitted to be taken at a meeting of the Board of Directors or any committee thereof may be taken without a meeting if all the members of the Board of Directors or committee, as the case may be, consent thereto in writing and the writing(s) are filed with the minutes or proceedings of the Board of Directors or committee. Such consents may be executed in counterparts and as so executed shall constitute the written one consent of the Board of Directors. A facsimile, copy or copy in PDF format of the signature of a party shall be deemed to be and will be treated the same as the original signature of a Director.

Section 10.      Conflict of Interest.

## Articles of Incorporation and Bylaws

a. Policy Agreement. Upon election to the Board, every Director shall sign a Conflict of Interest Policy Agreement.

b. Vote by Director. No Director may vote upon a matter coming before the Board of Directors in which the Director has a conflict of interest. Immediately upon becoming aware that such a conflict may exist, a Director must disclose the existence of the potential conflict to the remaining Directors and the Corporation and comply with clauses (i) through (v) in subparagraph c. of this Section below. Any such withdrawal or abstention by an interested Director shall not defeat the quorum at the meeting of the Board of Directors, if such quorum was present before such Director's abstention from voting. The disclosure, withdrawal and compliance by the Director with the requirements of this Section shall be fully documented in the minutes of the relevant Board of Directors' meeting(s).

c. Director or Officer Transaction with Corporation. A transaction between the Corporation and any Director or officer having an interest in the transaction ("Individual With Conflict") shall not be void or voidable solely for that reason, provided: (i) the transaction is fair to the Corporation at the time it is authorized; (ii) the Individual With Conflict abstains from any vote, directly or indirectly, related to the transaction; (iii) the Individual With Conflict is not present in any committee, Board or other meeting when the transaction is discussed and when any recommendation or authorizing vote is taken on the transaction, (iv) the Individual With Conflict has no discussions with any officer or Board member advocating for the transaction or otherwise attempting to influence any officer, Board member or the Corporation regarding the transaction, and (v) the material facts as to the relationship or interest are disclosed and the transaction is then approved in good faith by vote of the disinterested Directors.

d. Business Opportunity. A Director may avoid liability for directly or

## Articles of Incorporation and Bylaws

indirectly taking for the Director a business opportunity in which the Corporation may be interested, provided: (i) the Director first brings the opportunity to the Corporation's attention in writing, and (ii) the Corporation disclaims the Corporation's interest in the opportunity pursuant to the Corporation's and Board's procedures for a transaction with a conflict of interest.

e. Loan to Director or Officer. Loans to Directors and officers are prohibited, unless the monies are: (i) an advance to pay reimbursable expenses reasonably expected to be incurred by a Director or officer; (ii) advances for expenses related to indemnification pursuant to these Bylaws; or (iii) a loan to pay relocation expenses of an officer.

### Section 11. Participation in Meetings.

a. Conference Telephone. Members of the Board of Directors, or any committee thereof, may participate in any meeting of the Board or a committee thereof by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Participation in a meeting by such means shall constitute presence in person at such meeting.

b. Electronic Communications. Meetings of the Board of Directors, or any committee thereof, may be held by means of the Internet or other electronic communications technology by means of which all persons participating in the meeting have the opportunity to read or hear the proceedings substantially concurrently with their occurrence, vote on matters submitted, pose questions, and make comments.

## ARTICLE V

## Articles of Incorporation and Bylaws

### COMMITTEES

Section 1. Committees of the Board of Directors. The Board of Directors, by a vote of a majority of the entire Board, may from time to time designate committees of the Board, including an Executive Committee, with such lawfully delegable powers and duties as it thereby confers, to serve at the pleasure of the Board. The Board shall, for those committees and any others of the Board provided for herein, elect a Director or Directors to serve as the member or members, designating, if the Board desires, other Directors as alternate members who may replace any absent or disqualified member at any meeting of the committee. The number of Directors on a committee of the Board shall be no less than the minimum, if any, required by the Act at any point in time. Any committee so designated may exercise the power and authority of the Board of Directors as the resolution of the Board of Directors which designates the committee or supplemental resolution of the Board of Directors shall so provide. In the absence or disqualification of any member of any committee and any alternative member in his or her place, the Board of Directors, by a vote of a majority of the entire Board, may elect another member of the Board of Directors to act at the meeting in the place of the absent or disqualified member. The Board of Directors may, from time to time, suspend, alter, continue or terminate any committee of the Board or the powers and functions thereof.

Section 2. Non-Board Committees. The Board of Directors or its Chair, unless the Board otherwise decides, may provide in writing for such other committees and advisory groups, consisting in whole or in part of individuals who are not Directors and the Chair, unless the Board otherwise provides, deems desirable. The Board of Directors may, from time to time, suspend, alter, continue or terminate any such committee or the powers and functions thereof. Each such committee or group will be advisory to the Board and will have such powers and perform such duties and functions, not inconsistent with law, as may be prescribed for it by the Chair in writing unless the Board otherwise provides. Appointments to, and the filling of vacancies on, such committees or groups will be the

## Articles of Incorporation and Bylaws

responsibility of the Chair unless the Board otherwise provides. The activities and recommendations of any such committee or group will be reported to the Board at its next meeting following such action and will be subject to the control, revision, and alteration by the Board, provided no rights of third persons are prejudicially affected thereby.

a. Rules. Each committee or group described in Section 2 may adopt rules for its own government provided such rules are not inconsistent with these Bylaws or with rules adopted by the Board of Directors. Committee members shall be entitled to notice of meetings as specified in the writing establishing the committee.

Section 3. Effect of Committees on Board Responsibilities. The designation of any such committee described in Section 1 of this Article and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon the Board of Directors or any individual Director by these Bylaws or the Act.

Section 4. Term. Each member of a committee described in Sections 1 and 2 of this Article shall serve as such until the next annual meeting of the Corporation and until his or her successor is appointed, unless: (i) the committee shall be sooner terminated, (ii) such member is removed from such committee by the Board of Directors, (iii) such member shall cease to qualify as a member of the committee, or (iv) such member has resigned or died. Provided an individual is not otherwise ineligible at any time to serve on a committee, there shall be no limit on the length of time an individual can serve on any committee or the number of times, consecutive or otherwise, an individual can be appointed to a committee.

Section 5. Meetings. The Chair of the Board of Directors or a majority of any such committee may fix the time and place of its meetings. Adequate provision shall be made for notice to

## **Articles of Incorporation and Bylaws**

members of all meetings. Each committee shall keep records of its actions and report such actions to the Board of Directors and the Chair.

Section 6. Quorum/Action. A majority of the then serving members of any committee shall constitute a quorum. Any action of the majority of those present at a meeting at which a quorum is present shall be deemed the action of the committee, except when a committee has only two (2) members, then any action must be by unanimous consent. Section 7. Advisors and Other Supporters of the Corporation. The Board of Directors may designate certain persons and groups of persons as advisors, sponsors, benefactors, contributors, or friends of the Corporation, or such other title as the Board of Directors may deem appropriate. Such persons shall serve in an honorary capacity and, except as the Board of Directors shall otherwise designate, shall have no other rights and responsibilities.

## **ARTICLE VI**

### **OFFICERS**

Section 1. Designation. The officers of the Corporation shall consist of a Chair of the Board of Directors, one or more Vice Chairs, a Chief Executive Officer, a Secretary, a Treasurer, and such other officers as may from time to time be appointed by the Board of Directors. Each such officer shall hold office until such officer's successor is elected or qualified or until such officer's earlier resignation or removal. Any number of offices may be held by the same person, except the Chair may not serve concurrently as Treasurer. One person may also have such other titles as the Board of Directors may determine.

Section 2. Duties. When discharging duty as an officer, an officer must act in good faith, in a manner the officer reasonably believes to be in the best interests of the Corporation, with the care that an ordinarily prudent person in a like position would exercise under similar circumstances. An

## Articles of Incorporation and Bylaws

officer has a duty to: (i) inform a superior officer, the Board, or committee of the Board to whom the officer reports information about the affairs of the Corporation known to the officer, within the scope of the officer's functions, and known by the officer to be material to the superior officer, Board, or committee of the Board; and (ii) inform a superior officer, another appropriate person within the Corporation, the Board, or a committee of the Board, of any actual or probable material violation of law involving the Corporation, or material breach of duty to the Corporation by an officer, employee, or agent of the Corporation, that the officer believes has occurred or is likely to occur.

Section 3. Election. The officers shall be elected by the Board of Directors at its annual meeting, or as soon thereafter as possible.

Section 4. Term. Each officer shall serve for a term of one (1) year, between the annual meetings of the Board of Directors and until such officer's successor is elected and qualified or until such officer's earlier resignation, removal, or death.

Section 5. Resignations. Any officer may resign at any time by notifying the Board of Directors or the Chair in writing. Such resignation shall take effect upon receipt unless such resignation is specified to be effective at some other time or upon the happening of some event. If the resignation is not effective upon receipt, the effective date of, conditions to or other terms regarding the resignation shall require approval of the Board.

Section 6. Removal. Any officer may be removed, either with or without cause, by a majority vote of the Board of Directors at any regular or special meeting at which a quorum is present.

Section 7. Vacancies. A vacancy in any office occurring by any reason may be filled for the unexpired term of the predecessor in office by the Board of Directors at any regular or special meeting.

Section 8. Chief Executive Officer. The Chief Executive Officer shall serve as the chief executive officer of the Corporation and shall have general supervision over the affairs of the

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Corporation. The Chief Executive Officer shall perform all duties incident thereto and have such power as may from time to time be assigned by the Board of Directors.

Section 9. Chair and Vice Chairs. The Chair shall serve as the Chair of the Board of Directors and perform such duties and have such powers as shall be assigned to him or her by the Board of Directors. The Board of Directors may establish offices of the Vice Chair, or if there shall be more than one (1), the Vice Chairs. The Vice Chairs shall, in general, perform such duties and have such powers as shall be assigned to them by the Board of Directors or the Chair.

Section 10. Secretary. The Secretary shall serve as the Secretary of the Corporation and perform such duties and have such powers as shall be assigned to him or her by the Board of Directors.

Section 11. Treasurer. The Secretary shall serve as the Secretary of the Corporation and perform such duties and have such powers as shall be assigned to him or her by the Board of Directors.

Section 12. Delegation of Authority. The Board of Directors may from time to time delegate the powers or duties of any officer to any other officers, employees or agents, notwithstanding any provision thereof. The Board of Directors may remove any agent or employee at any time with or without cause. Removal without cause shall be without prejudice to such person's rights, if any.

Section 13. Other Officers. Other officers elected or appointed by the Board of Directors shall, in general, perform such duties and have such powers as shall be assigned to them by the Board of Directors or the Chair, unless the Board of Directors otherwise decides.

## ARTICLE VII

### COMPENSATION OF DIRECTORS AND OFFICERS

Section 1. Compensation of Directors. Directors shall serve without compensation. However, subject to rules and procedures prescribed by the Board of Directors from time to time and by

## Articles of Incorporation and Bylaws

the Internal Revenue Code, as the same may be amended (“Code”), the Board may approve reimbursement of necessary and actual out of pocket expenses incurred while conducting the business of the Corporation.

Section 2. Compensation of Officers. No officer, who is not an employee of the Corporation, shall receive any compensation for serving as an officer of the Corporation. Any individual who is an employee of the Corporation, but who also is an officer, shall receive compensation for such individual’s services to the Corporation as an employee. **ARTICLE VIII INDEMNIFICATION**

Section 1. Indemnification.

a. Director or Officer. The Corporation shall indemnify, to the full extent then permitted by law, a Director or officer to the extent he or she was successful, on the merits or otherwise, in the defense of any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) (individually and collectively “Proceeding”) by reason of the fact that such person (“Indemnitee”) is or was a Director or officer of the Corporation (unless the Director or officer was adjudged liable on the basis of receipt of a financial benefit to which he or she was not entitled, whether or not involving action in an official capacity), or is or was serving at the request of the Corporation as a Director, trustee, officer, employee or agent of another corporation or legal entity against expenses (including attorneys’ fees), judgments, fines, and excise taxes assessed on the Indemnitee with respect to any employee benefit plan and amounts paid in settlement actually and reasonably incurred by such Indemnitee in connection with such Proceeding (collectively “Losses”) if he or she acted in good faith and in a manner he or she reasonably believed to be in or not opposed to the best interests of the Corporation and if none of the exceptions in Section 2 of this Article apply.

## Articles of Incorporation and Bylaws

i. The termination of any Proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the Indemnitee did not act in good faith and in a manner which he or she reasonably believed to be in or not opposed to the best interests of the Corporation.

b. Employee or Agent. Notwithstanding the foregoing, the Corporation shall indemnify any such agent or employee, as opposed to any Director or officer, of the Corporation to an extent greater than that required by law only if and to the extent that the Board of Directors may, in its discretion, so determine. Such indemnification shall not be deemed exclusive of any other rights to which such Director, officer, employee or agent may be entitled, under these Bylaws, by any agreement, by vote of the Board of Directors, or otherwise.

c. Elective – Director or Officer. In addition to the indemnification described in subparagraphs a. and b. of this Section, the Corporation may indemnify an individual who is a party to a proceeding because he or she was a Director or officer against liability incurred in the proceeding only if the following specific procedures are followed: (i) the action must be authorized in each specific instance and determination is required in each specific instance by vote of the disinterested Directors or by special legal counsel that indemnification is permissible because the Director or officer has met the applicable standard of conduct; or (ii) the indemnification is authorized in advance through the Articles or Bylaws.

i. Advance Funds. In connection with the indemnification described in this subparagraph c., the Corporation may advance funds to pay for or reimburse expenses incurred before final disposition of a proceeding, if: (A) the individual affirms that he or she qualifies; (B) the individual agrees to repay any funds advanced if the individual is ultimately not entitled to indemnification; (C) the Board determines that

## Articles of Incorporation and Bylaws

there is no material risk that the individual will not repay or be able to repay the funds to the Corporation, and (D) the Board authorizes the advance (or the advance is authorized by these Bylaws, Board resolution, or contract approved by the Board.)

Section 2. Exceptions to Indemnification. Notwithstanding any provision in this Article and these Bylaws to the contrary, the Corporation shall have no liability or obligation under this Article to any Director, officer, employee or agent described in Section 1 of this Article:

a. If such Director, officer, employee or agent:

i. Has committed fraud on the Corporation;

ii. Has breached his or her fiduciary duty to the Corporation; iii.

Has breached the Conflict of Interest Policy Agreement of the Corporation in effect from time to time; iv. Is in material breach of any agreement with the Corporation.; or

v. Received a material financial benefit to which the individual is not entitled.

b. If the Proceeding is the result in any way of any of the following by such Director, officer, employee or agent:

i. Willful misconduct; ii. Criminal act or failure to act;

iii. Negligence or misconduct in the performance of a responsibility or duty to the Corporation; or iv. Intentional infliction of harm.

Section 3. Insurance. The Corporation may, to the full extent then permitted by law, purchase and maintain insurance on behalf of any person who is or was a Director or officer of the Corporation or is or was serving at the request of the Corporation as a Director, trustee, officer,

## Articles of Incorporation and Bylaws

employee, or agent of another corporation or other legal entity against any liability asserted or incurred by such person in any such capacity, or arising out of such person's status as such, whether or not the Corporation would have the power to indemnify the person against such liability under these Bylaws.

a. Limited Immunity from Civil Liability. To provide volunteers, as that term is defined in the Act, limited immunity from civil liability to third parties pursuant to the Act in connection with their volunteer service on behalf of the Corporation, the Corporation shall maintain the minimum level of liability insurance required by the Act.

Section 4. Survival of Rights. The indemnification and any other rights of a Director, officer, employee or agent of the Corporation under this Article shall continue as to a person who has ceased to be a Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such person. No amendment, alteration, rescission or replacement of these Bylaws or any provision hereof shall be effective as to such person with respect to any action taken or omitted by such person in his or her position with the Corporation or any other legal entity which such person is or was serving at the request of the Corporation prior to such amendment, alteration, rescission or replacement.

Section 5. Limitation. Notwithstanding any provision in this Article to the contrary, the Corporation may not indemnify any person described in this Article, pay their expenses or pay insurance premiums on their behalf if the Corporation is classified as a private foundation as defined in the Code and such indemnification payment, expense payment or payment of insurance premium would constitute a violation of any provision of the Code applicable to a private foundation.

## ARTICLE IX

## Articles of Incorporation and Bylaws

### GENERAL PROVISIONS

Section 1. Execution of Contracts. The Board of Directors, except as otherwise provided in these Bylaws, may prospectively or retroactively authorize any officer, employee, or agent of the Corporation to enter into any contract or agreement or execute and deliver any contract, agreement, instrument or other document (collectively “Documents”) in the name of and on behalf of the Corporation. Any such authority may be general or confined to specific instances.

Section 2. Loans.

a. By the Corporation. Except as otherwise provided in these Bylaws, no loans shall be made by the Corporation to any Director or officer thereof.

b. To the Corporation. The Board of Directors, or any committee of the Board pursuant to these Bylaws, may authorize the Chair or any other officer or agent of the Corporation to: (i) obtain loans and advances at any time for the Corporation; (ii) make, execute, and deliver Documents to evidence or secure any indebtedness of the Corporation; and (iii) mortgage, pledge, hypothecate, or transfer any assets of the Corporation to secure any such indebtedness. Such authority conferred by the Board of Directors may be general or confined to specific instances.

Section 3. Gifts. Subject to the other provisions of this Section, the Board of Directors, the Chief Executive Officer, and/or the Chief Executive Officer’s designee, either collectively or individually, may accept any contribution, gift, bequest, or devise (collectively “Gift”) on behalf of and for the purposes of the Corporation. The Board shall receive at least annually, or such other additional times as the Board shall determine, the name of each donor and the amount of the Gift and such other information regarding Gifts as the Board shall determine.

## Articles of Incorporation and Bylaws

Section 4. Investments. The Corporation shall have the right to invest and reinvest any funds held by the Corporation pursuant to the judgment of the Board of Directors or an authorized committee of the Board. Any investment of the funds or other assets of the Corporation shall be subject to the policies, guidelines, and restrictions imposed by the Board of Directors from time to time and by applicable laws and regulations for such investment on behalf of a not for profit corporation.

Section 5. Voting of Securities Held by the Corporation. Stocks and other securities owned by the Corporation shall be voted, in person or by proxy, as determined by the Board of Directors, an authorized committee of the Board, or the designee of the Board or such committee, as the case may be.

Section 6. Books and Records. The Corporation shall maintain its records in written or any other form, including in digital form.

a. Principal Office. The Corporation shall keep a copy of the following records at the principal office of the Corporation: (i) the Articles of Incorporation currently in effect; (ii) the Bylaws currently in effect; (iii) minutes and records of all actions taken for the past three (3) years that the Act requires to be kept permanently; (iv) all communications in the form of a record to Directors within the past three (3) years including the financial statements furnished to Directors for the past three (3) years; (v) a list of all the names and business addresses of the current directors and officers; and (vi) the most recent biennial report filed with the Mayor of the District of Columbia.

b. Permanent Records. Subject to subparagraph a. of this Section, the Corporation shall keep in a location of the Corporation's choice: (i) the minutes of all meetings of the Board of Directors and any designated body referred to in the Act; (ii) records of all actions

## **Articles of Incorporation and Bylaws**

taken without a meeting by the Board or any designated body; (iii) records of all actions taken by a committee of the Board or a designated body on behalf of the Corporation; and (iv) appropriate accounting records.

Section 7. Depositories. The funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors or authorized committee of the Board may select, or as may be selected by any one (1) or more officers or agents of the Corporation to whom such power may from time to time be delegated by the Board of Directors or such committee of the Board.

Section 8. Signatories. All checks, drafts, and or orders for payment of money, notes or other evidences of indebtedness issued in the name of the Corporation out of the funds of the Corporation shall be signed by such officer(s) or agent(s) of the Corporation and in such manner as shall from time to time be determined by the Board of Directors or an authorized committee of the Board. In the absence of such determination, such instruments shall be signed on behalf of the Corporation by the Chief Executive Officer or Treasurer of the Corporation.

Section 9. Annual Audit. Unless otherwise decided by the Board of Directors, an audit of the books and accounting records of the Corporation will be made for each fiscal year of the Corporation.

Section 10. Fiscal Year. The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless the Board of Directors decides otherwise.

Section 11. Corporate Seal. The Board of Directors may provide, but shall have no obligation, legal or otherwise to provide, a suitable seal containing the name of the Corporation.

## **ARTICLE X**

## **Articles of Incorporation and Bylaws**

### **AMENDMENTS**

These Bylaws may be altered, amended, or repealed, in whole or in part, and new Bylaws may be adopted by a two-thirds (2/3) vote of the Directors then in office at any regular or special meeting of the Board of Directors. Notice of the intent to alter, amend, or repeal and adopt new Bylaws shall be given in accordance with Article IV.

### **ARTICLE XI**

#### **EFFECT OF PROVISIONS OF LAW AND ARTICLES OF INCORPORATION**

Each of the provisions of these Bylaws shall be subject to and controlled by specific provisions of the Act or the Articles which relate to their subject matter, and shall also be subject to any exceptions or more specific provisions dealing with the subject matter appearing in these Bylaws, as amended from time to time.

**Financial Statements: 2013-2017**

See supplemental documents.

## Conclusion and Request for Renewal

### Conclusion and Request for Renewal

DC Prep has met or exceeded all of the goals articulated its charter and is making significant progress towards its mission. The school has also complied with all applicable laws and maintained a strong financial position since opening. As such, we respectfully ask that the Public Charter School Board renew the school's charter, without condition, so that we may continue serving families and students in the District of Columbia for the next 15 years.

**DC Preparatory Academy Public Charter Schools is applying for the renewal of its charter.**

**Point person for renewal process: Raymond A. Weeden, Jr.**

### **Certification Statement:**

*I, **Michela English**, certify that the school has submitted the most current version of the school's articles of incorporation and bylaws to Epicenter as part of its renewal application.*

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

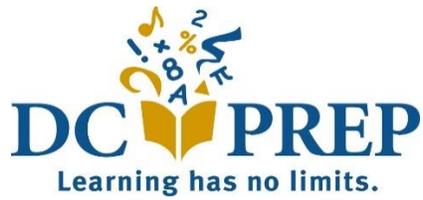
*Must be a member of the Board of Trustees*

**Print Name: Michela English**

**Date:**

# **Appendix B**

## **2015-16 Annual Report**



**ANNUAL REPORT**  
**2015-2016 SCHOOL YEAR**

**LEA Name:** DC Preparatory Academy

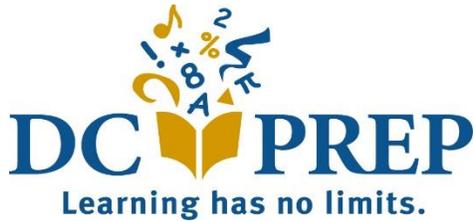
**Address:** 707 Edgewood Street, NE  
Washington, DC 20017

**Phone:** 202-635-4590

**Fax:** 202-635-4591

**Website:** [www.dcprep.org](http://www.dcprep.org)

**Board Chair:** Mr. Le Roy ("Terry") Eakin III  
Founding Board Chair



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## I. SCHOOL DESCRIPTION

### MISSION

Our mission is to provide preschool-middle school students in Washington, DC with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend college-preparatory high schools and to develop the skills, knowledge, and character necessary for further academic achievement, professional success, and civic leadership.

We are accomplishing this mission by:

- Creating excellent schools in underserved communities;
- Providing an outstanding education that emphasizes rigorous academics and social skill development;
- Ensuring that our graduates have the knowledge, skills, and attitudes for success in top-tier high schools, college, and career; and,
- Working with other education leaders to improve public education in DC.

### OUR HISTORY AND FUTURE

DC Prep is a network of public charter schools (also known as a Charter Management Organization, or CMO), serving preschool-8<sup>th</sup> grade students, committed to improving public education in the nation's capital and helping to turn one of the lowest-performing public school districts in the nation, into one of the best. Since 2003, our talented teachers and school leaders, culture of high expectations, rigorous academic program, and emphasis on social skill development have been producing exceptional results for students. DC Prep is bridging the education divide in Washington by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges. Our schools are open-enrollment and tuition-free for DC residents.

DC Prep's first school opened in 2003 with 100 students in 4<sup>th</sup> and 5<sup>th</sup> grade. As of SY15-16, DC Prep serves over 1,500 students in preschool - 8<sup>th</sup> grade across five campuses – **Edgewood Middle Campus** (EMC, opened in 2003 and serves 4<sup>th</sup>-8<sup>th</sup> grade), **Edgewood Elementary Campus** (EEC, opened in 2007 and serves preschool-3<sup>rd</sup> grade), **Benning Elementary Campus** (BEC, opened in 2008 and serves preschool-3<sup>rd</sup> grade), **Benning Middle Campus** (BMC, opened in 2013, serves 4<sup>th</sup>-6<sup>th</sup> grade; campus will "grow up" a grade each year through 8<sup>th</sup> grade) and **Anacostia Elementary Campus** (AEC, opened in 2015, serves preschool and pre-k; campus will "grow up" a grade each year through 3<sup>rd</sup> grade). At full scale, DC Prep will enroll 3,500 students across ten campuses in the city's most traditionally under-resourced neighborhoods.



## OUR VISION AND CORE VALUES

### Our Vision

*Every child will be prepared academically and socially for a successful future.*

### Our Values

- **Results for students, first and foremost.** Every action and every decision is examined through this lens. If we follow this path, will it lead our students to a great destination? If we make this choice, will it give them a brighter future?
- **Good minds *and* good hearts – inextricably linked.** We believe that character counts. We teach it and we model it. We maintain integrity in all matters and are genuine in all interactions. We treat our students, their families, and each other with honesty, kindness, and respect.
- **Excellence, always.** We strive to do our very best, to give the most we can. We are committed to excellence in every task, no matter how large or small. We know that we will not always hit the mark, but we will always aim high. We hold ourselves accountable for our failures as well as our successes.
- **Reflection and refinement – every day.** We are continuous questioners, always seeking to improve. Is what we are doing working? Is there a better way? We never rest on our laurels.
- **Optimistic determination.** We know this is hard work, but we are confident that we can achieve the goals we have for our students and for our organization. We believe in persistence, daily effort, and strive to be purposeful and strategic. Every day we are inspired by our students, their potential, and our responsibility to them.
- **Generosity and humor.** We trust and support each other. We believe in having fun, celebrating often, and laughing a lot.



## OUR COMMITMENT TO DIVERSITY

*At DC Prep, we value diversity.*

**We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.** We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way. We place a special focus on hiring a variety of role models, including those with backgrounds similar to the students we serve. We believe that their perspectives are critical to student growth and achievement and instrumental in fulfilling our vision and mission.

## **SCHOOL PROGRAM: *THE DC PREP WAY***

At DC Prep, our vision is that every child will be prepared academically and socially for a successful future. This belief drives the work that we do each day in our classrooms from preschool through 8<sup>th</sup> grade. We understand and appreciate that delivering an excellent educational experience for our Preppies is hard work that takes constant *reflection and refinement*. We are committed to that ongoing improvement as we answer the challenge of Common Core in a way that empowers students and engages more of their voices, questions, and feedback in the classroom. We strive to have this vision for our classrooms directly connect to our social-emotional skills framework, school policies, and consequence system. We acknowledge that structure is important, but an emphasis on compliance should never overshadow the true purpose of learning in a classroom.

DC Prep has always understood the inextricable link between academic rigor and school culture. There is no excellence in a classroom without a strong culture. However, a strong classroom culture is useless without excellent teaching. It is our commitment as an organization to ensure excellent instruction provided in a strong school culture to each Preppie. We have believed from our founding that the dual focus on rigorous academic programming and non-curricular skills – what we call *Prep Skills* – could deliver the very best for our Preppies. Just as our academic programming has evolved, so, too, has our non-curricular programming to ensure that we continue to deliver on our mission.

Five key beliefs provide the foundation for DC Prep’s culture vision. They are the starting place from which we make refinements to our program, always holding ourselves accountable to our commitments to our Preppies, staff and families.

1. We believe in **non-curricular skill** development that supports academic engagement and social-emotional development within the school community. The focus on non-curricular skills supports a child’s natural development by providing opportunities to apply and practice targeted skills that are transferable across content and context in an increasingly rigorous way.

Our vision is that as they grow, our Preppies will develop confidence in their abilities to do hard work and solve problems – inside and outside of the classroom. The development of these non-curricular skills is a life-long endeavor. As a school, our role is to provide opportunities for consistent application and practice with feedback on the skills as students prepare for the rigors of high school, college, and beyond. We are continually looking for concrete ways to articulate what progression looks like for each skill.

- The five new Prep Skills are the connective tissue from preschool through 8<sup>th</sup> grade for our Preppies. Though content and expectations will change as students grow, the Prep Skills remain consistent but scaffolded in their rigor over the years.
- We approach the teaching and support of Prep Skill development through planned teaching, effective praise, redirection, feedback and reflection.
- The Prep Skills are:
  1. **SPEAKING TO AND LISTENING TO OTHERS:** The ability to effectively communicate thoughts and ideas through written and spoken discourse with peers and colleagues is a skill that Preppies will use during school and beyond.
 

*“Language, is how we think. It's how we process information and remember. It's our operating system. Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech – talk – is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!”*
  2. **PERSEVERING ON TASKS AND PROJECTS:** Perseverance can be described as an ability to accomplish long-term or higher-order goals in the face of challenges and setbacks. School and life will present challenges that will require psychological resources, such as academic mindsets, effortful control, and strategies and tactics to address, grapple, and overcome. Telling a child to “tough it out, or to use grit” is useless if they do not have a set of skills to support working through the challenges.
  3. **CONTRIBUTING TO GROUP ACTIVITIES:** Playing and working cooperatively is arguably the skill where all other skills are applied and practiced. Discussing, planning, and working toward a goal together is a skill that will serve Preppies in countless ways. In working with others, they learn difference and empathy and are pushed to consider thinking that helps them learn and grow.
  4. **ADVOCATING FOR ONESELF:** The ability to stand up for your rights both verbally and in writing has many connections to the *Speaking to and Listening to Others* skill. However, through our lens of race and equity, we understand that this skill takes on even greater significance. The knowledge and support that your opinion matters and your voice will be heard allows a Preppie to understand his/her own power and significance. It aligns to freedom of speech in our democracy. It does not mean you always get your way, or that things always go your way, or that there are not consequences based on the manner of your advocacy, but the right to speak truth to power in a way that will be heard and responded to is at the core of empowerment.
  5. **USING EMOTIONAL MANAGEMENT STRATEGIES:** Much like perseverance, emotional management is about understanding specific strategies and approaches that can be used in moments of frustration and stress. It is about the ability to anticipate the circumstances that create emotional frustration and mitigating or avoiding those with planning, preparation, and routine.

2. Our students, teachers, and families want to learn and work in, and send their children to, a place that is both **emotionally and physically safe**. We are committed to providing this for our school community through both positive behavioral intervention and supports and consistent, tiered consequences. We know that this safety can only occur where students, families, and teachers have strong relationships.
  - It all begins with a nurturing and responsive teacher and classroom. We work to foster relationships between our students, families, and staff so that Preppies understand that DC Prep is a part of the community of adults who care about them and their progress. We love our Preppies and we want them to do their very best each day. We make all of our decisions with the best interest of our Preppies in mind. When we find that our intentions do not match our impact, we refine.
  - We will keep, create, and use rules, policies, and systems that encourage interaction based on relationships and purpose, and use our overt power only when necessary.
  - We will dedicate time and resources to the planned teaching, practice, and reflection on school rules and expectations, and re-teach when necessary to ensure that Preppies participate in the creation of a strong school culture.
  - We will support the planned teaching of routines that structure the day and provide consistency for Preppies and staff. Additionally, our routines provide strong models for Preppies to develop their own self-management and time-management habits.
  - We use a set of developmentally-tiered consequence systems to reinforce community expectations and make certain that students understand when their choices or actions fall outside those expectations. Our hope is for Preppies to learn and grow from the consequences of their actions. We utilize both structural (i.e., detention or suspension) and logical (i.e., do it again, re-teach, restorative consequences, etc.) consequences.
3. We admit all students and families and **believe in supporting them to meet the academic, non-curricular, and community expectations at DC Prep**.
  - We believe that our students are on a life-long journey of building habits that will support their future success; we are committed to providing supports for all expectations beginning in preschool, continuing through 8<sup>th</sup> grade graduation and beyond through our PrepNext alumni program that provides support through high school and college.
  - We utilize incentives, rewards, rituals, and celebrations that promote and acknowledge excellence and growth as a positive outcome of the hard work that our Preppies engage in each day.
  - We believe that students with disabilities deserve the same opportunity to achieve a successful future. We uphold this vision by engaging them in rigorous academic content and holding them to the same high behavioral expectations as their non-disabled peers, while always taking into account the protections provided by IDEIA.
  - We believe in using data to identify students in need of supports, both big and small, and systematically providing those supports through our grade level team structure and the student support process.

4. We believe that we cannot do this work without **learning from and working with our parents and the larger community** that support the success of our Preppies.
  - We know that building relationships with our Preppies' parents is an essential form of support that yields invaluable information and enables the development of joint planning to best support each Preppie on his/her journey.
  - We respect that family participation can come in many forms and we attempt to provide both formal and informal ways to connect as a school community and share information.
  - We respect and honor the feedback that our parents give us each year and work to continuously improve the DC Prep experience with them and in service to their children (our Preppies!).
  - We understand that being a parent is hard work. We will attempt to effectively communicate school expectations and work with families in support of their Preppie to meet those expectations.
  - We understand that there may be moments of frustration with DC Prep and we will always listen to feedback provided in a respectful manner to our staff.
    - Administrators and teachers should always interact with parents respectfully and in a productive manner.
    - Parents should always interact with teachers respectfully and in a productive manner.
    - As with all relationships, when there is disagreement, we will work hard as a team to restore those relationships with a focus on best outcomes for our Preppies.
5. **We believe in cultivating a diverse and inclusive environment that celebrates and honors all students, families, staff, and their unique perspectives.** We know that we are a stronger and richer community as a result of diversity and inclusivity, and are committed to intentionally strengthening our individual and collective capacity to teach and lead in a culturally-proficient way.

DC Prep's model provides the blueprint for action at all campuses. It is not, however, a static document. The principles and practices described in the model have evolved over time and we will continue to deepen and refine them as we strive for ever-increasing levels of academic and personal success for our students (in keeping with our Core Value of *Reflection and refinement*).

## **CORE PRINCIPLES AND PRACTICES: COMMON ACROSS CAMPUSES**

The following are key elements of *The DC Prep Way* that are consistent across all campuses and age groups.

### **Student Attendance, Punctuality, Uniform**

Students are expected to come to school on time, every day, in full uniform. These expectations are presented thoroughly to parents and to students along with the detailed steps that school staff will take when students do not comply with these expectations. The Family Handbook (printed copies of which are generally available at each campus front desk; an electronic version of which is available online at [www.dcprep.org](http://www.dcprep.org)), presents incentives and consequences that encourage students to meet these requirements as well as a copy of the Attendance Policy.

### **Greetings**

Every student receives a welcoming greeting from a faculty or staff member upon arrival to school each morning. Students are also greeted upon arrival at each new classroom.

All telephone calls to the campuses are answered in a warm and respectful manner, and with a purposeful and energetic greeting. Upon entering the building, visitors are greeted with an individualized, professional, and friendly welcome from the Operations Assistants at each campus front desk. Each classroom has a student greeter who welcomes visitors with a firm handshake, good eye contact, and a “Loud and Proud” introduction to the lesson underway.

### **Hallways and Common Areas**

The school entrance area emphasizes the mission and vision of DC Prep. Hallways and common areas are in good condition, clean, and litter-free. Bulletins boards are current and engage the viewer in DC Prep’s high standards. All adults are focused on the students, the work, and the mission, and there is a sense of strong, engaged, student-centered leadership in the cafeteria, hallways, and common areas at key times. Adult interaction with students in the common hallways is positive, effective, and efficient.

Students are silent and purposeful when in the hallways. They walk in lines quietly, without requiring much redirection, and know where they are going. Students alone in the hallways have passes and are purposeful in their activity. DC Preppies in 3<sup>rd</sup> through 8<sup>th</sup> grade have their steady dedicated reading (SDR) books with them at all times, including at all transitions.

### **Classroom Setup**

The classroom is student-centered, organized, and litter-free. The set-up and decorations welcome and engage both students and visitors, and there is outstanding, current, standards-based student work adorning the walls. All activities are linked to the posted Objective.

## **Classroom Culture**

All students are engaged in learning for every minute of the class, and are in learner's position when appropriate for the instructional method being used. Classroom culture is respectful, and positive student contributions are recognized and rewarded.

Assignments and conversations create learning opportunities that encourage and facilitate student success, and require *all* students to interpret information and draw conclusions.

Prep Skills language and strategies are evident and classroom routines are followed right away by all students without a lot of explanation or redirection from the teacher. Disruptions to learning are not permitted and are addressed immediately with the least invasive form of correction. Transitions are quick and seamless, rarely taking more than 10-20 seconds. If required, teachers follow DC Prep policy in issuing consequences to students.



## II. SCHOOL PERFORMANCE

### PERFORMANCE AND PROGRESS – MISSION

As noted previously, DC Prep’s academic program reflects the practices that are associated with high-performing charter schools throughout the country: more time on task; standards-based instruction; rigorous curriculum; meaningful assessments and tailored interventions; horizon-broadening activities; and a strong high school placement and alumni support program.

DC Prep has a demonstrated track record of student achievement and is *the highest-performing network of public charter schools citywide for five years running (2012-2016)*, including in the first two years of PARCC testing. Overall, compared to their peers across the city, DC Prep students demonstrated very solid performance in both ELA and Math as the chart below shows.

<b>2016 WASHINGTON, DC AND DC PREP PARCC RESULTS</b>				
	<i>Combined % Scoring <b>4+ ELA</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring <b>4+ Math</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring <b>3+ ELA</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring <b>3+ Math</b> (3<sup>rd</sup>-8<sup>th</sup>)</i>
<i>Citywide Average %</i>	28%	27%	52%	51%
<b>DC Prep %</b>	<b>48%</b>	<b>54%</b>	<b>74%</b>	<b>82%</b>

For additional 2016 PARCC results, visit [http://www.dcprep.org/Our\\_Program/Results](http://www.dcprep.org/Our_Program/Results).

Furthermore, SY15-16 interim assessment results at each DC Prep elementary campus show the efficacy of our educational model:

- **EEC**
  - On the NWEA MAP assessment, 58% and 79% of EEC students were able to meet the PMF growth target on reading and math, respectively.
  - EEC continues to strengthen its Early Childhood performance, as measured by CLASS. This campus approached the target points in each of the CLASS domains by earning a score of 5.7 on emotional support (target 6), 5.6 on classroom organization (target 6) and 3.79 on instructional support (target 4).
  - In addition to strong observational scores on the CLASS assessment early childhood students at EEC are demonstrating that they have a strong foundation in both vocabulary and math skills with 98% of students meeting the PCSB’s PPVT target and 99.3% meeting the PCSB’s TEMA target.

- **BEC**
  - BEC also continues to strengthen its Early Childhood performance, as measured by CLASS. This campus approached the target points in each of the CLASS domains by earning a score of 5.5 on emotional support (target 6), 5.5 on classroom organization (target 6) and 2.5 on instructional support (target 4).
  - In addition to strong observational scores on the CLASS assessment Early Childhood students at BEC are demonstrating that they have a strong foundation in both vocabulary and math skills with 98.6% of students meeting the PCSB's PPVT target and 99.3% meeting the PCSB's TEMA target.
- **AEC**
  - In AEC's inaugural year the campus established a solid foundation for future growth: The school had the highest scores of *all* of DC Prep's campuses on two of the three CLASS domains. The school scored a 5.9 in emotional support and 6.1 on classroom organization. AEC Preppies also earned very strong scores in instructional support with a score of 3.6.
  - In addition to strong observational scores on the CLASS assessment early childhood students at AEC are demonstrating that they have a strong foundation in both vocabulary and math skills with 99% of students meeting the PCSB's PPVT and TEMA targets.

Furthermore, consistent with our mission, *all* students in DC Prep's first ten graduating classes (n=340) have been accepted by a college-prep high school. And, the majority have been offered admission to selective independent, parochial, and public magnet schools earning over \$7M in scholarship support. A partial list of the high schools to which DC Prep students have been accepted is presented on the following page.

## HIGH SCHOOL ACCEPTANCES

Archbishop Carroll	McKinley Technology High School
Benjamin Banneker	Mercersburg Academy (PA)
Bishop McNamara	National Cathedral School
Bullis School	National Collegiate Academy PCS
Edmund Burke	The Nora School
Capital City PCS	Oldfields School (MD)
Cesar Chavez PCS	Phillips Academy Andover (MA)
Choate Rosemary Hall (CT)	Phillips Exeter Academy (NH)
Christchurch School (VA)	Potomac School
DeMatha Catholic High School	Proctor Academy (NH)
Don Bosco Cristo Rey	St. Albans School
Duke Ellington School for the Arts	St. Andrew's (DE)
Edmund Burke	St. Anselm's Abbey School
E.L. Haynes PCS	St. Margaret's (VA)
Elizabeth Seton High School	St. Timothy's School
The Field School	Sandy Springs Friends School
Foxcroft	School Without Walls
Georgetown Prep	Sidwell Friends School
Georgetown Visitation	Solebury School (PA)
Gonzaga College High School	Stone Ridge School of the Sacred Heart
The Hill School	Strath Haven (PA)
Holton-Arms School	Stuart Hall School (VA)
The Hun School	Thurgood Marshall PCS
Kent's Hill School (ME)	Washington Latin PCS
KIPP College Prep	Western Reserve Academy (OH)
Landon School	Wilson High School Academies
Maret School	Woodberry Forest (VA)

## **PERFORMANCE AND PROGRESS – GOALS & EXPECTATIONS**

We are also proud of the progress we have made toward meeting the goals and academic achievement expectations set forth in our charter. *Our charter included six such goals - all of which we met in SY15-16:*

- Goal #1:** The school's leadership, faculty, and staff are highly effective and work together in a constructive and sustainable fashion.
- Goal #2:** Students abide by DC Prep's code of conduct, demonstrating good habits, character, and leadership.
- Goal #3:** Students graduate with an 8<sup>th</sup> grade level of academic competency or better.
- Goal #4:** Students enroll in academically challenging, college-preparatory high schools.
- Goal #5:** The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.
- Goal #6:** DC Prep alumni graduate from academically-challenging high schools and attend college.

DC Prep’s progress toward each of these six goals during the 2015-16 school year is detailed below.

**Goal #1 – The school’s leadership, faculty, and staff are highly effective and work together in a constructive and sustainable fashion. (Met: ✓)**

DC Prep measures progress towards this goal using three indicators: Classroom achievement correlated to teachers, teacher retention, and an Organizational Health Survey. Each of these indicators is discussed below.

Classroom Achievement Correlated to Teachers

DC Prep awards annual performance bonuses to teachers based on their students’ classroom achievement. Using a classroom achievement rubric, which considers a class’s student growth on internal assessment scores (or on the state assessment, if the students take it), a teacher receives a score from 0 to 4. However, given the inaugural transition to PARCC in SY14-15, DC Prep teachers received a performance bonus based on school-wide achievement scores in SY15-16. DC Prep will resume with calculating classroom achievement scores with SY15-16 data in November 2016.

Teacher Retention

To support that the school’s faculty work together in a *sustainable* fashion, DC Prep tracks the retention rate of teachers invited back to teach who choose to return to the organization. Campus-by-campus, the teacher retention rate in 2015-16 is as follows:

<b>Campus</b>	<b>Teacher Retention SY15-16</b>
BMC	73%
BEC	71%
AEC	74%
EEC	77%
EMC	70%

Organizational Health Survey

DC Prep administers an Organizational Health Survey to teachers to evaluate teacher satisfaction and alignment with the organization’s mission. In this survey, teachers are asked whether they agree or disagree with several statements regarding a number of organizational indicators, including professional development, student support, school leadership, and Core Values. Through this survey, DC Prep measures the “health” of these indicators on a scale from 0 to 100%. On the 2015-16 mid-year Organizational Health Survey, approximately 73% of DC Prep teachers agreed that the organization was living up to its Core Values. In addition, on the same survey, teachers resoundingly agreed on the following:

- My principal sets goals and priorities and provides strategic direction for our campus (91%);
- My principal values and creates culture based on great teaching (89%); and
- My principal inspires students and staff to further our school’s mission (85%).

**Goal #2 – Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership. (Met: ✓)**

DC Prep uses a number of metrics to measure progress toward this goal, including student attendance, punctuality, discipline rates, and student demonstration of the organization’s Core Values. Each of these indicators is discussed below.

Student Attendance & Punctuality

The charts below show organization-wide student attendance and punctuality rates for SY15-16.

School Name	Framework 1	In-Seat Attendance (%)
DC Prep PCS - Anacostia Elementary	Overall	89.3
DC Prep PCS - Benning Elementary	Overall	93.1
DC Prep PCS - Benning Middle	Overall	92.5
DC Prep PCS - Edgewood Elementary	Overall	94.8
DC Prep PCS - Edgewood Middle	Overall	95.2

PUNCTUALITY		
CAMPUS	SY14-15 (Aug-June)	SY15-16 (YTD)
Edgewood Middle	91.4%	91.2%
Benning Middle	91.5%	90.1%
Edgewood Elementary	91.3%	92.1%
Benning Elementary	90.5%	88.0%
Anacostia Elementary	n/a	86.4%
<b>DC Prep - TOTAL</b>	<b>91.1%</b>	<b>89.7%</b>

### Student Discipline Rates

Please see the campus-specific Data Reports for each school's suspension rate, expulsion rate, and instructional time lost to discipline.

### Student Demonstration of Core Values

While DC Prep did not host any Qualitative Site Reviews (QSR) during the 2015-16 school year, it did host QSR visits in 2012-13 as part of its ten-year charter review (and will begin hosting QSRs in SY16-17 for the eventual 15-year charter review process). Below is an excerpt from DC Prep's Charter Review Report in which the PCSB review teams describe what they saw on their site visits:

*During DC Prep PCS' Qualitative Site Reviews conducted in 2012-13, the PCSB review team found much evidence that its students demonstrated the school's core values. A selection of this evidence from DC Prep PCS' three campuses is below.*

- *At DC Prep PCS – Benning Elementary, the team observed that “commitment to character education is reinforced throughout the school. Elementary students readily refer to the school motto, ‘Do the RIGHT Thing’ (Respectful, Intelligent, Genuine, Hard-working, and Team-oriented), and it is displayed in classrooms and on walls in hallways.”*
- *Also at DC Prep PCS – Benning Elementary, the team observed that “teachers and students demonstrate appropriate social and communication skills. The mutual respect between students and adults was observed by the review team throughout the site review visit.”*
- *At DC Prep PCS – Edgewood Elementary, the same adherence to the ‘Do the RIGHT Thing’ program was observed. “DC Prep’s code of conduct is evident in every aspect of student life at the school...in the observed classrooms, students were well behaved and adhered to classroom rules and procedures. The routines were consistent in classes and students were self-directed, assuming leadership roles in the learning environment such as collecting papers, passing out materials, and being line leaders.”*
- *At DC Prep PCS – Edgewood Middle, “teachers and administrators consistently emphasized the importance of character education...and the QSR team saw these principles clearly demonstrated throughout the school.”*

### **Goal #3 – Students graduate with an 8<sup>th</sup> grade level of academic competency or better.**

(Met: ✓)

*Please see results from the PERFORMANCE AND PROGRESS – MISSION section, above.*

**Goal #4 – Students enroll in academically-challenging, college-preparatory high schools. (Met: ✓)**

Every member of DC Prep’s tenth graduating Class of 2016 was accepted into a college-preparatory high school. A partial list of the high schools to which DC Prep students have been accepted was presented earlier in this Annual Report. Additional information on the Class of 2016 can be found online, at [http://www.dcprep.org/News/DC\\_Prep\\_Celebrates\\_the\\_Class\\_of\\_2016](http://www.dcprep.org/News/DC_Prep_Celebrates_the_Class_of_2016).

**Goal #5 – The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city. (Met: ✓)**

DC Prep has assisted in the success of many other DC charter schools, as well as non-charter public schools, through continual sharing of best practices. This includes hosting tours and visitors across DC Prep campuses, as well as enabling our team members to participate in speaking engagements in the education sector. In SY15-16, DC Prep was awarded a dissemination grant by OSSE to partner with IDEA PCS – sharing tools and best practices for IDEA staff in data collection and coaching methods. A selection of some methods by which DC Prep has improved education in DC in the 2015-16 school year is detailed in the table on the following page.

**Goal #6 – DC Prep alumni graduate from academically challenging high schools and attend college. (Met: ✓)**

DC Prep’s PrepNext alumni support program works with DC Prep graduates all the way to and through college. Starting as high school freshmen, DC Prep’s alumni receive ongoing academic support to ensure that they are prepared for acceptance and matriculation at competitive colleges and universities. This support comes in the form of regular school visits, tutoring sessions, goal-setting, family meetings, standardized testing classes, college application support, and a variety of other special opportunities to enhance student success at the high school level. With the assistance of DC Prep’s PrepNext counselors, 96% of all alumni have earned their high school diplomas, compared to 61% in DCPS. And, our high school alumni Class of 2016 had a 100% college acceptance rate – 83% of whom were admitted to four-year institutions, and 17% to two-year institutions. Finally, for those classes prior to 2016, 74% matriculated to college, 78% of whom are persisting.

**GOAL #5 PROGRESS: 2015-16 SCHOOL YEAR**

<b>Organization(s)/ Individual(s) that DC Prep PCS Partnered with in SY15-16</b>	<i>Description/ Overview of Engagement</i>
OSSE Dissemination Grant (in partnership with IDEA PCS)	<i>DC Prep was awarded a grant from OSSE to disseminate best practices in data management and faculty coaching. The team spent time modeling effective coaching, hosted workshops and tours of campuses, and also shared exemplar videos of in-class coaching and created handbooks outlining our methodology for ease in replication at IDEA PCS.</i>
Raise DC	<i>DC Prep's PrepNext alumni support program won a grant from Raise DC for effective uses of data in tracking graduates. The team went to a workshop and shared best practices in a variety of panels, both locally and nationally. For more information, visit <a href="http://www.dcprep.org/News/DC_Preps_PrepNext_Alumni_Support_Program_Wins_Raise_DC_Data_Spotlight_Award">http://www.dcprep.org/News/DC_Preps_PrepNext_Alumni_Support_Program_Wins_Raise_DC_Data_Spotlight_Award</a></i>
OSSE	<i>DC Prep hosted Superintendent Kang for a school visit in SY15-16.</i>
Leading Educators	<i>DC Prep hosted a group from Leading Educators in SY15-16.</i>
Building Excellent Schools (BES)	<i>DC Prep has an ongoing relationship with BES and typically hosts visitors during each school year.</i>
Achievement Network (ANet)	<i>DC Prep is a long-time ANet member and hosts visitors and tours to showcase our best practices each school year.</i>
DC Public Schools (DCPS)	<i>DC Prep hosted a group of DCPS administrators and data teams who toured campuses and met with our President and Chief Academic Officer.</i>
Center for American Progress (CAP)	<i>DC Prep hosted a group from CAP's education policy team, who toured our facilities and learned more about our data-driven educational model.</i>
Nationwide Charter Schools	<i>In SY15-16, as in every academic year, DC Prep hosted staff members from traditional and public charter schools nationwide – including Hiawatha Academies (based in MN) and Republic Schools (based in MS and TN), among others.</i>

## LESSONS LEARNED AND ACTIONS TAKEN

Data is in DC Prep's DNA and informs every aspect of our work. Informed by 360-degree observation and analysis of student results, DC Prep collects data on students in a variety of ways to drive ever-increasing levels of student achievement. Historically, the main dashboard for that consisted of LUMOS – a customized data tool that provides teachers with real-time information on students' academic progress on formative and summative assessments, as well as data on adherence to the school's codes of conduct and discipline, attendance, and punctuality. The tool allowed teachers and leaders at each DC Prep campus to cross-analyze trends in order to better plan for student-specific solutions.

However, consistent with DC Prep's commitment to ongoing *reflection and refinement*, teams found that an updated data collection system was needed looking ahead to SY16-17. Although LUMOS was adept at providing a data profile on individual students and disaggregating that data by subgroup, class, and grade level, teams were finding that reports generated in the system were somewhat static given that the reports/type of data LUMOS captured could not be modified.

After careful analysis, DC Prep determined that the best approach was to migrate to a new, more dynamic data collection system – Schoolzilla – in time for the launch of SY16-17. The platform migration occurred over the summer months, and now, through Schoolzilla, teams are able to build new student reports as well as to change *existing* reports.

- *For example: DC Prep's ELA and Math curriculum in SY16-17 focuses on a small number of formative assessments throughout each unit. Through the new Schoolzilla platform, teams can build customized reports to provide information to teachers and leaders about how Preppies are doing on those specific formative assessments.*

DC Prep is excited about the potential of the new Schoolzilla platform to continue to enable teams to track and analyze student growth in dynamic ways that will, ultimately, inform (re)teaching methods in service of driving student achievement. Although the migration was daunting, **a key lesson learned in the process is that team needs will change over time, and it is imperative that DC Prep has a data system that allows campuses to adapt to those changing needs.**

## UNIQUE ACCOMPLISHMENTS

*For the fifth consecutive year, DC Prep is the highest-performing network of public charter schools in the nation's capital*, based on results from the 2016 PARCC assessment. Network-wide, approximately 74% and 82% of DC Prep 3<sup>rd</sup> through 8<sup>th</sup> grade students scored at a PARCC performance level of 3+ in ELA and Math, respectively. Below are select proof points showing the efficacy of our educational model from the 2016 PARCC results.

2016 WASHINGTON, DC PARCC RESULTS				
	<i>Combined % Scoring 4+ ELA (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring 4+ Math (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring 3+ ELA (3<sup>rd</sup>-8<sup>th</sup>)</i>	<i>Combined % Scoring 3+ Math (3<sup>rd</sup>-8<sup>th</sup>)</i>
<i>Citywide Average %</i>	28%	27%	52%	51%
<b><i>DC Prep %</i></b>	<b>48%</b>	<b>54%</b>	<b>74%</b>	<b>82%</b>

- Our performance in serving low-income students continues to be strong: DC Prep as an LEA (or organization) has the highest combined ELA and Math proficiency (level 4+) for the economically disadvantaged subgroup citywide.
- EMC and EEC have the highest ELA and Math combined proficiency in Ward 5.
- All campuses showed growth in at least one subject area, with the middle campuses showing strong growth in ELA and elementary campuses showing strong growth in Math.

While we have a lot of hard work ahead to ramp up the rigor for PARCC, our goal remains to provide the very best education possible to students in Washington, DC. For additional information on DC Prep's 2016 PARCC results, visit [http://www.dcrep.org/News/2016\\_PARCC\\_Assessment\\_Results](http://www.dcrep.org/News/2016_PARCC_Assessment_Results).

Additional highlights from the 2015-16 school year include:

- In SY15-16, DC Prep successfully underwent a rigorous process to achieve accreditation status from AdvancED.
- In Fall 2015, DC Prep opened its fifth campus in Ward 8, Anacostia Elementary Campus. The school successfully launched with preschool and pre-k Preppies and will "grow up" a grade each year thereafter through 3<sup>rd</sup> grade. The campus was led by Founding Resident Principal and DC Prep veteran, Maria-Teresa Duvall.
- DC Prep was featured in a WTOP story for a first-of-its kind partnership with Children's Hospital to give families in need greater access to clinical care in a supportive school setting. For more information, visit <http://wtop.com/health/2016/05/in-d-c-region-a-renewed-focus-on-mental-health-for-kids-and-teens/>.
- Every member of EMC's 2016 graduating class was accepted into a college-preparatory high school.

- DC Prep’s Founder and CEO, Emily Lawson, as well as a parent, Erika Harrell, were selected to join the DC Mayor’s Education Task Force. For more information, visit [https://www.washingtonpost.com/local/education/dc-school-leaders-parents-on-task-force-to-improve-planning-with-charters/2015/12/16/5de43a10-a41a-11e5-9c4e-be37f66848bb\\_story.html](https://www.washingtonpost.com/local/education/dc-school-leaders-parents-on-task-force-to-improve-planning-with-charters/2015/12/16/5de43a10-a41a-11e5-9c4e-be37f66848bb_story.html).
- In Spring 2016, the Education Equality Index – the first national comparative measure of the achievement gap featuring school, city, and state-level data in the nation's 100 largest cities – identified seven DC charter schools with small or nonexistent achievement gaps. DC Prep’s Edgewood Elementary, Edgewood Middle, and Benning Elementary campuses were among the seven. For more information on the Education Equality Index study, visit [http://www.dcrep.org/News/DC\\_Prep\\_Recognized\\_for\\_its\\_Success\\_in\\_Closing\\_the\\_Achievement\\_Gap](http://www.dcrep.org/News/DC_Prep_Recognized_for_its_Success_in_Closing_the_Achievement_Gap).
- In fall 2015, PrepNext received a RAISE DC Data Spotlight Award for its internally developed High School and Post-Secondary Dashboards. The award is a special recognition for non-profits that are using data in innovative and high-impact ways.
- The newly-constructed BMC site was awarded Leadership in Energy and Environmental Design (LEED) status in SY15-16.

## MONETARY AND IN-KIND DONATIONS: CASH RECEIVED FY16

### \$500-\$999

Rory Ackerly  
 Milagros Arrisueno  
 Albert Beveridge  
 Joel Bonder  
 Raymond Brophy  
 Susan Burke  
 Shannon Burkhardt  
 James Carroll  
 Ginny Chew  
 Charles Coggeshall  
 Paul Collins  
 William Conway  
 George Cooper  
 Paul Escobosa  
 Jennifer Gaynor  
 David Gries  
 Claire Harvey  
 Leigh Hay  
 Elizabeth Huffman  
 Jeffrey Huvelle  
 Sarah Jacobs  
 Amy Knight  
 Page Kranbuhl  
 Pier LaFarge  
 Peter Lee  
 Liz Levin  
 Jerry Levine  
 Stephen Long  
 Anne Mehriinger  
 Candice Mulcahy  
 Hubert O'Bannon  
 Brad Olander  
 Malcolm Peabody  
 Brad Pheaney  
 Denise Prince  
 Erin Ritz  
 Douglas Rouse  
 Georgina Sanger  
 Nina Schou  
 Martha Searby  
 Paul Sheridan  
 Milton Shinberg  
 Tiernan Sittenfeld  
 Frank Swain  
 Harrison Wellford  
 Bailey Williams  
 Elizabeth Williams  
 Edwin Williamson  
 Sophie Willis  
 Alexandra Wilson  
 Susan Zentay  
 The Lemon Foundation  
 Barbara Notz Hines Foundation

### \$1,000-\$4,999

Patty Abramson  
 George Allen  
 Gerald Austen  
 James Bankoff  
 Michael Banks  
 Patricia Barmeyer  
 Peter Black  
 David Bowker  
 Stephen Boyd  
 Joseph Bracewell  
 Steven Bralove  
 Annie Burnquist  
 John Chapoton  
 Katherine Coleman  
 William Cooper  
 Joseph Del Guercio  
 Henry Diamond  
 Halley Dodge  
 Ryan Drant  
 Michela English  
 Norman Farquhar  
 Jake Farver  
 Reed Fawell  
 Russell Firestone  
 Lee Folger  
 John Franklin  
 Ben Fritz  
 Nicholas Gent  
 Nathalie Gilfoyle  
 David Godschalk  
 Debbie Goldberg  
 Jonathan Gould  
 JonathanGraham  
 Ahmad Hajj  
 Matthew Haldeman  
 Ridgway Hall, Jr.  
 Margaret Haney  
 Gates Hawn  
 Matthew Jaeger  
 Brian Jones  
 Peter Kaplan  
 Teddy Kaplan  
 Andrew King  
 Peter Lockwood  
 George Lund  
 Tamera Luzzatto  
 Claire McCarthy  
 Jack McKay  
 Dick Meltzer  
 Jason Michel  
 George Packard  
 Stuart Pergament  
 David Perlin  
 John Polis

Eric Price  
 James Riepe  
 Robert Rosenfeld  
 Lewis Rumford  
 Bob Schieffer  
 Kearney Shanahan  
 Christina Silberman  
 Robert Smith  
 Edward Stettinius  
 Brendan Sullivan  
 Jennifer Tonkel  
 Maria Weber  
 Adam Weers  
 Kendall Wilson  
 Joanne Wilson  
 Maureen Witter  
 Law Office of Lauren E Baum  
 Studio Twenty Seven  
 Architecture  
 Raise DC  
 M&T Bank  
 Law Office of Lauren E. Baum,  
 PC  
 EdOps  
 Alliance Insurance Services, Inc.  
 Federal Valet Car Parking, Inc.  
 Action for Healthy Kids, Inc.

### \$5,000-\$24,999

Tom Amis  
 Anonymous  
 Alex Boyle  
 Collette Bruce  
 Ronald Crawford  
 Susan Gage  
 Patrick Gross  
 Elissa Leonard  
 Allan McKelvie  
 Bridget Nikodem  
 Lawrence Nussdorf  
 Carol Pensky  
 Whayne Quin  
 Josh Rales  
 John Rockefeller  
 James Rooney  
 Quinn Rounsaville  
 Isaac Stein  
 Keith Taylor  
 Steve Urbanczyk  
 Valerie Wayne  
 The Louisa Copeland Duemling  
 Charitable Lead Trust  
 Carlyle Group  
 Bank of America  
 (continued on next page)

**\$5,000-\$24,999**

*(continued from previous page)*

The Community Foundation for  
the National Capital Region  
Raise DC  
Building Hope  
Flamboyant Foundation Inc.

**\$25,000-\$99,999**

LeRoy Eakin  
Thomas Gardner  
Michael Glosserman  
Stephen Goldberg  
Peter Kovler  
Eugene Lawson  
Phil Perkins  
Robert Phay  
CityBridge Foundation  
Bainum Family Foundation  
The Jockey Hollow Foundation  
The Boone Family Foundation  
Capital One Bank  
Share Fund

**\$100,000-\$300,000**

John Beaty  
The Clark Charitable Foundation  
Robert and Christina Silberman  
Charitable Trust  
Michael Galvin  
CityBridge Foundation

### DATA REPORT – BENNING ELEMENTARY CAMPUS (BEC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Benning Elementary Campus
Adult Ages Served	N/A
Total Audited Enrollment	444
PK3	78
PK4	72
KG	74
Grade 1	74
Grade 2	71
Grade 3	75
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	14.60%
Student Expulsion Rate	0%
Instructional Time Lost to Suspension	0.30%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	34%
Number of Teachers	50
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

## DATA REPORT – BENNING MIDDLE CAMPUS (BMC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Benning Middle Campus
Adult Ages Served	N/A
Total Audited Enrollment	223
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	83
Grade 5	71
Grade 6	69
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	28.30%
Student Expulsion Rate	0.00%
Instructional Time Lost to Suspension	0.70%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	26%
Number of Teachers	27
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

**DATA REPORT – EDGEWOOD ELEMENTARY CAMPUS (EEC)**

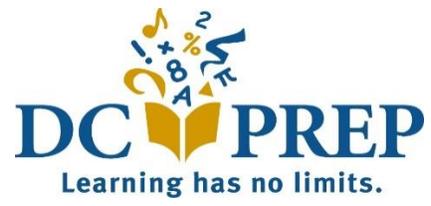
LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Edgewood Elementary Campus
Adult Ages Served	N/A
Total Audited Enrollment	441
PK3	78
PK4	73
KG	77
Grade 1	73
Grade 2	72
Grade 3	68
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	8.80%
Student Expulsion Rate	0.00%
Instructional Time Lost to Suspension	0.20%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	23%
Number of Teachers	48
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

## DATA REPORT – EDGEWOOD MIDDLE CAMPUS (EMC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Edgewood Middle Campus
Adult Ages Served	N/A
Total Audited Enrollment	310
PK3	0
PK4	0
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	80
Grade 5	70
Grade 6	64
Grade 7	53
Grade 8	43
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	23.90%
Student Expulsion Rate	0.30%
Instructional Time Lost to Suspension	0.40%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	29%
Number of Teachers	35
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State

## DATA REPORT – ANACOSTIA ELEMENTARY CAMPUS (AEC)

LEA ID	115
LEA Name	DC Prep PCS
Campus Name	DC Prep - Anacostia Elementary Campus
Adult Ages Served	N/A
Total Audited Enrollment	141
PK3	76
PK4	65
KG	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Adult	0
Alternative	0
SPED	0
Total number of instructional days 2015-2016	175
Student Suspension Rate	0%
Student Expulsion Rate	0%
Instructional Time Lost to Suspension	0%
Promotion Rate	99.20%
Average Daily Attendance	No action necessary
Midyear Withdrawal Rate	Not yet validated - intentionally blank
Midyear Entry Rate	Not yet validated - intentionally blank
College Acceptance Rate	N/A
College Admission Test Scores	N/A
Graduation Rates	N/A
Teacher Attrition Rate	26%
Number of Teachers	19
Average Teacher Salary	Decline to State
Minimum Teacher Salary	Decline to State
Maximum Teacher Salary	Decline to State



## APPENDICES

## SY15-16 BOARD OF DIRECTORS

**\*Le Roy ("Terry") Eakin III, Founding Board Chair:** Chairman of EYA, former Chair of the D.C. Public Charter School Resource Center

*Board Term: July 2014 to June 2017*

**\*Jenny Abramson:** Founder and Managing Partner, Rethink Impact

*Board Term: January 2013 to December 2021*

**\*Katherine Boone, Board Secretary:** Director of Boone Family Foundation

*Board Term: July 2013 to June 2019*

**\*Tearsa Coates:** Parent of two DC Prep students

*Board Term: July 2016 to June 2025*

**\*Charis Drant:** Lawyer and Philanthropist

*Board Term: 2016 to June 2025*

**\*Michela English:** President and CEO of Fight For Children

*Board Term: July 2013 to June 2019*

**Patrick W. Gross:** Chairman of the Lovell Group and Founder of American Management Systems

*Board Term: July 2012 to June 2018*

**\*Brian Jones:** President, Strayer University

*Board Term: July 2013 to June 2020*

**\*Judy Lansing Kovler:** Psychotherapist in private practice

*Board Term: May 2012 to April 2021*

**\*Maura Marino:** CEO, Education Forward DC

*Board Term: July 2013 to June 2019*

**Arthur McKee, Ph.D:** Director of Research, CityBridge Foundation

*Board Term: July 2013 to June 2019*

**\*Frennie Nixon:** Parent of DC Prep student

*Board Term: January 2015 to December 2023*

**\*Carol Pensky:** Co-Founder of the Women's Leadership Forum of the Democratic National Committee

*Board Term: July 2013 to June 2019*

**\*Eric Price, Vice Chair and Treasurer:** Executive Vice President, AFL-CIO Housing Investment Trust

*Board Term: July 2013 to June 2019*

**Valerie Wayne:** Philanthropist and former special education teacher

*Board Term: July 2014 to June 2017*

*\*DC resident*

## SY15-16 STAFF ROSTER

Name	Campus(es)	Title	Qualifications	Dates of Employment
Abubakri, Sadiya	BEC	1st Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
Adams, Emily	EMC	4th Grade Intervention Teacher	Highly Qualified	Full Year
Adams, Oliver	EEC / EMC	Safety and Facilities Associate	HQ Not Applicable	9/3/15 - 6/14/15
Alleyne, Terica	AEC	Founding Assistant Principal	HQ Not Applicable	Full Year
Alvarez, Sandy	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Antunez de Mayolo, Adriana	EMC	5th Grade Reading and Writing Teacher and Grade Level Leader	Highly Qualified	Full Year
Aurori, Ryan C.	Home Office	Director of Finance and Real Estate	HQ Not Applicable	Full Year
Baick, Andrea	BMC	6th Grade Science Teacher and Science Department Chair	Highly Qualified	Full Year
Barrett, Samuel	EMC	Art Teacher	Highly Qualified	Full Year
Becker, John	EMC	4th Grade Math Teacher	Highly Qualified	Full Year
Berwick, Elizabeth	Home Office	Chief of Staff	HQ Not Applicable	Full Year
Best, Bryant	Home Office	Data and Enrollment Associate	HQ Not Applicable	8/1/15 - 11/16/15
Blueitt, Kalyn	BEC	Operations Manager	HQ Not Applicable	Full Year
Bogan, Aja	BEC / BMC	Cluster Operations Assistant	HQ Not Applicable	3/8/16 - 6/30/16
Bogrand, Nicole	EEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Boland, Kathleen	BEC	Kindergarten Teacher	Highly Qualified	Full Year
Boleda, Alexis	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Bologna, Jessica	BMC	5th Grade Science Teacher	Highly Qualified	Full Year
Brandy, Edisha	EEC	Operations Manager	HQ Not Applicable	9/28/15 - 6/30/16
Bridgewater, Phylcia	EEC	Preschool Teacher and Grade Level Leader	HQ Not Applicable	Full Year
Brock, Nichole	EMC	5th Grade Math Teacher	Highly Qualified	Full Year
Brogan, Katie	BMC	4th Grade Math Teacher and Math Department Chair	Highly Qualified	Full Year
Brooks, Michael	EEC / EMC	Safety and Facilities Associate	HQ Not Applicable	Full Year
Brown, Devin	BEC	1st Grade Special Education Teacher	Highly Qualified	1/5/16 - 6/30/16
Bryan, Nicole	Home Office	Senior Director of Elementary Programming	HQ Not Applicable	Full Year
Bryant, Amber	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Bryant, Danielle	EEC	PrepEX! Program Leader	HQ Not Applicable	Full Year
Buckley, Karen	BEC	Reading Intervention Teacher	Highly Qualified	Full Year
Bustard, Sarah	EMC	Student Support Coordinator	HQ Not Applicable	Full Year
Butler, Asja	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Campbell, Erica	BEC	Kindergarten Teacher	Highly Qualified	Full Year
Carothers, Matthew	Home Office	Talent Recruiter	HQ Not Applicable	Full Year
Carrigan, Ashley	BEC	Academic Intervention Fellow	HQ Not Applicable	4/25/16 - 6/30/16
Cayemite, Jennifer	BEC	Kindergarten/1st Grade Science Teacher	Highly Qualified	Full Year
Chatzinoff, Jill	BEC	ELL/Intervention Teacher	Highly Qualified	Full Year
Christian, Sheneil	EEC	Early Childhood Support Coordinator	HQ Not Applicable	Full Year
Cimbak, Philip	EMC	Dean of Student Support	HQ Not Applicable	Full Year
Clark, Caitlin	BEC	3rd Grade Literacy Teacher	Highly Qualified	Full Year
Collins, Fabeanne	EMC	Junior Academy Math Special Education Teacher	Highly Qualified	Full Year
Conroy, Shana	BMC	4th Grade Science Teacher	Highly Qualified	Full Year
Conway, Andrea	EEC	1st Grade Literacy Teacher	Highly Qualified	Full Year
Corliss, Kristen	BMC	6th Grade Special Education Teacher	Highly Qualified	Full Year
Cowgill, Jarrett	BMC	Physical Education and Intervention Teacher	HQ Not Applicable	Full Year
Crain, Daniel	BEC	2nd/3rd Grade Math Special Education Teacher	Highly Qualified	Full Year
Cullum, Degarrius	BEC	Kindergarten Teacher and Dean of Student Support In-Training	Highly Qualified	Full Year
Cummings, Sherilyn	BEC	2nd Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
Custer, Jacob	Home Office	Director of Recruitment	HQ Not Applicable	Full Year
Cutlip, Milisa	EMC	5th Grade Science Teacher	Highly Qualified	Full Year
Dauffenbach-Tabb, Hilary	Home Office	Director of Analysis, Data, and Enrollment	HQ Not Applicable	Full Year
Davidow, Casey	BEC	2nd Grade Literacy Teacher	Highly Qualified	Full Year
Davies, Victoria	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Davis, Aryn	BMC	5th Grade Literacy Teacher	Highly Qualified	Full Year
Davol, Emily	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Desai, Neema	BEC	Assistant Principal of Culture	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Dieringer, Colleen	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Duvall, Maria-Teresa	AEC	Founding Resident Principal	HQ Not Applicable	Full Year
Easley, Janee	BEC	1st Grade Math Teacher	Highly Qualified	Full Year
Edmonds, Shaunte	EEC	Principal	HQ Not Applicable	Full Year
Ehrlich, Lital	EEC	2nd/3rd Grade Science Teacher	Highly Qualified	Full Year
Eisenberg, Simon	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Ekus, Maya	Home Office	Speech and Language Pathologist	HQ Not Applicable	Full Year
Ellard, Mary Kathryn	BEC	1st Grade Special Education Teacher	Highly Qualified	8/1/15 - 11/20/15
Ellis, Kimberly	EEC	1st Grade Special Education/Intervention Teacher	Highly Qualified	Full Year
Englander, Daniel	Home Office	Senior Director of Data, Technology, and Enrollment	HQ Not Applicable	Full Year
Fahsel, Kyle	BMC	5th Grade Literacy Teacher	Highly Qualified	Full Year
Feith, Dafna	EMC	4th Grade Math Teacher	Highly Qualified	Full Year
Figuera, Elizabeth	BMC	4th Grade Literacy Teacher	Highly Qualified	Full Year
Flynn, Erin	EEC	2nd Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Gantt, Lakisha	EEC	Preschool Teacher and Preschool Planning Committee Member	HQ Not Applicable	Full Year
Garcia, Cristino	EEC / EMC	Facilities Engineer	HQ Not Applicable	Full Year
Garness, Kati	EEC	2nd Grade Literacy Teacher	Highly Qualified	Full Year
George, Hannah	BEC	Early Childhood Special Education Teacher	HQ Not Applicable	Full Year
Gerber, Alissa	BMC	4th/5th Grade Math Special Education Teacher	Highly Qualified	Full Year
Goode, Joshua	BMC	Assistant Principal of Culture	HQ Not Applicable	Full Year
Goodman, Alyssa	Home Office	Director of Human Resources	HQ Not Applicable	9/14/15 - 6/30/16
Gorman, Amber	Home Office	Director of Marketing and Communications	HQ Not Applicable	Full Year
Gory, Ariel	BEC	Art Teacher	Highly Qualified	8/1/15 - 3/4/16
Gould Perrott, Crystal	EMC	6th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Grant, Kiera	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Grant, Richard	BMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Granville, Samantha	AEC	Founding Early Childhood Instructional Coach	HQ Not Applicable	Full Year
Grella, Jennifer	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Grinnals, Lauren	BEC	Early Childhood Teacher	HQ Not Applicable	8/12/15 - 6/8/16
Guerrero, Matthew	BMC	Special Education Coordinator	Highly Qualified	Full Year
Hall, Tanai	EMC	4th Grade Science Teacher	Highly Qualified	Full Year
Hanmer, Deborah	Home Office	Senior Director of Student Support	HQ Not Applicable	Full Year
Harbaugh, Emma	BMC	6th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Hardy, Erica	BEC	1st Grade Literacy Teacher	Highly Qualified	Full Year
Harrell, Charity	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Harrington, Abby	BMC	Dean of Student Support	HQ Not Applicable	Full Year
Hayes, Avise	EEC	Assistant Principal of Culture	HQ Not Applicable	Full Year
Helms, Amy	EEC	Assistant Principal of Academics	HQ Not Applicable	Full Year
Henderson, Jamel	AEC	Founding Operations Assistant	HQ Not Applicable	Full Year
Henderson, Rhonda	AEC	Founding Operations Manager	HQ Not Applicable	Full Year
Hendricks, Angel-Dama	EEC	Dean of Student Support	HQ Not Applicable	Full Year
Hernandez, Jamie	BEC	Assistant Principal of Academics	HQ Not Applicable	Full Year
Herrmann, Jessica	BEC	Literacy Department Chair	HQ Not Applicable	Full Year
Hess, Michelle	Home Office	Director of Special Education	HQ Not Applicable	Full Year
Hickey, Lydia	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Hinds, Marie	EEC	Music Teacher	Highly Qualified	Full Year
Hinrichs, Caitlin	BEC	Kindergarten Teacher	Highly Qualified	Full Year
Hood, Immani	BEC	Music Teacher	Highly Qualified	8/12/15 - 10/30/15
Hoover, Christopher	EEC	1st Grade Math Teacher	Highly Qualified	Full Year
Hughes, MaryKate	Home Office	Senior Director of Curriculum and Instruction	HQ Not Applicable	Full Year
Hyland, Hollis	EMC	6th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Iqbal, Tara	EMC	Resident Principal	HQ Not Applicable	Full Year
Jackson, Nicole	AEC	Founding Special Education/Intervention Teacher	Highly Qualified	Full Year
Jacobson, Shelley	EEC	Senior Manager of Operations and Extended Learning	HQ Not Applicable	8/1/15 - 9/22/15
Jager, Thomas	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Jeffries, Emily	BEC	Special Education Coordinator	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Jeppson, Ibby	Home Office	Chief Development Officer	HQ Not Applicable	Full Year
Jin, Jenny	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Johannsen, Emily	Home Office	Director of Operations	HQ Not Applicable	Full Year
John, Nicole	EMC	4th Grade ELA Teacher and Grade Level Leader	Highly Qualified	Full Year
Johnson, Connie	BEC / BMC	Food Service Associate	HQ Not Applicable	Full Year
Jones, Crystal	EEC	Campus Operations Assistant	HQ Not Applicable	Full Year
Joselow, Micah	BMC	5th Grade Math Teacher	Highly Qualified	Full Year
Joseph, Danielle	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Kalema, Maliza	Home Office	PrepNext Counselor	HQ Not Applicable	Full Year
Keith, Jr., Anthony Ricardo	Home Office	Associate Director for Post-Secondary Success	HQ Not Applicable	8/17/15 - 6/24/16
Keller, Shelley	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Kelly, James	Home Office	Director of PrepNext	HQ Not Applicable	Full Year
Kelsey, Gregory	Home Office	Talent Recruiter	HQ Not Applicable	Full Year
Kerstetter, Jordan	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Key, Andrea	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Khafra, Fatouzara	Home Office	Technology Associate	HQ Not Applicable	5/16/16 - 6/30/16
Khafra, Kuntcheramen	EMC	4th Grade ELA Teacher	Highly Qualified	Full Year
Kim, Samuel	EMC	Junior Academy Special Education Teacher	Highly Qualified	Full Year
Kimble, Leah	EEC	Preschool Teacher	HQ Not Applicable	Full Year
King, Molly	EEC	Prekindergarten Teacher and Grade Level Leader	HQ Not Applicable	Full Year
Kiplinger, Eliza	EMC	4th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Kipperman, Daniel	EMC	Physical Education and Health Teacher	HQ Not Applicable	Full Year
Klein, Victoria	BMC	4th Grade Literacy Teacher	Highly Qualified	Full Year
Knight-Justice, Shamar	EEC	3rd Grade Math Teacher	Highly Qualified	Full Year
Kobilka, Ashley	BEC	Kindergarten Teacher and Grade Level Leader	Highly Qualified	Full Year
Krauser, Valerie	BEC	1st/2nd Grade Math Teacher	Highly Qualified	Full Year
Kravis, Laura	EMC	6th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Krummert, Matthew	EEC	ELL/Intervention Teacher	Highly Qualified	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Kuzma, Katherine	EEC	Elementary Science Department Chair	Highly Qualified	Full Year
Laguna, Chanel	EMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Lashley, Allison	EMC	8th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Lawson, Emily	Home Office	Founder and CEO	HQ Not Applicable	Full Year
Lee, Maurice	BMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Leopold, Monique	Home Office	School Psychologist	HQ Not Applicable	Full Year
LePore, Emma	EEC	2nd Grade Literacy Teacher	Highly Qualified	Full Year
Levetzow, Hannah	AEC	Founding Music Teacher	Highly Qualified	Full Year
Lewis, Brittany	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Liburd, Calvet	EMC	Operations Manager	HQ Not Applicable	Full Year
Lockett, Cassandra	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Locklin, Kayla	EEC	Prekindergarten Teacher and Prekindergarten Planning Committee Member	HQ Not Applicable	Full Year
Lucas, Kia	EMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Lytle, Ashlei	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Maestas, Laura	Home Office	Chief Talent Officer	HQ Not Applicable	4/11/16 - 6/30/16
Maloney-Keagle, Virginia	BEC	3rd Grade Literacy Teacher	Highly Qualified	Full Year
Mance, Priestly	BEC / BMC	Facilities Engineer	HQ Not Applicable	Full Year
Mann, Rebecca	EMC	Curriculum Writer	Highly Qualified	8/1/15 - 5/9/16
Marshall, Malcolm	BMC	6th Grade Social Studies Teacher	Highly Qualified	8/1/15 - 5/20/16
Mason, Kanita	EEC	1st Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
McCarthy, Colleen	BEC	Preschool Teacher	HQ Not Applicable	Full Year
McClam, Rachel	EMC	Assistant Principal of Academics	HQ Not Applicable	Full Year
McDermott, Paige	EEC	2nd/3rd Grade Math Special Education Teacher	Highly Qualified	Full Year
McDermott, William	EMC	7th/8th Grade Social Studies Teacher	Highly Qualified	Full Year
McGahee, Linton	Home Office	Technology Associate	HQ Not Applicable	8/1/15 - 4/15/16
McGrew, Sarah	EEC	Student Support Coordinator	HQ Not Applicable	Full Year
McMahon, Kelly	EEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Moeller, Julie	EMC	Director of High School Placement	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Montgomery, DaVaughn	AEC	Founding Prekindergarten Teacher	HQ Not Applicable	Full Year
Moon, Heleena	EMC	4th/5th Grade Math Special Education Teacher	Highly Qualified	Full Year
Morant, Winter	EEC / EMC	Cluster Operations Assistant	HQ Not Applicable	Full Year
Mufarrige, Natalie	Home Office	Data and Enrollment Associate	HQ Not Applicable	Full Year
Muller, Kelly	AEC	Founding Preschool or Prekindergarten Teacher	HQ Not Applicable	Full Year
Murphy, Heather	EEC	Kindergarten Teacher and Grade Level Leader	Highly Qualified	Full Year
Murphy, Keron	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Murray, Khalia	AEC	Founding Early Childhood Teacher	HQ Not Applicable	Full Year
Myers, Richard	EMC	6th Grade Math Teacher	Highly Qualified	Full Year
Nadolny, Heather	Home Office	Technology Associate	HQ Not Applicable	Full Year
Nelson, Jr., Gary	EMC	5th Grade Math Teacher	Highly Qualified	Full Year
Nelson, Samuel	EEC	Reading Intervention Teacher	Highly Qualified	Full Year
Nicholas, James	EMC	6th Grade Social Studies Teacher	Highly Qualified	Full Year
Novak, Samantha	BEC	Preschool Teacher and Early Childhood Planning Committee Member	HQ Not Applicable	Full Year
Nwosu, Catherine	Home Office	Director of Extended Learning	HQ Not Applicable	Full Year
O'Flaherty, Tara	Home Office	Senior Director of Leadership Support	HQ Not Applicable	Full Year
Ornellas, Reese	EEC	Literacy Department Chair	Highly Qualified	Full Year
Orzechowski, Lauren	EMC	8th Grade English Teacher	Highly Qualified	Full Year
Overland, Katherine	BEC	2nd/3rd Grade Special Education Teacher and 3rd Grade Level Leader	Highly Qualified	Full Year
Palmer, Danielle	Home Office	School Psychologist	HQ Not Applicable	Full Year
Pergament, Cassie	EMC	Senior Principal	HQ Not Applicable	Full Year
Peters-Moore, Monique	AEC	Founding <i>PrepEX!</i> Program Leader	HQ Not Applicable	Full Year
Petty, Jonathon	EMC	6th/7th Grade Science Teacher	Highly Qualified	11/16/15 - 6/30/16
Petty, Nicole	BMC	6th Grade Math Teacher	Highly Qualified	Full Year
Pillion, Elizabeth	BEC	Prekindergarten Teacher and Grade Level Leader and Early Childhood Planning Committee Member	HQ Not Applicable	Full Year
Pipkin, Dyami	EMC	Senior Academy English Special Education Teacher	Highly Qualified	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Porter, Natalie	EEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Portlock, Lily	EEC	2nd/3rd Grade Literacy Special Education Teacher and 3rd Grade Level Leader	Highly Qualified	Full Year
Price, Alicia	BEC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Prince, Louise	BEC	Kindergarten Teacher	HQ Not Applicable	Full Year
Raghothama, Rachana	BMC	5th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Ragland, Lucy	BEC	PrepEX! Program Leader	HQ Not Applicable	5/11/16 - 6/30/16
Rainey, Erin	EEC	Early Childhood Intervention and Special Education Teacher	HQ Not Applicable	Full Year
Ray, Ciara	EMC	6th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Ray, Devin	BMC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Reed, Heidi	Home Office	Curriculum Writer	HQ Not Applicable	Full Year
Ressler, Laura	EEC	Special Education Coordinator	HQ Not Applicable	Full Year
Rich, Melissa	EEC	Math Department Chair	HQ Not Applicable	Full Year
Riley, Lynette	BEC / BMC	Cluster Operations Assistant	HQ Not Applicable	8/17/15 - 2/2/16
Rorty, Emily	BEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Rosenberg, Meredith	BMC	Assistant Principal of Academics	Highly Qualified	Full Year
Ross, Maura	BEC	Resident Principal	HQ Not Applicable	Full Year
Rost, Dana	EEC	Assistant Principal of Academics	HQ Not Applicable	Full Year
Rountree, Jermar	BEC	Physical Education Teacher	HQ Not Applicable	8/1/15 - 6/8/16
Rouse, Kathleen	Home Office	Chief Operating Officer	HQ Not Applicable	8/1/15 - 5/6/16
Rousselot, Hannah	BEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Ruiz Garcia, Cinthia	BMC	Operations Manager	HQ Not Applicable	Full Year
Salisbury, Jill	Home Office	Associate Director for College Counseling	HQ Not Applicable	Full Year
Salters, Brandon	EEC	Physical Education Teacher	HQ Not Applicable	Full Year
Salzberg, Anna	EMC	7th Grade Literacy Teacher and Grade Level Leader	Highly Qualified	Full Year
Schaeffer, Camilla	EEC	Art Teacher	Highly Qualified	Full Year
Schnakenberg, Nicole	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Schoppert, Shay	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Schroeder, Hailey	BMC	4th Grade Reading and Writing Teacher	Highly Qualified	11/30/15 - 6/30/16

Name	Campus(es)	Title	Qualifications	Dates of Employment
Scott, Wendy	Home Office	Chief Financial Officer	HQ Not Applicable	Full Year
Severn, Katie	Home Office	President and Chief Academic Officer	HQ Not Applicable	Full Year
Shaw, Stephanie	EEC	1st/2nd Grade Literacy Teacher	Highly Qualified	Full Year
Sheppard, Tatiana	BEC	2nd Grade Math Teacher	Highly Qualified	Full Year
Silber, Emily	EEC	Early Childhood Teacher	HQ Not Applicable	Full Year
Silva, Amanda	EMC	Special Education ELA Teacher and English Department Chair	Highly Qualified	Full Year
Sims, Eleanor	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Skipper, Derrick	AEC	Founding Intervention Teacher	Highly Qualified	8/19/15 - 6/30/16
Small, Nicole	EEC	Preschool Teacher	HQ Not Applicable	Full Year
Smith, Adeline	BMC	6th Grade Literacy Teacher	Highly Qualified	Full Year
Smith, Bram	BEC	Campus Operations Assistant	HQ Not Applicable	1/27/16 - 6/30/16
Smith, Kendria	BEC	Campus Operations Assistant	HQ Not Applicable	8/1/15 - 1/8/16
Smith, Teneshia	BMC	5th Grade ELA Special Education Teacher	Highly Qualified	Full Year
Smith, Yanique	AEC	Academic Intervention Fellow	HQ Not Applicable	9/3/15- 6/30/16
Spradlin, Rebecca	AEC	Founding Preschool Teacher	HQ Not Applicable	Full Year
Stamper, Patricia	BEC	Academic Intervention Fellow	HQ Not Applicable	11/3/15 - 2/3/16
Staton, Jodie	BEC	<i>PrepEX!</i> Program Leader	HQ Not Applicable	8/1/15 - 5/10/16
Stephens, Dawn	EMC	Campus Operations Assistant	HQ Not Applicable	Full Year
Strader, Kent	BEC	Math Department Chair	HQ Not Applicable	Full Year
Stragar-Rice, Colin	BEC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Strunk, Cristina	EMC	5th Grade Reading and Writing Teacher	Highly Qualified	Full Year
Stuart, Matthew	EMC	7th Grade ELA Teacher	Highly Qualified	Full Year
Sturner, Lauren	BMC	4th Grade Literacy Teacher and ELA Department Chair	Highly Qualified	Full Year
Suber, Kelley	EEC	Academic Intervention Fellow	HQ Not Applicable	Full Year
Swain, Emily	EMC	8th Grade Science Teacher	Highly Qualified	Full Year
Tavarez, Sindy	Home Office	Associate Director of Enrollment	HQ Not Applicable	Full Year
Taylor, Grace-Ann	BEC	Early Childhood Support Coordinator	Highly Qualified	Full Year
Taylor, Morgan	EMC	Academic Intervention Fellow	HQ Not Applicable	1/19/16 - 6/30/16

Name	Campus(es)	Title	Qualifications	Dates of Employment
Terrill, Katherine	EMC	Special Education Coordinator and Special Education Department Chair	HQ Not Applicable	Full Year
Tesfaye, Ruth	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Thomas, AnnMarie	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Thomas, James	AEC	Founding Physical Education Teacher	Highly Qualified	Full Year
Thomas, Peter	BMC	6th Grade Literacy Teacher	Highly Qualified	Full Year
Thompson, Harold	BEC / BMC	Safety and Facilities Associate	HQ Not Applicable	Full Year
Tibbs, Jessica	BEC	Prekindergarten Teacher	HQ Not Applicable	Full Year
Toeller, Amber	BEC / BMC	Student Support Coordinator	HQ Not Applicable	Full Year
Tomlinson, Kimberly	EEC	Kindergarten Teacher	Highly Qualified	Full Year
Townsley, Ryan	BEC	2nd/3rd Grade Science Teacher	Highly Qualified	Full Year
Troncoso Ramirez, Jorge Ricardo	Home Office	Director of Information Technology	HQ Not Applicable	Full Year
Tyson, Ashley	BEC	Dean of Student Support	HQ Not Applicable	8/1/15 - 1/5/16
Ugwu-oju, Kelly	EMC	7th Grade Math Teacher	Highly Qualified	Full Year
Ulu, Bertha Clarice	Home Office	Special Assistant to the CEO	HQ Not Applicable	Full Year
Wadsworth, Haywood	BMC	6th Grade Literacy Teacher	Highly Qualified	Full Year
Waldron, Erin	BMC	Principal	HQ Not Applicable	Full Year
Walker, Marjorie	EEC	Kindergarten/1st Grade Science Teacher	Highly Qualified	Full Year
Wang, Kenneth	Home Office	Director of Data and Accountability	HQ Not Applicable	Full Year
Ward, Brandon	EEC	2nd/3rd Grade Math Teacher	Highly Qualified	Full Year
Warren, Ronica	BEC	Student Support Aide	HQ Not Applicable	Full Year
Watts Burr, Alisha	EMC	Senior Academy Math Special Education Teacher	HQ Not Applicable	Full Year
Weeden, Raymond	BEC	Principal	HQ Not Applicable	Full Year
West, Tracy	BMC	Campus Operations Assistant	HQ Not Applicable	Full Year
Whelan, Evelyn	BEC	3rd Grade Math Teacher	Highly Qualified	Full Year
Wideman, Catherine	BEC	Preschool Teacher	HQ Not Applicable	Full Year
Williams, Andrew	EMC	Academic Intervention Fellow	HQ Not Applicable	9/22/15 - 6/30/16
Williams, Cameron	BMC	6th Grade Special Education Teacher	Highly Qualified	Full Year
Wimbish, Aaron	BEC / BMC	Safety and Facilities Associate	HQ Not Applicable	Full Year

Name	Campus(es)	Title	Qualifications	Dates of Employment
Winters, Kayla	BMC	4th Grade Math Teacher and Grade Level Leader	Highly Qualified	Full Year
Womble, Frances	AEC	Founding Preschool or Prekindergarten Teacher	HQ Not Applicable	Full Year
Zeimetz, Shannon	Home Office	External Relations Associate	HQ Not Applicable	Full Year
Zogby, Mary-Margaret	EEC	3rd Grade Literacy Teacher	Highly Qualified	Full Year

# SY15-16 UNAUDITED YEAR-END FINANCIAL STATEMENT

## DC Preparatory Academy - SY15-16 Unaudited Year-end Financial Statement PCSB Income Statement

July 2015 through June 2016

	Year to Date		
	Actual	Budget	Variance
<b>REVENUE</b>			
01. Per Pupil Charter Payments	21,107,702	20,458,732	648,970
02. Per Pupil Facilities Allowance	4,873,440	4,772,813	100,627
03. Federal Entitlements	983,635	986,299	(2,664)
04. Other Government Funding/Grants	2,332,350	2,003,549	328,802
05. Private Grants and Donations	2,225,998	4,727,899	(2,501,901)
06. Activity Fees	199,971	188,624	11,348
07. Other Income (please describe in footnote)	46,658	37,756	8,902
<b>TOTAL REVENUES</b>	<b>31,769,755</b>	<b>33,175,672</b>	<b>(1,405,917)</b>
<b>OPERATING EXPENSE</b>			
<i>Personnel Salaries and Benefits</i>			
08. Principal/Executive Salary	2,279,229	2,454,581	175,351
09. Teachers Salaries	9,814,613	10,311,202	496,590
10. Teacher Aides/Assistance Salaries	-	-	-
11. Other Education Professionals Salaries	-	-	-
12. Business/Operations Salaries	1,675,384	1,785,326	109,942
13. Clerical Salaries	317,160	362,266	45,106
14. Custodial Salaries	116,984	110,679	(6,304)
15. Other Staff Salaries	3,510,689	3,864,637	353,948
16. Employee Benefits	3,748,575	3,912,861	164,286
17. Contracted Staff	339,972	143,176	(196,795)
18. Staff Development Expense	151,304	152,695	1,391
<b>Subtotal: Personnel Expense</b>	<b>21,953,909</b>	<b>23,097,424</b>	<b>1,143,514</b>
<i>Direct Student Expense</i>			
17. Textbooks	90,086	87,500	(2,586)
18. Student Supplies and Materials	263,305	219,950	(43,355)
19. Library and Media Center Materials	17,807	31,813	14,006
20. Student Assessment Materials	190,517	160,677	(29,840)
21. Contracted Student Services	454,492	211,051	(243,440)
22. Miscellaneous Student Expense **	105,130	157,647	52,517
<b>Subtotal: Direct Student Expense</b>	<b>1,121,337</b>	<b>868,638</b>	<b>(252,698)</b>
<i>Occupancy Expenses</i>			
23. Rent	434,463	447,150	12,687
24. Building Maintenance and Repairs	131,977	296,327	164,350
25. Utilities	442,000	432,020	(9,980)
26. Janitorial Supplies	2,959	54,018	51,059
27. Contracted Building Services	868,272	543,201	(325,070)
<b>Subtotal: Occupancy Expenses</b>	<b>1,879,671</b>	<b>1,772,717</b>	<b>(106,954)</b>
<i>Office Expenses</i>			
28. Office Supplies and Materials	191,182	201,116	9,934
29. Office Equipment Rental and Maintenance	128,279	128,851	572
30. Telephone/Telecommunications	149,669	137,535	(12,134)
31. Legal, Accounting and Payroll Services	458,340	336,853	(121,487)
32. Printing and Copying	44,784	47,063	2,279
33. Postage and Shipping	15,321	14,945	(376)
34. Other	14,099	4,993	(9,106)
<b>Subtotal: Office Expenses</b>	<b>1,001,675</b>	<b>871,356</b>	<b>(130,319)</b>
<i>General Expenses</i>			
35. Insurance	102,888	85,000	(17,888)
36. Transportation	140,909	167,350	26,441
37. Food Service	875,967	824,704	(51,263)
38. Administration Fee (to PCSB)	283,740	284,478	738
39. Management Fee	-	-	-
40. Other General Expense	1,328,535	1,019,470	(309,065)
41. Unforeseen Expenses	-	200,000	200,000
<b>Subtotal: General Expenses</b>	<b>2,732,038</b>	<b>2,581,001</b>	<b>(151,037)</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>28,688,630</b>	<b>29,191,136</b>	<b>502,506</b>
<b>NET OPERATING INCOME</b>	<b>3,081,125</b>	<b>3,984,536</b>	<b>(903,411)</b>
42. Depreciation Expense	2,035,319	2,073,590	38,271
43. Interest Payments	1,311,272	1,379,355	68,082
<b>NET INCOME</b>	<b>(265,466)</b>	<b>531,591</b>	<b>(797,057)</b>

\*Other Income includes unrealized gains (losses) on interest rate swaps hedging DCP's variable rate bonds, paid meal sales, school store sales, interest/dividends, realized gains (losses), and miscellaneous income

\*\*Misc. Student Expense is primarily student alumni support, student scholarships, and student recruiting

**PCSB Format Balance Sheet****DC Preparatory Academy**

As of June 30, 2016

**ASSETS****Current Assets**

Checking/Savings	10,427,781
Accounts Receivable	2,330,528
Other Current Assets	1,244,454
<b>Total Current Assets</b>	<b>14,002,764</b>

**Fixed Assets (Net)**

Operating Fixed Assets	657,957
Facilities	44,520,404
<b>Total Fixed Assets</b>	<b>45,178,361</b>

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<b>TOTAL ASSETS</b>	<b>59,181,125</b>
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**LIABILITES****Current Liabilities**

Short-Term Debt	470,000
Other Current Liabilities	2,283,627
<b>Total Current Liabilities</b>	<b>2,753,627</b>

<b>Long-term liabilities</b>	<b>42,815,161</b>
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<b>TOTAL LIABILITIES</b>	<b>45,568,787</b>
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**NET ASSETS**

Beginning net assets	13,878,582
Net income for the year	(266,244)
<b>TOTAL NET ASSETS</b>	<b>13,612,338</b>

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<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>59,181,125</b>
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**SY16-17 APPROVED BUDGET**

**D.C. Preparatory Academy (DC Prep)**

**FY17 Budget**

PCSB-Formatted Financials

Income Statement	SY16-17
<b>Revenue</b>	
01. Per Pupil Charter Payments	23,122,811
02. Per Pupil Facilities Allowance	5,282,684
03. Federal Entitlements	1,062,011
04. Other Government Funding/Grants	2,250,985
05. Private Grants and Donations	2,897,667
06. Activity Fees	197,934
07. Other Income (please describe in footnote)	64,021
<b>Total Revenue</b>	<b>34,878,113</b>
<b>Operating Expense</b>	
Personnel Salaries and Benefits	
08. Principal/Executive Salary	2,668,783
09. Teachers Salaries	11,498,816
10. Teacher Aides/Assistance Salaries	94,558
11. Other Education Professionals Salaries	-
12. Business/Operations Salaries	1,962,660
13. Clerical Salaries	480,373
14. Custodial Salaries	115,571
15. Other Staff Salaries	4,298,947
16. Employee Benefits	4,124,364
17. Contracted Staff	183,935
18. Staff Development Expense	232,884
<b>Total Personnel Salaries and Benefits</b>	<b>25,660,891</b>
Direct Student Expense	
19. Textbooks	95,000
20. Student Supplies and Materials	247,680
21. Library and Media Center Materials	29,993
22. Student Assessment Materials	179,126
23. Contracted Student Services	403,960
24. Miscellaneous Student Expense **	155,147
<b>Total Direct Student Expense</b>	<b>1,110,906</b>
Occupancy Expenses	
25. Rent	519,863
26. Building Maintenance and Repairs	384,434
27. Utilities	446,333
28. Janitorial Supplies	41,796
29. Contracted Building Services	782,642
<b>Total Occupancy Expenses</b>	<b>2,175,069</b>
Office Expenses	
30. Office Supplies and Materials	202,843
31. Office Equipment Rental and Maintenance	190,500
32. Telephone/Telecommunications	145,261
33. Legal, Accounting and Payroll Services	494,422
34. Printing and Copying	33,073
35. Postage and Shipping	17,878
36. Other	507,549
<b>Total Office Expenses</b>	<b>1,591,525</b>
General Expenses	
37. Insurance	117,190
38. Transportation	233,805
39. Food Service	941,249
40. Administration Fee (to PCSB)	319,804
41. Management Fee	-
42. Other General Expense	648,636
43. Unforeseen Expenses	200,000
<b>Total General Expenses</b>	<b>2,460,685</b>
<b>Total Ordinary Expenses</b>	<b>32,999,076</b>
<b>Interest, Depreciation</b>	
44. Depreciation Expense	2,089,659
45. Interest Payments	1,374,861
<b>Total Interest, Depreciation</b>	<b>3,464,520</b>
<b>Total Expenses</b>	<b>36,463,596</b>
<b>Net Income</b>	<b>(1,585,484)</b>
<b>Adjustments To Cash Flow</b>	
Net Income	(1,585,484)
Operating Activities	779,816
Investing Activities	(14,760,519)
Financing Activities	16,115,753
<b>Net Cash Flow</b>	<b>549,567</b>

*Other income includes paid meal sales, school store sales, parent/student fundraising, and other miscellaneous revenue.*

*\*\*Miscellaneous student expense includes student recruiting, student alumni support, and other student expenses.*

# **Appendix C**

## **Charter Agreement**

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**CHARTER SCHOOL AGREEMENT**

**DATED AS OF JULY 14, 2003**

**BETWEEN**

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**

**AND**

**D.C. PREPARATORY ACADEMY**

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## CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this "Agreement") is dated as of July 14, 2003 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the "Board") and D.C. Preparatory Academy, a District of Columbia nonprofit corporation (the "School Corporation").

### RECITALS

**WHEREAS**, pursuant to Section 2203 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the "Act"), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

**WHEREAS**, the School Corporation submitted a petition in accordance with Section 2202 of the Act to establish a public charter school (such petition, as amended through the date hereof, the "**Application**"; a copy is attached hereto as Exhibit A);

**WHEREAS**, the Board has (i) determined that the Application satisfies the requirements set forth in Subtitle B of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

**WHEREAS**, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

**NOW, THEREFORE**, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

### SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the "**School**") in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation's charter for purposes of Section 2203(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

**B.** The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board

and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

**1.3 Location; Permits.** The School shall be located at Stanley Hall, Armed Forces Retirement Home, 3700 North Capital Street, N.W., Washington, D.C. 20016 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

**A.** At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

**B.** The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

**C.** The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

**D.** The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

**E.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 2204(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

**F.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

**G.** The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief

administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-J of this Section 1.3 shall be kept on file at the School.

## SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades 4 to 5. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades 4 to 8. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. A. Enrollment in the School shall be open to any pupil in the grade range set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than 100 pupils in its first academic year and no more than 250 pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2008 and April 1, 2013, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School by up to 5% from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the

quality of the educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the "**Implementation Date**"). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or
- (ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this

Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

**2.5 Standards.** As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

**2.6 Students with Disabilities.** The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

**2.7 Student Policies; Expulsion and Suspension.** A. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

### SECTION 3. EVALUATION

**3.1 Accountability Plan.** A. The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

## SECTION 4. CONTRACTS

4.1 Contracts. A. The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

**B.** Each contract described in clause A above shall be referred to herein as a **“Material Contract.”** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

**4.2 Contracts for School Management.** **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **“School Management Contract”**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

**B.** If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

**4.3 Insurance Coverage.** **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

- (i) Workers’ compensation insurance as required by applicable Law. **“Law”** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.
- (ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (x) not include any coinsurance provision, (y) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (z) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

**B.** If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

**C.** The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

**D.** All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days’ prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

**4.4** Insurance Certificates. No later than August 1, 2003 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

**4.5** Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the “**Board of Trustees**”) or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. “**Affiliate**”

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

**4.6** Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

**4.7** No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

**4.8** Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

## SECTION 5. REPORTS

**5.1 Reporting Requirements.** The School Corporation shall deliver to the Board:

**A. Annual Reports:** no later than November 1 of each year, beginning November 1, 2003, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 2204(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

**B. Audited Financial Statements:** as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; "Fiscal Year" shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

**C. Interim Financial Reports:** as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2003, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; "Interim Period" shall mean (x) initially, month and (y) from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2003 on October 15, 2003;

**D. Budget; Fiscal Year:** no later than June 1 of each year starting June 1, 2003, an annual operating budget, an annual capital budget and cash flow projections (collectively, a "**Budget**") for the next succeeding Fiscal Year; the School Corporation's operating budget for the period from July 1, 2003 to June 30, 2005 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2003 a revised operating budget for the period from July 1, 2003 to June 30, 2005; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

**E. Enrollment Census:** on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special education, (c) emergency migrants, (d) new or leaving students, (e) eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

**F. Attendance:** no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

**G. Key Personnel Changes:** promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

**H. Events of Default, Etc.:** promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default

under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

**I. Litigation:** (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "Proceedings") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

**J. Authorizations:** (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2004, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

**K. Board of Trustees Meeting Minutes:** Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

**L. Other Information:** such other reports, financial statements and information as the Board shall reasonably request.

**5.2 Reports Required by the Act.** The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

## SECTION 6. ORGANIZATION

**6.1** Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

**6.2** Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

**6.3** Powers. The School Corporation shall have the powers set forth in the Act.

**6.4** Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

**6.5** Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

**6.6** Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

**6.7** Board of Trustees. A. The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

**6.8** Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

**6.9** Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

**6.10** Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

## **SECTION 7. TERMINATION**

**7.1** Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 2213 of the Act; or
- (ii) by mutual agreement of the parties hereto; or
- (iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or
- (iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2004; or
- (v) by the Board, if the School fails to begin instructing students by December 31, 2004.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

**B.** This Agreement shall be terminated:

- (i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or
- (ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

**7.2 Actions Upon Expiration or Termination.** Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the “**Termination Date**”), the School Corporation shall:

**A.** if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

**B.** if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

**C.** if the Board of Education places the School in a probationary status pursuant to Section 2212(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

**D.** if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

## **SECTION 8. COMPLIANCE**

**8.1 Laws.** The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain,

renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

**8.2** Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

**8.3** Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

**8.4** School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a "School Emergency"), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation's response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

## SECTION 9. MISCELLANEOUS

**9.1** Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation's receipt of such funding.

**9.2** Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District

of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

**9.3 Definitional Provisions.** Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words “hereof”, “herein” and “hereunder” and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words “include,” “includes” or “including” are used in this Agreement, they shall be deemed to be followed by the words “without limitation.” Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

**9.4 Entire Agreement; Amendments.** This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

**9.5 Dispute Resolution.** Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board’s ability to terminate this Agreement and revoke the School Corporation’s charter in accordance with the terms of the Act.

**9.6 Notices.** Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board  
1717 K Street, N.W.  
Suite 802  
Washington, D.C. 20006  
Attention: Chairperson  
Telephone: (202) 887-5011  
Telecopier: (202) 887-5026

If to the School Corporation:

D.C. Preparatory Academy  
4511 Cathedral Avenue, N.W.  
Washington, D.C. 20016  
Attention: Executive Director  
Telephone: (202) 362-7441  
Telecopier: (202) 686-9734

**9.7** Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

**9.8** Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

**9.9** Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

**9.10** No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

**9.11** Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are

physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

**D.C. PREPARATORY ACADEMY**

[Redacted Signature]

By: Emily J. Lawson  
Title: Founder and Executive Director  
7/15/03

**DISTRICT OF COLUMBIA PUBLIC  
CHARTER SCHOOL BOARD**

[Redacted Signature]

By: CHAIR, THOMAS P. LOUGHLIN  
Title:  
7/15/03

**SCHEDULES**

**SCHEDULE I – Maximum Enrollment**

**EXHIBITS**

- EXHIBIT A -- Application
- EXHIBIT B -- Random Selection Process
- EXHIBIT C -- Expulsion/Suspension Policies
- EXHIBIT D -- Initial Budget
- EXHIBIT E -- Key Personnel
- EXHIBIT F -- Articles of Incorporation
- EXHIBIT G -- Bylaws

**SCHEDULE I**

**Maximum Enrollment**

<b>Grade</b>	<b>Academic Year 1</b>	<b>Academic Year 2</b>	<b>Academic Year 3</b>	<b>Academic Year 4</b>	<b>Academic Year 5</b>
4	50	50	50	50	50
5	50	50	50	50	50
6		50	50	50	50
7			50	50	50
8				50	50
<b>Total</b>	100	150	200	250	250



**EXHIBIT A**  
**APPLICATION**

O.C. INVESTIGATION REPORT  
APPROVED BY  
DISTRICT OF COLUMBIA  
POLICE CHIEF'S BOARD

APPROVED BY

SUBMITTED BY  
EMILY K. JARVIS  
AND THE BOARD OF

**D.C. PREPARATORY ACADEMY  
APPLICATION TO  
DISTRICT OF COLUMBIA  
PUBLIC CHARTER SCHOOL BOARD**

**JANUARY 2, 2003**

**SUBMITTED BY:  
EMILY K. LAWSON  
AND THE FOUNDING BOARD**

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## Executive Summary

*Our mission is to provide middle school students in Washington, D.C. with an outstanding education emphasizing academics, character and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.*

**Overview.** In September 2003, D.C. Preparatory Academy ("D.C. Prep") will open with 100 students, comprised of a 4<sup>th</sup> and 5<sup>th</sup> grade with 50 students in each grade. Over the next three years, the school will add a grade each year until D.C. Prep extends through the 8<sup>th</sup> grade. With 50 students in each grade, the school will ultimately reach 250 students. The school will be organized into two divisions, or Academies, the Junior Academy (grades 4 and 5) and the Senior Academy (grades 6-8).

D.C. Prep holds a contract on a building in the Edgewood area of Ward 5. The Ward 5 area has three public middle or junior high schools in which the majority of students are not proficient in either Reading or Math. The area also hosts two public charter schools, both of which are planning to span the K-12 grades and enroll students primarily in Kindergarten. Our research and conversations with community residents and representatives indicate that there is a need for a stand-alone, high quality, public middle school.

D.C. Prep will fill the gap between students' previous education and a challenging high school program. It is our expectation that students will graduate at an 8<sup>th</sup> grade level or above, and enroll in a top public or independent school in the area. Since some students may enter multiple grades behind, D.C. Prep will need to make more than one grade level of progress each year. There are three major elements of D.C. Prep that will enable the school to accomplish this ambitious goal: (1) a rigorous instructional program; (2) a character and leadership program; and 3) an excellent team of founders and community partners.

**Rigorous instructional program.** D.C. Prep students will spend approximately 40% more time in school than other D.C. public school students. The school day (8:15 a.m. – 4:30 p.m.) will be one and a half hours longer than the typical public school day, and begin with an optional breakfast at 7:45 a.m. The school week (including Saturday mornings) will be one half day longer than the typical public school week. The school year (210 days) will be 30 days longer than the typical public school year. An optional after-school program will be offered in partnership with Beacon House, a neighborhood social service agency. A pre-opening program in Summer 2003 will jump-start the progress of those students entering with learning deficits.

One of the school's top priorities will be ensuring that all D.C. Prep students master the academic basics: reading, writing and math. In the Junior Academy, all students will participate in SRA's Direct Instruction (D.I.) in Reading, a program with an impressive track record of success, for one hour each day. Those students who enter school with substantial learning deficits will participate in two additional D.I. sessions each day. In the Senior Academy, students who require additional academic support will attend afternoon tutoring sessions provided by D.C. Prep teachers and a group of specially trained tutors.

Beyond providing students with a solid foundation in academic skills, D.C. Prep will use the *Core Knowledge* program in English literature, History and Geography to give both Junior and Senior Academy students a sophisticated understanding of literature and world history. For English skills, Math and Science, the school will use the New Standards to orient the curriculum, teaching and student achievement to a high level. Math will employ a mix of computational practice, complicated problem solving, and games, puzzles

The founders anticipate starting with 100 students and reaching the school's mature size of 250 students in Year 4. As detailed in the budget projection, staff and resources will be added as the school grows. Each fall the school will seek full-time and part-time teachers for the following fall. D.C. Prep will also hire, at various points, a full-time special education coordinator, a social worker, and others as necessary. The hiring schedule is detailed in the financials. All variable resources – i.e. curriculum, school materials, office supplies, etc. – are anticipated to increase each year in proportion to the greater number of students.

Timeline for Enrollment and Registration of Students

Activity	Month
Applications available	Year 1
Priority hold if necessary	Year 1
2007-2008 school year enrollment	Year 1
Enrollment for 2008-2009 school year	Year 2
Enrollment for 2009-2010 school year	Year 3
Enrollment for 2010-2011 school year	Year 4
Enrollment for 2011-2012 school year	Year 5
Enrollment for 2012-2013 school year	Year 6
Enrollment for 2013-2014 school year	Year 7
Enrollment for 2014-2015 school year	Year 8

## **C. Plan of Operation**

### **1. Student Policies and Procedures**

#### **a. Timetable for Registering and Admitting**

As shown below, D.C. Prep plans to recruit and enroll students in time to have a pre-opening summer program. If a lottery is necessary, it will be held on April 15, and families will be notified immediately and asked to declare their intent to enroll by May 15.

#### **Timetable for Enrollment and Registration of Students**

<b>Month</b>	<b>Activity</b>
April 1	Application deadline
April 15	Lottery held, if necessary
April 16	Notifications mailed to families
May 15	Intent to enroll forms due
June 1	Pre-opening testing of students
June 20	Notification of students who are encouraged to attend our summer program
July	Orientation for summer program families
July 14	Summer program begins
August 22	Summer program ends
August	Orientation for all families
September 2*	School year begins

\* The school will coordinate its school calendar with that of D.C.P.S. D.C.P.S. dates for the 2003-2004 school year have not yet been finalized.

#### **b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension and Expulsion of Students**

In the first year, students who have completed 3<sup>rd</sup> and 4<sup>th</sup> grades and are D.C. residents will be eligible to apply. Every year thereafter, only students who have completed 3<sup>rd</sup> grade will be eligible for admission. As part of a student's application he or she must submit proof of D.C. residency. The school will follow guidelines issued by the State Education Office to establish which types of documentation are required to establish residency.

Students who are not residents of D.C. may apply to the school like other students but will gain a spot only after all interested residents have secured a place. These students will be asked to pay the per pupil amount specified by D.C.P.S.

As detailed in the Recruitment section, the school will ensure that students who enroll clearly understand the mission, curriculum and policies of the school. D.C. Prep will ask parents to attend an orientation and sign a contract as part of their registration process. Though the Board does not believe such contracts to be legally enforceable or the basis for any kind of disciplinary action if violated, its

members also believe that they set a tone for the kind of culture and cooperation that the school expects from parents.

While it is the school's intention that every student who enrolls is satisfied, the Board anticipates that some students might withdraw. These students might be moving, or they or their parents might have decided that another school would be a better environment for them. In this case, the school will require each parent to sign a withdrawal form, formally announcing their family's intent to leave the school. Each parent will also be asked to attend an exit interview with the Principal, who will use that time to try to ascertain the reason for the departure. The Principal will keep a record of these interviews and try to understand and prevent any programmatic issues that result in students leaving the school.

## **2. Human Resource Information**

### **a. Key Leadership Roles**

The role of Executive Director will be filled by Emily Lawson. For D.C. Prep, this role includes the duties of a chief administrative officer and a business officer. (A few of the business officer duties, like procurement and daily management of the facility, will be performed by the Operations Manager, but Lawson will take responsibility for overseeing this work.) Lawson, as the Founder of D.C. Prep and the applicant for this charter, is very familiar with the vision and details of the school plan. Further, she has substantial experience with charter schools, having served as the Vice-President of Operations for Victory Schools and been a member of the Start-Up team and the Director of the pre-opening summer program for The Academy of the Pacific Rim in Boston, MA. Finally, from work in management consulting, private equity, and her Masters in Business Administration from Harvard University, she has substantial business training. She is currently spending more than half of her time pursuing the vision of D.C. Prep.

The founders have not yet determined who will fill the role of Principal but are beginning to consider excellent candidates. The Board plans to identify this individual by March of 2003, and have him or her work part-time with the school before beginning employment in Summer 2003. During the school's planning period, Lawson and Williams, a member of the Board and the educational design team, will provide leadership on the curriculum.

Finally, the Board will retain a legal counsel for the school. The founders anticipate that the major needs of the school will be in employment, education regulation, and general corporate / non-profit governance and administration. Greenberg Traurig, LLP has graciously provided the school with *pro bono* assistance during the planning period, and will be considered for this position. However, other law firms with expertise in these areas will also be interviewed.

### **b. Qualifications of School Staff**

#### **Principal Search**

A search for the Principal is underway. In September, the Board formed a Search Committee, led by Elizabeth Jeppson, a Board member who has served on previous school Principal search committees. In

October, the school advertised the position in popular educational journals and websites. The founding group also contacted organizations involved in public education, like universities across the country, Teach for America and New Leaders for New Schools. Although more than 70 individuals submitted resumes for the position, the Search Committee of the Board decided to contract with an executive recruiter to ensure that the best possible candidates were found. D.C. Prep selected Jenny Gelber of Search Plus, who has led searches for high quality charter schools, including City on a Hill in Boston and Brighter Choice in Albany. This expense, of \$17,500, is being covered through cost reductions and savings elsewhere in the pre-opening expenses budget.

In the planners' view, the Principal plays five roles within the school. Accordingly, in the search for a Principal candidate, D.C. Prep is using the following criteria:

### Criteria for Principal Selection

Role	Criteria
Curriculum Coordinator	<ul style="list-style-type: none"> <li>▪ Has a successful track record as a teacher</li> <li>▪ Understands D.C. Prep educational model</li> <li>▪ Relies on assessment and diagnosis as tool for student progress</li> <li>▪ Is comfortable with the importance of standardized tests for a charter school</li> </ul>
Leader of Teaching Staff / Head of Student Support	<ul style="list-style-type: none"> <li>▪ Has a successful track record as a teacher</li> <li>▪ Has administrative experience, or if limited, shows excellent potential for management and leadership</li> <li>▪ Has an understanding of the teacher psyche</li> <li>▪ Takes a partner / coach approach to leadership</li> <li>▪ Is a good listener</li> <li>▪ Has high expectations for teachers</li> <li>▪ Practices and models schools' Core Values</li> <li>▪ Comfortable with and committed to racial diversity</li> <li>▪ Understands people's limits</li> <li>▪ Has a good sense of humor and fun</li> </ul>
Dean of Students	<ul style="list-style-type: none"> <li>▪ Has experience with lower-income, urban students</li> <li>▪ Has high expectations for students</li> <li>▪ Believes that all students can achieve</li> <li>▪ Is an expert in classroom management</li> <li>▪ Knows how to establish and maintain a positive but disciplined school culture</li> </ul>
Parent Liaison	<ul style="list-style-type: none"> <li>▪ Is fair and respectful but firm</li> <li>▪ Is a good listener and diplomatic</li> <li>▪ Knows how parents can play a useful/appropriate role in their child's education</li> <li>▪ Is understanding of and sensitive to parents' situations</li> <li>▪ Is organized and a good manager of time</li> </ul>

Overall	<ul style="list-style-type: none"> <li>▪ Strongly agrees with vision of school</li> <li>▪ Will work well with Executive Director and Board</li> <li>▪ Is an individual of the highest integrity</li> <li>▪ Has great energy and intelligence</li> <li>▪ Is prepared to take on a demanding and stressful position</li> </ul>
---------	--

### Teacher Search

In the search for teachers, the school seeks individuals with the teaching expertise, interpersonal skills and personal maturity to succeed in a demanding start-up environment. D.C. Prep also wants to hire teachers who will embrace the school's Core Values and act as role models for students. In the school's first year, it will hire only teachers with a minimum of two years of classroom experience. These teachers must have a good understanding of middle school curriculum and urban middle school students.

D.C. Prep will begin its teacher search in January of 2003, and screen resumes on an ongoing basis. As with the Principal search, the school will advertise nationally and contact universities and organizations like Teach for America and CharterTeach. To ensure a diverse and representative faculty, D.C. Prep will also advertise in local publications in Washington, like the Afro-American Reporter and The Blade. The school will contact local colleges and universities, such as Howard and Trinity, that train a significant number of African-American teachers. The school will also make a particular effort to recruit Latino or other bilingual teachers. Finally, D.C. Prep will rely on its founding group to search its expanded network of talented educators from a variety of backgrounds.

At the resume stage, the founding group will look at a teacher's previous experience, education and G.P.A., standardized test scores, and awards or other recognitions. The group will interview possible candidates in the winter and spring, and observe final candidates in the classroom before hiring them. In the event that a candidate is not currently teaching, D.C. Prep planners would try to work with a community partner to allow the candidate to volunteer (under observation) at an after-school program in the afternoon. Alternatively, another charter school might allow a teacher to act as a substitute in one of their classrooms for a few hours. D.C. Prep planners believe that creating such a simulated environment is preferable to not having any first-hand evidence of how a teacher interacts with students. Of course, a teacher's references, past results and portfolio will also be important in understanding their teaching effectiveness and style.

### **Criteria for Teacher Selection**

<b>Category</b>	<b>Criteria</b>
Teaching Effectiveness	<ul style="list-style-type: none"> <li>▪ Has at least two years of middle school classroom experience</li> <li>▪ Demonstrates excellent classroom management</li> <li>▪ Possesses in-depth subject matter knowledge</li> <li>▪ Takes an analytical approach to student progress</li> <li>▪ Has experience with lower-income, urban students</li> </ul>

Interpersonal Skills	<ul style="list-style-type: none"> <li>▪ Interacts professionally with parents</li> <li>▪ Demonstrates an ability to work well with other teachers</li> <li>▪ Is a team player</li> </ul>
Organizational Skills	<ul style="list-style-type: none"> <li>▪ Is competent in planning and organizing his/her work</li> <li>▪ Is able to balance multiple roles and competing demands</li> </ul>
Maturity and Character	<ul style="list-style-type: none"> <li>▪ Has the maturity and personal stability to work in a start-up</li> <li>▪ Is an individual of the highest integrity</li> <li>▪ Is very intelligent, honest, hard-working, cooperative, and has a sense of humor</li> </ul>

The school will conduct background checks on all individuals working in the school prior to their employment or beginning of volunteer service. An agency such as Fidellifacts, that will check local and state police records to uncover any previous convictions, will be used for this purpose. This service takes about a week and will be undertaken in the final stages of hiring.

**c. Staffing Plan**

D.C. Prep will begin with three administrators, five full-time teachers, two part-time teachers (the Arts and Physical Education), a part-time counselor and a part-time special education coordinator. On the administrative side, the Executive Director will oversee the administration, finances, compliance, and external representation of the school. The Principal will supervise the teachers, ensure that students are learning and interact with parents. The Operations Manager will assist the Executive Director and the Principal, coordinate the daily operations of the school and act as receptionist.

In the school's first year, there will be four classes of 25 students each in the fourth and fifth grades. In determining the class size of 25 students, D.C. Prep planners considered many factors, including the school's educational priorities, academic research, cost, parent preferences and the class size in other public schools. The planners decided that money invested in more school time would have a greater impact on student achievement than class size, and therefore be a better use of resources. When classes are broken into smaller groups for Direct Instruction or tutoring, the student to teacher ratio will be lower.

As the school adds students, it will add staff accordingly. A table showing the planned growth and staffing schedule is shown on the following page.

<p>Table showing planned growth and staffing schedule.</p>
--

### Enrollment and Staff Growth Over Four Years

	Year 1	Year 2	Year 3	Year 4
# 4 <sup>th</sup> Graders	50	50	50	50
# 5 <sup>th</sup> Graders	50	50	50	50
# 6 <sup>th</sup> Graders		50	50	50
# 7 <sup>th</sup> Graders			50	50
# 8 <sup>th</sup> Graders				50
<b>Total Students</b>	<b>100</b>	<b>150</b>	<b>200</b>	<b>250</b>
<b>Total Classes</b>	<b>4</b>	<b>6</b>	<b>8</b>	<b>10</b>
# FT Teachers	5.0	9.0	14.0	16.0
# PT Teachers (FTE)	1.0	2.0	0.0	1.5
<b>Total Teachers (FTE)*</b>	<b>6.0</b>	<b>11.0</b>	<b>14.0</b>	<b>17.5</b>
Executive Dir.	1.0	1.0	1.0	1.0
Principal	1.0	1.0	1.0	1.0
Operations Manager	1.0	1.0	1.0	1.0
Special Educator (FTE)	0.5	0.5	1.0	1.0
Counselor (FTE)	0.5	0.5	1.0	1.0
<b>Total Staff (FTE)</b>	<b>4.0</b>	<b>4.0</b>	<b>5.0</b>	<b>5.0</b>
<b>Total Faculty and Staff (FTE)</b>	<b>10.0</b>	<b>15.0</b>	<b>19.0</b>	<b>22.5</b>

\* Since the school will shift to a departmentalized structure in 6<sup>th</sup> grade, the ratio of FT teachers to students will change.

#### **d. Employment Policies**

##### **Salary and Benefits**

The school intends to design packages that will attract and retain strong candidates. For the Principal and teachers, the Board plans to pay a salary similar to what they would receive in D.C.P.S., adjusted for the greater time commitment of the D.C. Prep program. For teachers currently in the public school system, the school's planners hope that this will enable them to make a decision to come to the school based on our mission, program and environment. For teachers in the private school system, this salary should represent a comfortable increase.

The school also intends for its benefit package to be competitive with that of public and private schools in Washington. Benefits will include health care, dental care, disability and 401-K. Teachers who are eligible to participate in the D.C.P.S. retirement plan and elect to do will receive contributions and payroll deductions in accordance with that plan. As per the memorandum institutionalizing this process, the school will identify the eligible employees, designate an Authorized Agent, and follow the procedures outlined in the agreement.<sup>13</sup>

D.C. Prep will contract with teachers for one year at a time. After the first year, the school will present contracts in early January, and ask for a commitment by early March. This schedule will give the Principal sufficient time to fill unexpected vacancies for the following year.

### **Executive Director and Principal Assessment**

The Executive Director and Principal will be assessed by the Executive Committee of the Board. When the Principal is being assessed, the Executive Director will join this committee for that purpose. The Committee will evaluate the performance of these individuals once a year according to the following metrics. If the Committee believes that one or both should be relieved of their responsibilities, that recommendation will be referred to the full Board for discussion and a vote.

#### **The Executive Director**

In general, the Executive Director will handle the financials, fund-raising, real estate, regulatory and legal compliance and interaction with the Board, the chartering authority and the public, while the Principal will bear responsibility for instruction, overseeing teachers and interacting with students and parents. Specifically, the Executive Director's role will:

- Act as the **head of school**, interacting with the Board and bearing final responsibility for the school's decisions, program and operations;
- Act as **chief administrative officer**, overseeing purchasing and logistics, negotiating and overseeing contractual relationships and securing, financing and maintaining a facility;
- Be the **financial officer**, supervising the expenditures of the school, compiling the monthly financial statements, contracting with an accounting firm for a yearly audit, and submitting financial information to the Board and the chartering authority;
- Be the **development officer**, creating a long-range needs assessment for the school, contacting and soliciting individuals and foundations, and creating materials that explain and promote the school;
- Act as **compliance officer**, ensuring that the school is meeting the terms of the charter, interacting with the chartering authority and handling all legal and regulatory issues; and
- Function as **external representative**, interacting with the community, partners and the public on behalf of the school.

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<sup>13</sup> We refer to the Memorandum of Agreement Concerning Eligible Public Charter School Employees' Participation in the District of Columbia Employees Retirement System, effective February 15, 2002.

The Executive Director's performance in each of these areas will be measured by specific evaluation criteria. A draft of these follows.

### Evaluation Criteria for Executive Director's Performance

Executive Director's Functions	Evaluation Criteria
1) Head of School	<ul style="list-style-type: none"> <li>▪ Ensuring that the school is successful and measured by its accountability plan and internal metrics</li> </ul>
2) Chief Administrative Officer	<ul style="list-style-type: none"> <li>▪ Smooth administrative operations of the school</li> <li>▪ Provision of a suitable facility</li> </ul>
3) Financial Officer	<ul style="list-style-type: none"> <li>▪ Realistic annual budgeting</li> <li>▪ Operating within budget forecasts</li> <li>▪ Timely submission of budget reports to chartering authority and Board</li> <li>▪ Regular, "clean" annual audit</li> </ul>
4) Development Officer (with the assistance of the Board of Directors)	<ul style="list-style-type: none"> <li>▪ Identifying prospective donors</li> <li>▪ Contacting and soliciting prospective donors</li> <li>▪ Reaching annual fundraising objectives</li> <li>▪ Creating and updating marketing materials</li> </ul>
5) Compliance Officer	<ul style="list-style-type: none"> <li>▪ Interacting with the chartering authority</li> <li>▪ Remaining in compliance with the school's charter</li> <li>▪ Performance relative to the school's accountability plan</li> <li>▪ Adhering to applicable laws and regulations</li> </ul>
6) External Representative	<ul style="list-style-type: none"> <li>▪ Ensuring that the school works in partnership with the local community</li> <li>▪ Promoting the school within the larger community</li> <li>▪ Creating relevant and helpful partnerships for the school</li> </ul>

### The Principal

The Principal's role will be complementary. He or she will:

- Be the *head of the school's educational program*, and as such responsible for students' academic achievement;
- Act as *curriculum coordinator*, by overseeing the development of the curriculum, developing a format and procedure for planning and supervising the choice and effectiveness of instructional material;
- Act as the *leader of the teaching staff*, providing or securing professional development, monitoring the quality of teaching, evaluating teachers' performance and assisting them to improve and hiring and firing (if necessary) teachers with the approval of the Executive Director;

- Be the *dean of students*, establishing the school's culture, working with teachers to ensure consistency of behavior regarding discipline, interacting with students and parents in the case of discipline problems and making final decisions regarding suspension and expulsion;
- Be the *head of student support*, supervising D.C. Prep's tutoring, after-school, Saturday, summer, enrichment and remediation programs, and overseeing the special education and ESL programs; and
- Be the *parent liaison*, introducing the school's vision, philosophy, curriculum and policies to parents, initiating and ensuring parent involvement, and being accountable to parents for each student's learning.

### Evaluation Criteria for Principal's Performance

Principal's Functions	Evaluation Criteria
1) Head of the Educational Program	<ul style="list-style-type: none"> <li>▪ Ensuring that students make significant academic progress, in line with the school's accountability plan</li> <li>▪ Ensuring that students are making progress in character and leadership</li> <li>▪ Ensuring that students are able to enroll in and succeed at top high schools</li> </ul>
2) Curriculum Coordinator	<ul style="list-style-type: none"> <li>▪ Maintaining the school's standards and curriculum for each subject and grade</li> <li>▪ Ensuring that the school's curriculum is suitable for D.C. Prep's students and the school's mission</li> <li>▪ Ensuring that the school's curricular supports (schedule, materials, etc.) align with and support the curriculum and mission</li> </ul>
3) Leader of the Teaching Staff	<ul style="list-style-type: none"> <li>▪ Hiring (and if necessary, firing) the school's faculty</li> <li>▪ Continually monitoring and improving the quality of teaching</li> <li>▪ Planning and providing professional development</li> <li>▪ Structuring faculty interaction (i.e. planning time, peer review, meetings) to create the most productive and professional educational environment</li> </ul>
4) Dean of Students	<ul style="list-style-type: none"> <li>▪ Establish an orderly and inspirational learning environment</li> <li>▪ Ensure consistency among faculty and staff in regard to character education and the school's discipline policy</li> <li>▪ Work with parents to promote character at home</li> <li>▪ Enforce the discipline policy, and make decisions regarding suspension and expulsion</li> </ul>

5) Head of Student Support	<ul style="list-style-type: none"> <li>▪ Ensure that additional school time and tutoring program is well-structured and used to promote the school's mission</li> <li>▪ Ensure the smooth and successful operation of extra school programs</li> <li>▪ Monitor the progress of each student and ensure that no child slips through the cracks</li> <li>▪ Create strategies and systems to make sure that the learning needs of all students are addressed</li> </ul>
6) Parent Liaison	<ul style="list-style-type: none"> <li>▪ Ensure that parents understand the mission, philosophy, programs and practices of the school</li> <li>▪ Create mechanisms for parent involvement and procedures for measuring their success</li> <li>▪ Interact with parents in a professional and service-oriented but firm manner</li> </ul>

### **Teacher Assessment**

Evaluation of faculty is a critical part of school operations, and will be related to the school's professional development program. A rough outline of the teacher assessment system follows; this outline will be refined with more input from teachers and educational and human resource professionals.

The Principal will informally observe each teacher in the classroom on a weekly basis and more formally on a monthly basis. After the monthly Principal observation, the teacher will talk with the Principal about his or her findings. This frequent interaction is meant to spark useful conversation between teachers and the Principal about teaching methodologies and assessment of student progress. These observations will be seen as an opportunity to learn, rather than an event to be avoided.

Formal performance assessments will take place at the end of December and the end of June. These assessments should not be a surprise to the teacher, because they should reflect the comments made in the monthly assessments. They will also be based on:

- Students' academic progress versus standards;
- Students' progress in the areas of character and leadership;
- Disciplinary problems in class;
- Parent survey results;
- Student survey results; and
- Principal and Executive Director judgment, based on classroom observations.

Using our hiring guide as an outline, we will assess teachers in the areas and ways described on the following page.

### Criteria for Teacher Assessment

Category	Criteria	Assessment
Teaching Effectiveness	<ul style="list-style-type: none"> <li>▪ Teaches students effectively</li> <li>▪ Demonstrates excellent classroom management</li> <li>▪ Reinforces D.C. Prep's Core Values with students</li> <li>▪ Possesses subject matter knowledge</li> <li>▪ Takes an analytical approach to student progress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations; students' progress on assessments</li> <li>▪ Observations; disciplinary incidents</li> <li>▪ Observations; disciplinary incidents</li> <li>▪ Observations; students' progress on assessments</li> <li>▪ Participation and quality of understanding in weekly progress meetings; teacher discussions</li> </ul>
Interpersonal Skills	<ul style="list-style-type: none"> <li>▪ Interacts professionally with parents</li> <li>▪ Demonstrates an ability to work well with other teachers</li> <li>▪ Shows a desire to be part of the school team</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations; parent survey</li> <li>▪ Observations; peer observations</li> <li>▪ Observations; peer observations</li> </ul>
Organizational Skills	<ul style="list-style-type: none"> <li>▪ Is competent in planning and organizing his/her work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations; quality of lesson planning and portfolio</li> </ul>
Maturity and Character	<ul style="list-style-type: none"> <li>▪ Has the maturity and personal stability to work in a start-up</li> <li>▪ Possesses a solid moral character</li> <li>▪ Is honest, hard-working, cooperative, and has a sense of humor</li> </ul>	<ul style="list-style-type: none"> <li>▪ Observations</li> </ul>

In the event that a teacher is not performing well, the school will follow a pre-determined process to help the teacher improve. This process will be reviewed and refined with a labor lawyer, but in rough form should be as follows. If the Principal, Executive Director, or both determine that a teacher's effectiveness, or any other aspect of his or her performance is below expectations, the Principal and Executive Director will first have a conversation with the teacher and note that this is an area to work on. The group will then set a time to check back in on this issue. This follow-up meeting will take place 2-4 weeks after the initial conversation. During the interim period, steps will be taken to observe the teacher and help as he or she tries to correct the behavior. At the second meeting, the Principal and Executive Director will express their judgment as to whether the problem has been corrected, has worsened, or has stayed the same. If it has worsened or stayed the same, the teacher will receive an official warning from the two regarding his or her performance. After this warning, if the behavior or performance does not improve the teacher can expect that his or her contract will not be renewed.

If the teacher's performance is dishonest, illegal, abusive, or otherwise dangerous in any way to students, the Principal and Executive Director will immediately let go of the teacher and find a substitute teacher who can fill the spot until a permanent replacement can be found. The teacher's contract will specify the behaviors for which there may be an immediate dismissal.

In addition to hiring full-time and part-time teachers, the school will assemble a pool of substitute teachers before it opens. These substitutes will also be observed before hiring in the classroom to the extent possible, on the theory that his or her job can be more taxing than a regular classroom teacher's. In addition, it is possible that over time an excellent substitute teacher could join the D.C. Prep faculty.

D.C. Prep will be an equal employment opportunity workplace and will proactively try to find faculty and staff of color to work in our school. Since its students will be largely minorities, having a diverse faculty will be beneficial for students and for the school. The school will also be a drug-free workplace, and relevant information will be distributed to that effect. Before the school opens, planners will develop a staff handbook that contains a written version of school policies and procedures.

### Peer Review

As a school that will encourage teacher development, D.C. Prep will structure ways for teachers to learn from each other's practices. These methods will be entirely developmental for a teacher, and not influence their formal evaluation in any way. If the teachers and the Principal believe that peer visits to each other classrooms will be a helpful learning technique, the school will pursue this strategy. In this case, the Principal will arrange for training on how to successfully undertake such visits and subsequent sharing of observations. If the teachers and Principal deem that there are better ways for teachers to benefit from each other's expertise, then the Principal will arrange a system incorporating those techniques. These might be a biweekly or monthly conversation on teaching practices in a certain area, with the school's faculty pursuing certain topics until a higher level of understanding and skill has been achieved.

### e. Use of Volunteers

D.C. Prep founders believe that volunteers can play an extremely valuable in furthering the mission of the school. The school has already benefited from pro bono assistance of various kinds, and will continue drawing on the expertise and goodwill of interested D.C. citizens. Once D.C. Prep opens, volunteers can take on educational positions or assist in a variety of other capacities.

### Educational Positions

There are four types of educational positions that could be filled by a volunteer:

- **D.I. Teacher.** A D.I. Teacher would instruct either D.I. Reading or Math for 1-2 hours each day, for a semester.
- **Tutor.** A Tutor would tutor one or more students in specific subjects during the afternoon Study Hall period.
- **Study Hall Monitor.** A Study Hall monitor would supervise one or more of the afternoon study periods, and answering students' questions during that time.

- **Saturday Teacher.** A Saturday Teacher would plan and teach a Saturday morning class for 10 consecutive Saturdays.

Although the budget assumes that these roles will be filled by paid individuals, some people may choose to donate their time to the school rather than receive a paycheck. Although they will be unpaid, these positions will be integral to student learning and the school will, therefore, “hire” and if necessary, “fire” our volunteers. In all cases, D.C. Prep will look for volunteers whose personal behavior reflects the school’s Core Values, will interact with students in a caring and effective manner and can make the required time commitment. In return, the school will provide them with excellent training, exposure to new teaching strategies, regular professional feedback and personal recognition. Outstanding volunteers could be considered for teaching positions. Individuals who are inexplicably or repeatedly absent or arrive unprepared will be relieved of their responsibilities.

D.C. Prep will seek volunteers among alumni, college and graduate students, retirees, teachers on leave and individuals considering entering the teaching field. Like paid employees, these volunteers will need to pass a background check before they begin their work with the school.

#### Other Roles

D.C. Prep will be able to make use of *pro bono* services in every aspect of the organization. As with the educational positions outlined above, volunteers who take on critical roles will understand that they are committing to accomplishing a task as effectively as if they were being paid. Areas in which volunteers could provide assistance are: legal services; architectural or design services; maintenance and repairs; public relations; fundraising; marketing; curriculum planning; web site design and maintenance; community outreach; financial planning; strategic planning; technology planning, installation and maintenance; and administrative work.

### **3. Arrangements for Meeting District and Federal Requirements**

#### **a. Health and Safety**

D.C. Prep will abide by all applicable health and safety laws and regulations, as described in §2202 (11) and §2204(c)(4) of the D.C. School Reform Act. Part of faculty and staff training will include a First Aid and CPR course, so that at least one adult trained in such emergency procedures will be available at all times. The school will permit inspection by all appropriate government officials to ensure that it is in compliance with all relevant laws.

#### **b. Safety and Fire Codes for Buildings**

The School will make sure that its premises comply with the Americans with Disabilities Act. In addition, the school will take all necessary measures to abide by D.C. Code section 5-501 et seq.

#### **h. Title I of the Improving America's Schools Act**

Given D.C. Prep location and target population, its planners expect that it will qualify for Title I funding. The Board plans to use this funding to provide intensive regular and remedial programs for students who arrive at the school behind grade level.

#### **i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia**

As outlined in §2202(11) and 2204(c)(5) of the D.C. School Reform Act, D.C. Prep will make sure that its policies and practices in all areas of the school are in compliance with applicable federal and district statutes and regulations on civil rights.

#### **j. Other**

Before opening, D.C. Prep planners will undertake a full review of all applicable laws and regulations. If any additional legislation applies to the school, the team will quickly develop procedures and take action to render the school in compliance with it.

### **4. Implementation of the Charter**

#### **a. Timetable and Tasks for Implementation of the Charter**

The chart on the following pages details the major activities to be completed before the school year begins.

### **c. Transportation**

D.C. Prep will inform students of their ability to receive reduced fares on the Metrobus and Metrorail Transit Systems. The school will participate in the Metrobus student token program, thereby making tokens available to students directly.

The school will make arrangements for the transportation of students with disabilities who are not being adequately served by public transportation. Most likely, D.C. Prep will contract with D.C.P.S. to provide these services.

### **d. Enrollment Data**

The school has both a legal and an educational interest in maintaining precise enrollment and attendance records. As outlined in §2204(c)(12) of the D.C. School Reform Act, the school will record such information on a daily basis, maintain a record of the data, and provide copies to the appropriate authorities.

### **e. Maintenance and Dissemination of Student Records**

D.C. Prep will maintain a comprehensive, computerized database of student information. This information will be recorded, continuously updated and disseminated in accordance with the D.C. School Reform Act, Parts A and B, and other applicable laws, including D.C. Code sec. 31-401 et. seq. (Compulsory School Attendance), D.C. Code sec. 31-501 et. seq. (Immunization of School Students), D.C. Code sec. 31-601 et. seq. (Tuition of Nonresidents) and D.C. Code 29-501 et. seq. (Non-profit Corporations).

Access to this database will be restricted to a few authorized officials of the school. Hard copies of confidential student records will be similarly maintained in a locked file cabinet.

### **f. Compulsory Attendance Laws**

On a daily basis, D.C. Prep will account for each student. The Operations Manager will contact the homes of each student who is not present and does not have a pre-authorized reason for absence. The Principal will also follow-up with parents of students who recurring problems with lateness or attendance.

### **g. Subchapter B of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973**

The School will comply with all aspects of the federal regulations concerning special education. In developing and managing our special education program, the school will consult with special educators, legal experts in special education, the D.C. Charter School Cooperative, and D.C.P.S. to make sure that it is in compliance in all relevant areas.

# Timetable and Tasks for Implementation of the Charter

Done Jun Jul Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun Jul Aug Sep

Area	Category	Task	Done	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
<b>Charter Application and Contract</b>																				
	<b>Application Process</b>																			
		Submit application				X														
		Prepare for private interview																		
		Prepare for public hearing																		
	<b>Oversight</b>																			
		Finalize terms of charter																		
		Understand reporting requirements																		
		Set up reporting system																		
		Make certifications																		
		Complete all opening requirements																		
<b>Governance</b>																				
	<b>Establish legal entity</b>																			
		Write by-laws																		
		Submit for tax-exempt status																		
		Add PCS to official name																		
		Transition to formal Board																		
	<b>Develop procedures</b>																			
		Develop Board manual																		
		Develop Board calendar																		
		Define communication methods																		
		Plan for Board liability insurance																		
		Develop evaluation plan																		
		Develop transition plan																		
	<b>Finalize Board membership</b>																			
		Identify additional, needed roles																		
		Talk to prospective candidates																		
		Nominate prospective candidates																		
		Approve prospective candidates																		
<b>Educational Program</b>																				
	<b>Curriculum planning</b>																			
		Identify curriculum planning team																		
		Refine effective entering level																		
		Refine target grade level																		
		Define content standards per grade																		
		Define performance standards/grade																		
		Refine Core Knowledge sequence																		
		Define units per grade																		
		Coordinate for interdisciplinary inst.																		
		Define mini-course content																		
		Select textbooks and materials																		
		Verify and order materials																		
		Administer Stanford-9 diagnostic																		
		Analyze test results																		
		Use information to revise curriculum																		

## Timetable and Tasks for Implementation of the Charter

Area	Category	Task	Done	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
	<b>Assessment</b>																			
		Investigate online assessment options																		
		Create performance assessments																		
	<b>Develop character program</b>																			
		Refine Core Values																		
		Refine discipline policy																		
		Create student covenants																		
		Create weekly performance cards																		
		Create weekly performance reports																		
	<b>Special Education</b>																			
		Discuss services with cooperative	X																	
		Review SpEd discipline policy																		
		Secure counsel and review policies																		
	<b>Enrichment and Remediation</b>																			
		Define enrichment program details																		
		Define remediation program details																		
	<b>Operationalize program</b>																			
		Finalize schedule																		
		Finalize calendar																		
		Develop weekly progress reports																		
		Create all necessary intake forms																		
	<b>Financial</b>																			
	<b>Set-Up</b>																			
		Open bank account	X																	
		Secure accountant	X																	
		Create budget	X																	
		Create controls and fiscal policies																		
		Obtain QuickBooks and set up system																		
		Create Board reporting format																		
		Establish payroll system																		
		Establish revenue transfers																		
	<b>Refine budget</b>																			
		Input specific costs as known																		
		Refine pre-opening budget																		
		Refine operating budget																		
		Refine 5-year rolling plan																		
	<b>Operations</b>																			
		Understand contracting requirements																		
		Obtain insurance																		
		Investigate options	X																	
		Obtain quotes																		
		Select vendors																		
		Set up food services																		

## Timetable and Tasks for Implementation of the Charter

Area	Category	Task	Done	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
		Investigate options (incl. D.C.P.S.)																	
		Obtain quotes																	
		Select vendors																	
	Contracted Services	Trash removal																	
		Custodial services																	
	Transportation	Understand requirements																	
		Investigate options (incl. D.C.P.S.)																	
		Obtain quotes																	
		Select vendors																	
	Purchasing	Develop procedures																	
		Investigate donated options																	
		Furniture																	
		Technology																	
		Instructional materials																	
		Office materials																	
	Administration	Procure school mgmt. sys.																	
		Create master database																	
	Communications	Define phone, Internet, fax needs																	
		Investigate options																	
		Obtain quotes																	
		Select vendors																	
		Install lines and equipment																	
	Facility	Identify sites																	
		Identify possible sites																	
		Continue monitoring alternatives																	
	Plan for 701 Edgewood	Submit letter of intent																	
		Negotiate contract																	
		Conduct feasibility study																	
		Review codes / ordinances																	
		Obtain permits																	
		Contract with architect																	
		Preview with regulatory office																	
		Develop architectural plan																	
		Finalize renovation cost																	
	Arrange financing for 701 Edgewood	Coordinate with Civic Builders																	
		Meet with possible bankers																	
		Investigate bond financing																	

## Timetable and Tasks for Implementation of the Charter

Area	Category	Task	Done	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
	Renovate 701 Edgewood (Civic Builders)	Hire contractors																		
		Hire project manager?																		
		Required code changes																		
		Major construction / renovation																		
		Plumbing																		
		HVAC																		
		Wiring / Lighting																		
		Windows / safety glass																		
		Kitchen facility?																		
		Locate / design play area?																		
		Landscaping																		
		Signage																		
		Acoustics																		
		Final building inspection																		
		Obtain certificate of occupancy																		
	Safety Plan	Identify all safety needs																		
		Fire inspection																		
		Drinking water																		
		Drinking water test																		
		Fire drill policy																		
		Traffic management																		
		Obtain Stop sign on corner																		
	Site Set-Up	Technology installation																		
		Move in furnishings																		
		Set up classrooms																		
	Personnel	Personnel policies																		
		Determine exact benefits package																		
		Develop performance assessment sys.																		
		Decide on bonus system																		
		Develop contracts																		
		Develop personnel manual																		
	Principal search	Begin word-of-mouth search																		
		Develop criteria																		
		Develop process details																		
		Advertise position																		
		Screen resumes																		

## Timetable and Tasks for Implementation of the Charter

Area	Category	Task	Done	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep		
Teacher and Other Staff search		Interview candidates																			
		Contract with head-hunter																			
		Begin word-of-mouth search	X																		
		Develop criteria	X																		
		Develop process details																			
		Advertise position																			
		Screen resumes																			
		Interview candidates																			
Hiring Process		Observe in classroom																			
		Call references																			
		Background check																			
		Board review (for Principal)																			
		Offer letter																			
Volunteer/Tutor Hiring		Hire and contract																			
		Develop process details																			
		Target possible institutional sources																			
		Speak with institutional sources																			
		Advertise position																			
		Screen resumes																			
		Interview candidates																			
Identify Substitutes		Train hires																			
		Contact potential substitutes																			
		Interview candidates																			
		Call references																			
Identify / Obtain other staff / services		Background check																			
		Operations Manager																			
		Special Education																			
		Social work																			
		Nursing																			
Professional Development		Emergency health																			
		Plan programs																			
		Identify / obtain trainers																			
		Obtain space																			
		School orientation																			
		Standards-driven curriculum																			
		Core Knowledge																			
		Direct Instruction																			
First Aid and CPR																					

**Timetable and Tasks for Implementation of the Charter**

Area	Category	Task	Done	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	
<b>Recruitment and Enrollment</b>																				
	<b>Recruitment</b>	Develop materials																		
		Undertake mass mailing																		
		Follow-up to mailing																		
		Coordinate with community partners																		
		Train volunteer corps																		
		Speak at designated meetings																		
		Make door-to-door visits																		
		Receive applications																		
	<b>Enrollment</b>	Application deadline																		
		Hold lottery if necessary																		
		Mail out letters																		
		Receive intent to enroll forms																		
		Hold diagnostic testing																		
		Mail out summer letters																		
		Collect student records																		
<b>School Policies and Procedures</b>																				
	<b>Policies</b>	Develop uniform policy																		
		Develop complaint resolution process																		
		Develop anti-harassment policy																		
		Develop employment policies																		
		Develop promotion policy																		
		Develop homework policy																		
		Develop attendance policy																		
		Create parent handbook																		
	<b>Orientations</b>	Hold summer orientation																		
		Hold fall orientation																		
	<b>Parent Involvement</b>	Define volunteering roles																		
		Refine parent buddy details																		
		Draft Parent Advisory Council bylaws																		
<b>Fundraising</b>																				
	<b>Create materials</b>	Create logo																		
		Write and format mktg. material																		
		Format explanatory material																		
		Print stationery, cards, materials																		
		Reserve website name																		
		Develop website																		
	<b>Set up fundraising</b>	Develop fundraising strategy																		
		Research individuals																		
		Talk to individuals																		
		Research foundations																		
		Write grant proposals																		
		Hold large fundraising event																		

## **f. Professional Development for Teachers, Administrators and Other School Staff**

Ongoing opportunities for professional development increase faculty competence, enhance job satisfaction and help to ensure that students learn. To that end, D.C. Prep has planned a rich and comprehensive program of professional development for teachers.

### **Faculty and Staff Orientation**

Founding teachers will have two weeks of training before students arrive for the summer session. Part I of the Orientation will focus on the history of D.C. Prep, its mission and philosophy, and the role of the Core Values and Code of Conduct in forming the culture of the institution. Part II of the Orientation will cover the academic program, with an emphasis on the development and use of a standards-based curriculum. Parts III and IV will highlight the two research-based approaches (Core Knowledge and Direct Instruction) that D.C. Prep has adopted and modified in its curriculum. Part V will include training in the inclusion model of special education as well as effective teaching strategies with LEP/NEP students.

### **Pre-Opening Summer Session**

Although this session is not professional development *per se*, teachers will have extensive afternoon planning time to work on curriculum planning. These six weeks should allow them to understand incoming students' Stanford-9 diagnostic test results and make necessary changes to the work of the curriculum planning team. They will also have time to talk with each other and share ideas about curriculum and lesson plans.

### **Contracted, Ongoing Professional Development**

To ensure that teachers develop competence and comfort with a standards-based curriculum, we will schedule at least two sessions with experts on the New Standards. These sessions will be designed to deepen the professional development already undertaken in the Faculty Orientation. During the first visit, in the Fall, these experts will help teachers to use assessments in planning instruction. During the second visit, in the Spring, they will help the school prepare for end-of-year assessments.

We will also invite our Direct Instruction trainers to visit D.C. Prep and help us to improve our implementation of this program. We plan for D.I. trainers to return to work with us for approximately five days during our first year.

### **Principal Observations**

A crucial part of the professional development program will be regular Principal visits. On at least a monthly basis, the Principal will observe each teacher and have a follow-up meeting with them to discuss the observations and suggestions for practice.

### **Peer Learning**

As discussed in the Employment Policies section, D.C. Prep will have a structured way for teachers to share ideas on teaching. This method may include peer observation, or simply a structured and ongoing seminar in which teachers exchange thoughts on important topics in teaching and learning.

### **Self-chosen Professional Development Programs**

In addition to the above, we will offer each teacher \$500 to spend on a professional development program of their choosing. The requirements will be two: 1) it must be a program that will directly improve her or his teaching at the school; and 2) each participant must formally share his or her learning with the rest of the D.C. Prep community. Unlike the rest of the professional development program, which will be developed by the Principal with the input of faculty, this component will be entirely at the teacher's discretion. Teachers will be free to explore any area that they think will improve their performance at D.C. Prep. The Principal will review teachers' requests and approve them in light of the above criteria.

### **Other Resources**

The *Core Knowledge* Foundation offers schools undertaking its program a wealth of resources. The school plans to join the network of *Core Knowledge* schools, which will bring ideas and resources to D.C. Prep's teachers. We will also investigate the Baltimore Curriculum Project, which has developed an entire set of lesson plans based on the *Core Knowledge* sequence. These lessons could serve as a resource for teachers in developing their own lesson plans.

The National Cathedral School (NCS) has offered to assist the school with professional development and/or curriculum planning. Given that one of the possible destinations for D.C. Prep's female graduates would be NCS, this guidance will help teachers to understand the end goals for students. In addition, due to the high caliber of the NCS curriculum D.C. Prep founders believe those teachers have a wealth of expertise to offer D.C. Prep. Given the connection of NCS and our team to the St. Albans School, we expect that we could also draw on its expertise for any educational issues specific to boys.

### **g. Structure of the School Day and Year**

All D.C. Prep students will attend school Monday through Friday from 8:15 a.m. to 4:30 p.m. An optional breakfast will be available beginning at 7:45 a.m. On Saturdays, students will participate in enrichment activities from 9 a.m. – 12 p.m.

D.C. Prep will offer a 210-day school year for all students, including a 30-day summer program. These 30 days will follow immediately upon the final days of school in June.

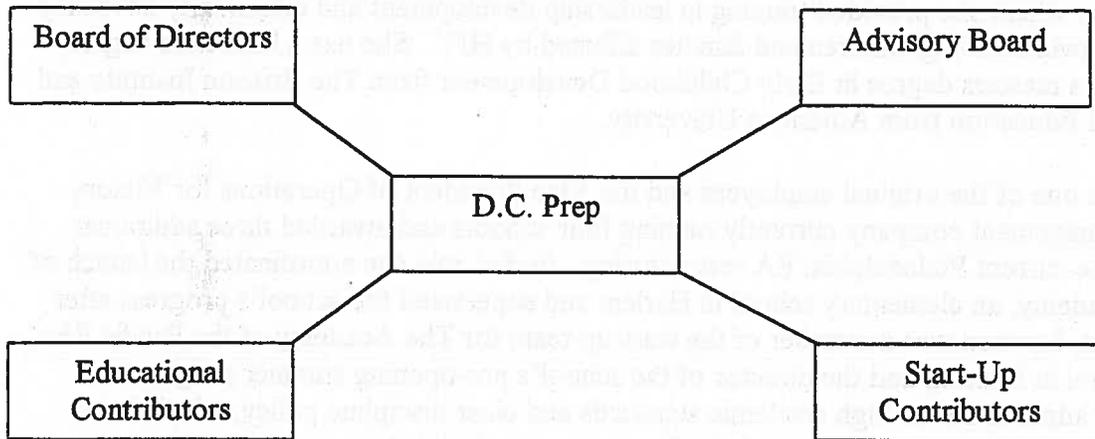
## B. Business Plan

### 1. Planning and Establishment

#### a. Profile of Founding Group

D.C. Preparatory Academy is the vision of a group of Washington educators, business people, community members and non-profit representatives, organized and led by Emily Lawson. Lawson has played leadership roles in the establishment of two nationally recognized charter schools, one in New York City and one in Boston. A native of Washington, she is dedicated to using her education and business experience to create an exemplary charter school in the city.

Over the past year, Lawson engaged dozens of individuals who are committed to the vision of a high quality middle school focused on academics, character and leadership and want to contribute to designing, establishing or governing the school. As shown below, these individuals participate in four interdependent groups: the Board of Directors; the Advisory Board; Educational Design Team and Start-Up Contributors.



#### Board of Directors

An outstanding group of D.C. leaders is committed to serving on the Board of Directors. These individuals offer the experience, diversity and integrity to oversee the start-up and maturation of an excellent charter school. They include (in addition to Lawson): LeRoy "Terry" Eakin III, Stephen A. Goldberg, Elizabeth S. Jeppson, Dr. LaSalle Leffall Jr., Ruth Leffall, Reverend Donald E. Robinson, Robert Silberman and Wayne Williams. Detail on these individuals follows.

Le Roy "Terry" Eakin, III is the Chair of the D.C. Charter School Resource Center, a non-profit organization charged with providing technical assistance to D.C. charter schools. He is also the Chairman and CEO of Eakin/Youngentob Associates, Inc., a real estate development firm specializing in creating urban residential communities in the Washington area. Over the last ten years, Eakin / Youngentob has received over 85 separate awards including "Best New Residential Development in

North America" from the Urban Land Institute, and "America's Best Builder" from the NAHB and Builder Magazine. He has served on the Boards of Sidwell Friends School, the Washington Hospital Center, and the National Rehabilitation Hospital. Eakin is a graduate of Princeton University and the Stanford Graduate School of Business.

Stephen A. Goldberg is founder and president of The Stephen A. Goldberg Company, a real estate development firm. His company and numerous partnerships have been extremely successful and have owned and managed some of the highest quality development projects throughout the East Coast. He received the Sidney Glassman Award from A.O.B.A. in 1992 for his outstanding career in the real estate industry. Goldberg has also become a major Washington area philanthropist. He recently started Children's Hospital's \$250,000,000 capital campaign with a \$25,000,000 pledge through his family foundation. Goldberg also served on the Board of Directors of National Cathedral School and the Beauvoir School, where he was Chair of the Finance Committee. He is a 1963 graduate of the Wharton School of Finance and Commerce and a 1967 graduate of Georgetown University School of Law.

Elizabeth S. Jeppson is an associate professor of pediatrics at the Uniformed Services University of the Health Sciences. She has more than 25 years experience in education and health policy and has written extensively about parent/professional collaboration and the role of families in shaping their children's educational experiences. Most recently Jeppson was the Director for HIV Programs at The Institute for Family-Centered Care, where she provided training in leadership development and community advocacy to 55 programs nationwide serving children and families affected by HIV. She has a bachelors degree from Hollins College, a masters degree in Early Childhood Development from The Erikson Institute and a doctorate in Special Education from American University.

Emily K. Lawson was one of the original employees and the Vice President of Operations for Victory Schools, a school management company currently running four schools and awarded three additional contract schools in the current Philadelphia, PA restructuring. In that role she coordinated the launch of Sisulu Children's Academy, an elementary school in Harlem and supervised the school's progress after opening. Prior to that, Lawson was a member of the start-up team for The Academy of the Pacific Rim, a charter middle school in Boston, and the director of the school's pre-opening summer program. Pacific Rim is widely admired for its high academic standards and clear discipline policy, which have led to impressive student achievement. Lawson's business career includes three years at The Boston Consulting Group and two years in private equity. She holds a M.B.A. from Harvard Business School and M.P.A. from the Kennedy School of Government, with a focus on education.

Dr. LaSalle Leffall, Jr. is a former President of the American Cancer Society and the current Charles R. Drew Professor of Surgery at Howard University College of Medicine. Dr. Leffall has served on the Howard faculty for 41 years and was the Chairman of the Department of Surgery for 25 years. His professional life has been devoted to the study of cancer, especially as it relates to African-Americans. He has been a Visiting Professor and Guest Lecturer at more than 200 medical institutions, and has authored or coauthored more than 130 articles and chapters. Dr. Leffall is a diplomate of the American Board of the Surgery, a fellow of the American College of Gastroenterology, and past President and fellow of the American College of Surgeons. He holds a B.S. degree from Florida A&M College and a M.D. degree from Howard University College of Medicine.

Ruth McWilliams Leffall has extensive experience in non-profit governance, having served on the boards of 12 D.C. educational and civic organizations. Leffall is a Board member of The Lab School, Planned Parenthood and the Children's Defense Fund (D.C. Advisory Committee). She is a current or former Board member of Southwest House, Greater Washington Research Center, Family & Child Services, the Children's Museum, the SEED Public Charter School, the Shakespeare Summer Festival, the National Symphony Orchestra and Ford's Theater. She has chaired or co-chaired nine benefits for several of those organizations as well as for The Black Student Fund, United Negro College Fund, Reading is Fundamental and Iona House. Leffall received presidential appointments to the Peace Corps and the Kennedy Center Advisory Committee. She graduated from Virginia Union University with a B.A. in History and Education.

Reverend Donald E. Robinson is the Founder and President of Beacon House Community Ministry, Inc., a non-profit providing academically and culturally rich programs for 350 youth living in the Edgewood Terrace community. While at Beacon House, Reverend Robinson mobilized parents and organized drug education programs at local public schools. He has served Washington at-risk and juvenile justice involved youth for over 35 years in different roles within the social service system, working as a teacher, a community youth counselor, a social service representative, a Unitarian Universalist minister and a community organizer. Reverend Robinson received a B.A. from West Virginia State College Institute, a M.A. in Counseling Psychology and Community Psychology from Federal City College (now UDC) and a M.A. from Howard University School of Divinity.

Robert S. Silberman is the President and CEO of Strayer Education, Inc., the public holding company for Strayer University. Strayer operates 17 schools in the D.C regional area and provides education in business and information technology to working adults. Previously, Silberman was the President and Chief Operating Officer of CalEnergy Company, Inc. and Assistant to the Chairman and Chief Executive Officer of International Paper. He served as Assistant Secretary of the Army in the U.S. Department of Defense during the first Bush administration. Silberman is a member of the Council on Foreign Relations and a graduate of Dartmouth College and the Johns Hopkins' School of Advanced International Studies.

Wayne K. Williams, Jr. is a veteran teacher and Board member of St. Albans School and a Ward 5 resident. Williams has taught 6<sup>th</sup> grade for seven years and 7<sup>th</sup> grade for five years, and has served on the Governing Board of St. Albans School since 1996. While teaching at St. Albans, Williams has been an Admissions Officer, the Head of Dormitory, a Track and Field Coach, and the Head Wrestling Coach. He was also selected by St. Albans to serve on the regional AIMS Evaluation Team. Williams is a member of the Mu Lambda Chapter of the Alpha Phi Alpha Fraternity, a graduate of St. Albans and Bucknell University, and a Masters' student at Dartmouth College.

In addition to the high caliber individuals currently serving on the Board, D.C. Prep is in the process of selecting candidates to fill four other seats. Likely candidates include:

- Additional Ward 5 residents or representatives;
- Additional educators and education policy experts;
- Individuals who excel as fundraisers or are ready to make significant financial contributions to the school; and
- An experienced lawyer (in addition to those providing *pro bono* services from Greenberg Traurig, LLP).

The final two seats on the Board will be filled by parents of D.C. Prep students. When school begins, this opportunity will be made public and parents will be broadly informed. D.C. Prep is eager to have the involvement of parents in this strategic and critical role. (See Parent Involvement on page 42.)

### Advisory Board

D.C. Prep's Advisory Board will provide counsel and support to the Board of Directors and school leadership on educational, community and regulatory decisions. These individuals, including Ward 5 representatives, educators and charter school experts, will be an invaluable source of insight and guidance for the school. Members of this Board may be nominated by the Principal, Executive Director or Board and approved by vote of the Board. At this point, five individuals have been selected. Information about them follows.

Reverend Dr. Delores Carpenter is Professor of Religious Education at Howard University School of Divinity. She has also served as the first woman Senior Pastor of Michigan Park Christian Church, in Ward 5, for 17 years. She is General Editor of the *African American Heritage Hymnal*, published by GIA in March 2001. Her latest book is *A Time For Honor: A Portrait of African American Clergywomen*, published by Chalice Press in July 2001. In 1994, she was among the first seven women ever listed in Ebony Magazine's honor roll of greatest black preachers in America. In 1997, she was featured as one of fifteen greatest Black women preachers in America.

Margaret R. Harrington, Ed. D. is the Chief Operating Officer of Victory Schools, a school management company headquartered in New York City. From 1997-1999, Dr. Harrington served as the Chief Executive for School Programs and Support Services for the New York City Board of Education. Previously, she was the Superintendent of Queens High Schools for the New York City Board of Education. She also worked as a Principal, Assistant Principal and junior and senior high school teacher in New York.

Carlotta G. Miles, M.D. has had a private practice of psychoanalysis, and adult and child psychotherapy, in D.C., since 1970. Dr. Miles has also had academic appointments to The Washington Psychoanalytic Institute, Children's Hospital, the Washington School of Psychiatry and Howard University College of Medicine. She currently serves on the Board of the Madiera School and has served on the boards of The International School of Washington, The Potomac School and The Black Student Fund.

Scott W. Steffey is former President and Founder of New York's Charter School Institute. In that role, Steffey was responsible for establishing and overseeing New York's charter school system. Simultaneously, he was the Vice Chancellor of the State University of New York, the largest public higher education system in the world. As the Vice Chancellor, he had broad responsibilities in all areas of managing the 64 campus, 400,000 student system. Currently, Steffey is the Chief Operating Officer of Strayer Education, Inc.

Agnes C. Underwood has served as the Headmistress of The National Cathedral School since 1989. Previously, she was Headmistress of the Garrison Forest School in Baltimore for eleven years. Mrs. Underwood enjoys a national reputation among members of the independent school community. She has been president of the Association of Independent Maryland Schools, a member of the Maryland

State Advisory Committee of the Middle States Association of Colleges and Schools and Vice President of A Better Chance.

### **Educational Contributors**

D.C. Prep's educational team is comprised of eight teachers with experience in public and private middle schools. Members of this group articulated the educational philosophy, vision and program for the school, and are continuing to refine the educational program. In addition, members of this group may become teachers or administrators at the school, or may work as tutors, volunteers or in other capacities. Educational contributors include:

Ky Adderley is a sixth grade teacher at the Bruce Monroe Elementary School through Teach for America. Ky won the D.C.P.S. prize for Outstanding New Teacher of the Year award for 2001-2002. He received a Masters degree in Social and Public Policy and a Bachelors degree in Psychology from Georgetown University.

Katie Culver Andreoli was a third grade teacher at the Immaculate Conception School in Washington and at Joseph Williams Elementary School in Gainesville, Florida. She received a Bachelors degree from Villanova in Sociology and a Masters in Elementary Education degree from Trinity College. She is currently a Ph.D. candidate at Temple University in urban education.

Ashby D. Anderson is a sixth grade Language Arts teacher at The Landon School. For the previous four years, he was a History and English teacher at The Rocky Hill School in Rhode Island. He graduated from St. Lawrence University with a B.A. in History, and is currently a candidate for a Master of Arts in Liberal Studies at Dartmouth College.

Helen Butts taught public school students for seven years in Baltimore, Chicago and Washington. Most recently she was served as a G.E.D. teacher and Board Member at The Next Step Public Charter School in D.C. She received a Masters of Arts in Teaching from Johns Hopkins and a Bachelors degree in History and Urban Studies from Macalester College.

Jessica V. Gilbert has worked as a teacher of students with disabilities at Living Resources and a Senior Team Leader at the SuperCamp Learning Forum. She holds a Masters in Education from George Mason University and is pursuing an endorsement in Alternative Education from the university. She received a B.A. in Anthropology from the State University of New York at Plattsburgh.

Cosby Hunt is a social studies teacher at Bell Multicultural High School and the head of the school's Social Studies Department. Previously, he taught for two years in Sparta, Georgia through Teach for America. Hunt is a graduate of St. Albans School, the University of Pennsylvania and the University of Georgia Masters program.

Rebecca Todd was a middle school English teacher for four years in public schools in Merrick, New York and for one year at The Dalton School in New York City. Previously, she worked for six years in the publishing industry, including three and a half years as an Associate Editor at Simon & Schuster. She received a B.A. in English from Mount Holyoke College and an M.A. in English from New York University.

Wayne K. Williams, Jr., D.C. Preparatory Academy Board Member. is in his twelfth year of teaching at St. Albans School, including seven years teaching 6<sup>th</sup> grade and five years teaching 7<sup>th</sup> grade. He is also the Faculty Representative on the St. Albans School Governing Board. Williams is a graduate of St. Albans and Bucknell University, and is a Masters' student at Dartmouth College.

### Founding Contributors

D.C. Prep's founders have attracted a wide range of talented individuals, who have rallied to the mission and vision of the school. The expertise of the school's Founding Contributors in fundraising and marketing, grant-writing, law and other areas augments the strengths of the other founding members of the school. This network of supporters is the foundation for reliable volunteer support for D.C. Prep, and an initial and growing group of ambassadors for the school. A list of significant contributors is presented below.

#### Individual Donor Fundraising and Marketing

**Collette Bruce** went to Southern Methodist University, where she was a communications major. She worked at the advertising agency Young & Rubicam and the direct marketing firm JDA, and started and ran her own marketing consulting firm.

**Sally Chapoton** has been a fundraiser for Washington area civic organizations for the past 23 years. Most recently, she was Chair of the Women's Committee Division for the Campaign for the Corcoran Gallery of Art, which raised \$3.6M for the museum. In 1989 she was Chair of President George Bush's Inaugural Ball. Chapoton has served on the boards of the National Symphony Orchestra, Decatur House and Gunston Hall.

**Susan Comfort** is Development Director of the Environmental Working Group. As a former Executive Director of the Center for Environmental Citizenship, she has extensive experience with individual donor cultivation as well as with foundation fundraising. She has a B.A. in Radio, Television and Motion Pictures from the University of North Carolina at Chapel Hill.

#### Foundation Fundraising and Grant-Writing

**Cecilia Calvo** is the Former Executive Director of The Boston Coalition, in Boston, MA, a citywide anti-drug effort with members representing the educational, government and philanthropic communities. In D.C., Calvo contributed to the design and implementation of the AmeriCorps national service program. Calvo holds a B.A. in Political Science and Spanish from Duke University and a Masters in Education and Theological Studies from Harvard University.

**Chappell Lawson** is an Associate Professor of Political Science at the Massachusetts Institute of Technology in Cambridge, Massachusetts. He holds a Ph.D. and M.A. in political science from Stanford and a B.A. in public policy from Princeton. Prior to joining the faculty at MIT, he worked as a Director of Inter-American Affairs on the National Security Council and as an Associate Consultant at The Boston Consulting Group.

### Law and Governance

**Terrence "Terry" Davis** is a Corporate Associate at Greenberg Traurig, L.L.P. He previously worked at Sutherland Asbill & Brennan L.L.P., also as a Corporate Associate, and was a Senior Audit Associate with Coopers & Lybrand. Davis also served as a Treasurer and an Executive Board Member for the Calvary Women's Shelter. He has a J.D. and a B.B.A. in Accounting from Howard University.

**Steve McArthur** is the Senior Vice President and General Counsel of Strayer Education, Inc. He previously served as Senior Vice President and General Counsel to MidAmerican Energy Holdings Corporation. McArthur has over 17 years of experience advising companies in the areas of regulatory compliance, mergers and acquisitions, financings and related legal matters.

### Demographic and Educational Research

**Paul DiPerna** is a researcher at The Brookings Institution. He has a B.A. from the University of Dayton and a M.A. from the University of Illinois. DiPerna's graduate studies centered on education policymaking, and his current research is focused on student achievement and state accountability systems.

### Human Resources

**Clare Anderson** is a Director of Recruitment and a Placement Counselor with Independent Educational Services, the only non-profit teacher/administrator executive recruitment firm for independent schools nationwide. She holds a B.A. from Washington and Lee University and a M.Ed. from the University of Virginia.

**John Franklin** has counseled companies on management requirements and recruited senior executives for more than 30 years. Following service as Executive Vice President and Director in an executive search firm in Washington that focused on corporate recruiting, Franklin opened the Russell Reynolds Associates office in the nation's capital in 1979. He left Russell Reynolds in 2002 to open his own advisory business, JWF Advisors.

### b. Planning Process

As native Washingtonians with a commitment to improving public education, Emily Lawson and Terry Eakin have had a long-standing interest in establishing an excellent school, open to all students, in the city. Over the past five years, both have gained significant experience with charter schools. Lawson served as the Vice-President of Operations for Victory Schools, a school management company, and was a member of the start-up team for The Academy of the Pacific Rim, a successful Boston charter school. Eakin is the Chair of the D.C. Public Charter School Resource Center, and previously served on the Executive Committee of the D.C. Committee on Public Education.

Encouraged by the strength of the D.C. charter school movement, Lawson and Eakin saw an opportunity to develop a middle school that would enhance educational options for D.C. residents. Last summer the two decided to investigate the possibility of setting up a high quality middle school in an underserved area of Washington. In January Lawson left her full-time responsibilities in the private sector to explore establishing D.C. Prep. At that time she officially launched two planning processes, one in community outreach and the other in educational design.

## Community Planning Process

Based on meetings and consultations with more than 50 Ward 5 residents and representatives, D.C. Prep founders determined that there is a clear demand for a high quality middle school in the area. Extensive conversations regarding students' and parents' needs, educational alternatives in the area, and neighboring community resources provided important input to the D.C. Prep planning process. Above all, community members voiced their enthusiasm and support for D.C. Prep. Letters of support from community residents and representatives are contained in the Appendix.

During 2002, D.C. Prep representatives conferred with a broad range of individuals from the following groups:

- Social service non-profits;
- Churches;
- Parents and parent advocates;
- Political representatives; and
- Housing associations.

## Social Service Non-Profits

D.C. Prep representatives developed strong relationships with local social service providers. The group has entered into a partnership with Beacon House, an established non-profit in the Edgewood complex with an extensive offering of enrichment programs for youth. The President and Founder, Reverend Donald E. Robinson, joined the Board of D.C. Prep. Beacon House and the school will partner to offer an after-school program for D.C. Prep students.

The D.C. Prep team also met with Project Northstar, a one-on-one tutoring program that operates a center in the Edgewood complex. Like Beacon House, Project Northstar will be a critical partner for the school in community outreach, parent and student recruitment and joint tutoring sessions. (See Community Participation on page 44.)

Members of the team spoke at a monthly meeting of the Edgewood/Brookland Family Support Collaborative, a partnership of residents, community leaders, service providers and other community stakeholders whose goal is to protect and care for children, strengthen families and build stronger communities. The Collaborative could offer many services to D.C. Prep's families, including family support, parent education and information and referral.

## Churches

D.C. Prep's planning team spoke with Reverend Dolores Carpenter, Pastor of Michigan Park Baptist Church, and Bishop Bobby Long of the Baptized Believers Church, both in Ward 5. Both pastors have offered the school space in the event that its current building plans do not materialize. Reverend Carpenter, also a professor at Howard's Divinity School, has volunteered to involve both her congregation and her students in contributing to D.C. Prep. Parishioners and divinity school students could assist in recruiting parents and students, and serve as tutors at the school once it is opened. Bishop Long, whose church is located in Edgewood, is also interested in assisting the school in recruitment by hosting information sessions and involving his congregation in the school's outreach.

### Parents and Parent Advocates

Members of the D.C. Prep planning team have spoken to individual parents of school-aged children in Brookland and Edgewood. These three Brookland parents and nine Edgewood parents provided valuable input regarding the concerns of families in the area.

D.C. Prep representatives consulted with Virginia Walden Ford, former Executive Director of D.C. Parents for School Choice. As the director, Ford has received many calls from parents in the area looking for a quality middle school. As a Ward 5 resident herself, she believes that there is a dearth of options for parents with children in that age group.

### Political Representatives

The group has met with the two ANC Commissioners in the Edgewood area, as well another Ward 5 Commissioner in the Brookland area. A D.C. Prep representative also met with an official in the D.C. Deputy Mayor's Office of Planning and Economic Development.

### Housing Associations

Representatives of the planning team attended a meeting of the Edgewood Terrace Residents' Association and engaged in a substantive discussion of the school's planned program and policies. The residents expressed an interest in the program, and the Association invited the team to return. Representatives of the Brookland Manor Apartments have invited D.C. Prep to speak with residents of that complex.

### Educational Planning Process

Through a comprehensive planning process, the D.C. Prep team has developed a school model that will ensure academic success for each student. Research and conversation with scores of educational practitioners and policy experts assisted the team in fashioning each element of the program. The ideas and innovations gained are discussed throughout this application. As a result of this process, the group created relationships and identified resources that will be essential in realizing the vision of D.C. Prep.

Members of the group consulted:

- D.C. charter schools;
- Non-D.C. charter schools;
- School design organizations;
- The *Core Knowledge* Foundation, and other schools using *Core Knowledge*;
- Direct Instruction experts and SRA/ McGraw Hill representatives;
- Members of the independent school community;
- Members of the higher education community; and
- Relevant literature and research.

### D.C. Charter Schools

In D.C., the team spoke with founders or Directors of, or visited: KIPP: D.C. KEY Academy; Hyde Leadership Academy; SEED Public Charter School; Capital City Public Charter School; IDEA Academy; The Next Step Public Charter School; Arts and Technology Academy. Members of our team had also visited Community Academy in the past.

### Non-D.C. Charter Schools

The team has been in touch with leaders of other successful charter schools around the country, including The Academy of the Pacific Rim in Hyde Park, MA, Boston Harbor Charter Academy in Boston, MA, Northstar Academy in Newark, NJ, Neighborhood House in Dorchester, MA, and Amistad Academy in New Haven, CT. Members of our team had already visited other charter schools in the past, including: Family Academy in New York, Boston Renaissance Charter School in Boston, MA, City on a Hill Charter School in Boston, MA, Reisenbach Charter School in Harlem, NY, Golden Door Charter School in Jersey City, NJ and the three Victory charter schools in New York State.

### School Design Organizations

The team spoke with two representatives from *Core Knowledge*, two representatives from America's Choice, one from Modern Red Schoolhouse and one from Expeditionary Learning Outward Bound.

### Core Knowledge Foundation and Schools

After selecting *Core Knowledge* as an integral part of the program, members of the group spoke with leaders of other middle schools using the program, including Principals and Core Knowledge Coordinators of Three Oaks Middle School in Florida, Groveport Madison Middle School in Ohio and The Miller Magnet School in Georgia. The planning team also spoke with a representative of M.C. Terrell Elementary School, the one D.C. public school that has implemented *Core Knowledge*.

### Direct Instruction Experts and SRA/McGraw-Hill

Members of the team spoke to an experienced Direct Instruction consultant. They also had an extensive meeting with two representatives of SRA/McGraw-Hill, who could speak to the details of the D.I. program in great depth.

### Independent Schools

During the planning process, members of the team consulted with independent schools in the D.C. area. We spoke with members of the Admissions Office, College Guidance and Science Department of the National Cathedral School, and the Headmistress of National Cathedral School joined our Advisory Board. Representatives of the educational design team also consulted members of the St. Albans and Landon faculty and staff.

### Higher Education

D.C. Prep founders spoke to officials in Government Affairs at Howard University, and representatives of Catholic University's Department of Education. Follow-up meetings are planned with both organizations. The founding group is seeking relationships with additional colleges, including Trinity College, George Washington University and American University, for tutors and additional volunteers.

### Relevant Literature and Research

As resources on middle school education, the team read the Carnegie Corporation's *Turning Points 2000* report. It also consulted the Middle School Association's website literature and the MiddleWeb information. For the character education program, D.C. Prep founders turned to *Educating for Character* by Thomas Lickona and *Character First* by Joseph W. Gault.

## **c. Corporate Structure and Nonprofit Status of the School**

D.C. Preparatory Academy is incorporated as a not-for-profit organization in the District of Columbia. With the help of *pro bono* counsel from Greenberg, Traurig, LLP, the school is submitting an application for tax-exempt status to the Internal Revenue Service. Copies of the Articles of Incorporation are contained in the Appendix.

## **2. Governance and Management**

### **a. Board of Trustees**

#### **Profile**

The founders of D.C. Prep believe that the Board and the quality of its members are one of the most important elements of the school's stability and success. For that reason, the founders have invested significant time in the identification and recruitment of Board members and have already selected a large portion of the Board. In selecting the Board, the founding group looked for high quality individuals with the range of backgrounds and experiences necessary to ensure a representative and competent Board. At the present time, the Board includes four businesspeople (all with some experience in education), two educators, and three non-profit representatives. D.C. Prep's Board has four African-American members and five white members, three women and six men. The school is committed to a diverse Board, in terms of race, gender, background and expertise, and will endeavor to maintain such a balance at all times. The biographies of Board members are listed under the profile of the Founding Group.

#### **Responsibilities and Duties**

As indicated in the bylaws, the Board will have the following responsibilities:

- Ensure that the school adheres to its mission;
- Oversee accountability of the school to its charter;
- Set up structures to anticipate, and ensure compliance with the charter and all relevant laws, regulations and requirements;
- Maintain a rolling five year strategic plan, and two year operational plan;
- Hire and evaluate the Executive Director;
- With the Executive Director, hire and evaluate the Principal;
- Review and approve the school's monthly financial statements;
- Raise funds to support D.C. Prep's launch, ongoing operations, building needs and endowment;
- Approve major changes in educational or administrative policy;
- Represent the school to the larger public, including the community, the media, foundations or individual funders, and any institutional partners;
- Bear final responsibility for D.C. Prep on any legal or regulatory matter; and
- Be accountable to the D.C. Public Charter School Board for D.C. Prep.

Copies of the bylaws can be found in the Appendix.

Board members will make their best effort to:

- Visit the school at least once a year while students are present; and
- Make a personal financial contribution to the school.

The Board and staff of D.C. Prep will be guided by the following principles, adopted to ensure that each contributes appropriately to the success of the school:

- The Board will establish the strategic and philosophical direction of the school and provide oversight and advice in pursuing it; and
- D.C. Prep faculty and staff, led by the Executive Director and Principal, shall adhere to the Board's vision and direction in crafting and administering the school's program.

Operationally, these principles imply and require that:

- School staff provide the Board with certain information regarding the school's operations on a regular basis. This information includes monthly, quarterly and annual budgets, and monthly, quarterly and annual student progress reports in the areas of academics and character. If the staff or Board believe that additional information is needed regularly, such data will be defined and added to this reporting system.
- School staff consult the Board and obtain its approval before creating policies or undertaking significant actions that would materially change or impact the mission, vision or performance of the school.

These principles are intended to highlight the distinctions in role between the Board and the staff. However, during D.C. Prep's initial years the Board will be more involved with the details of the school than will be true at a later point. Since the first few years are a crucial time for the implementation of D.C. Prep's mission and vision, it is important that Board members are involved in this development. D.C. Prep's committee structure (discussed below) enables committee members to become more intimately involved with certain aspects of the school. However, even with this more operational level of involvement, D.C. Prep Board members will remember that contributing to, supervising and supporting the school are different responsibilities than running it on a daily basis.

### **Structure**

The Board of Trustees, once fully assembled, will elect a President, a Vice-President, a Secretary, and a Treasurer. The President will run the Board meetings and provide management of the Board and oversight of the members. The Vice-President will serve as President if the President is unavailable, and will function as a possible future President. The Secretary will be responsible for the accurate record of the Board's minutes and other records and the creation of an archive for those records. Finally, the Treasurer will be charged with ensuring the integrity of the school's financial records and the accurate and timely reporting of its financial information.

The full Board will meet regularly four times each year, and more often as required. It is expected that the Board will undertake much of its work in committees. By gathering together the Board members with a particular expertise to focus on narrower topics these committees allow the Board to accomplish more in less time. These committees are expected to be: Governance, Nominating, Education, Regulatory / Legal, Finance, Development, Real Estate, and Community. However, the Board may eliminate and add committees as it sees fit. The Executive Committee of the Board will meet on a monthly basis and as needed, and will be empowered to make decisions during that time if necessary.

However, significant decisions will only be made by this committee in the event of an emergency. The Executive Committee will include at least the President of the Board, one educator and one business person. If the entire Board finds that it should be meeting monthly to effectively accomplish its role, it will change the schedule accordingly.

In anticipation of receiving an official charter from the D.C.P.C.S.B., D.C. Prep's Board has begun its formal oversight of the school's development. The Board assembled for its first official meeting on October 1, 2002, and will meet again on January 7, 2003. Three committees have been established so far – Education/Community, Finance/Real Estate and Development – and each committee has met at least once. The Executive Committee and the officers of the Board will be elected after the award of the charter from the D.C. Public Charter School Board. At that time the Board will adopt the full set of governance policies and procedures outlined in its charter application.

At the October 1 meeting a Board manual was distributed to each member of the Board -- a copy of its table of contents is contained in the Appendix. Once a full Board has been assembled, a training session on the roles and responsibilities of Board members will be incorporated into a Board meeting.

#### **b. Rules and Policies**

The rules and policies of the Board are detailed in the bylaws. Further explanation of these policies will be provided in the Board manual.

#### **c. Administrative Structure**

The founders of D.C. Prep believe that in most charter schools too much responsibility falls to the Principal or Director, particularly in the first years. Given the multitude of duties borne by this individual, important elements of the school can be overlooked. Especially in the beginning years, when policies are not yet set up, having more than one supervisory position helps to establish an orderly and high quality institution. Thus, to ensure a successful start-up period, the founding group has decided to separate these duties initially into two roles: Executive Director and Principal. To keep lines of authority clear, the Principal will report to the Executive Director and the Executive Director will report to the Board. In practice, these two will function cooperatively rather than in a rigidly hierarchical fashion, and the Principal will attend Board meetings alongside the Executive Director.

#### **The Executive Director**

In general, the Executive Director will handle the financials, fund-raising, real estate, regulatory and legal compliance and interaction with the Board, the chartering authority and the public, while the Principal will bear responsibility for instruction, overseeing teachers and interacting with students and parents. Specifically, the Executive Director will:

- Act as the *head of school*, interacting with the Board and bearing final responsibility for the school's decisions, program and operations;
- Act as *chief administrative officer*, overseeing purchasing and logistics, negotiating and overseeing contractual relationships and securing, financing and maintaining a facility;

- Be the **financial officer**, supervising the expenditures of the school, compiling the monthly financial statements, contracting with an accounting firm for a yearly audit, and submitting financial information to the Board and the chartering authority;
- Be the **development officer**, creating a long-range needs assessment for the school, contacting and soliciting individuals and foundations, and creating materials that explain and promote the school;
- Act as **compliance officer**, ensuring that the school is meeting the terms of the charter, interacting with the charter authority and handling all legal and regulatory issues; and
- Function as **external representative**, interacting with the community, partners and the public on behalf of the school.

### The Principal

The Principal's role will be complementary. He or she will:

- Be the **head of the school's educational program**, and as such responsible for students' academic achievement and progress in character and leadership;
- Act as **curriculum coordinator**, by overseeing the development of the curriculum, developing a format and procedure for planning and supervising the choice and effectiveness of instructional material;
- Act as the **leader of the teaching staff**, providing or securing professional development, monitoring the quality of teaching, evaluating teachers' performance and assisting them to improve and hiring and firing (if necessary) teachers with the approval of the Executive Director;
- Be the **dean of students**, establishing the school's culture, working with teachers to ensure consistency of behavior regarding discipline, interacting with students and parents in the case of discipline problems and making final decisions regarding suspension and expulsion;
- Be the **head of student support**, supervising D.C. Prep's tutoring, after-school, Saturday, summer, enrichment and remediation programs, and overseeing the special education and ESL programs; and
- Be the **parent liaison**, introducing the school's vision, philosophy, curriculum and policies to parents, initiating and ensuring parent involvement, and being accountable to parents for each student's learning.

Both the Principal and the Executive Director will be accountable for the school's adherence to its mission, and they will work as a team with the other employees to ensure that the school is an excellent institution.

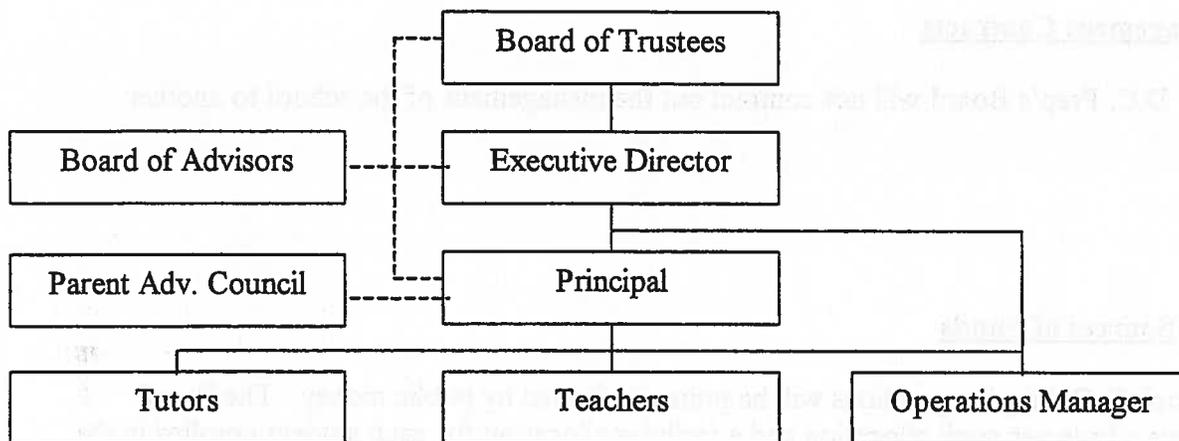
### The Operations Manager

To support and assist these positions, the school will also have an Operations Manager. He or she will:

- **Be responsible for handling daily operations**, like purchasing, food service, deliveries, transportation and building repairs;
- **Function as a receptionist**, interacting with parents and visitors and providing the information required; and
- **Coordinate the parent volunteer and afternoon tutoring program**, recruiting volunteers, orienting them, tracking them and assigning responsibilities.
- **Assist the Principal and Executive Director as needed** with administrative tasks, copying, mailing, presentations and events.

The Operations Manager will free up the Principal to be in the classroom and the Executive Director to be out of the school if needed. He or she will coordinate the parent volunteer and tutoring program, functioning as intermediary between individuals and roles. At the same time, he or she will be an all-around support individual ready to assist in any way, in any matter. In this way, the Principal and teachers will be insulated from operational, logistical and other distractions. Ideally, this individual will also be interested in teaching, effective with students, and available as a back-up supervisor on field trips or in emergency situations.

The following organizational chart explains the reporting structure of the school:



Key:

\_\_\_\_\_ Supervisory relationship

----- Advisory relationship

### Classroom Teachers

D.C. Prep teachers will, through their own teaching, collaboration with other teachers, and active participation in the development of both academic and character education, help each student to achieve the highest standard in academics, character, and leadership. Contribution to all aspects of the school's educational success is expected of every teacher. Teachers will:

- **Act as academic educators** by using the D.C. Prep standards and curriculum to teach each child. Teachers will work to tailor lessons to all students, including those who are falling behind and those who need an extra challenge. They will employ D.C. Prep assessments and create their own to measure the progress of each student and address any lack of progress. They will report academic results weekly to the Principal and to parents.
- **Act as character educators** by monitoring and encouraging students' understanding of and adherence to D.C. Prep's Core Values and the school's Code of Conduct. Teachers will work with other faculty and staff to monitor and improve students' attendance, promptness, and homework completion. They will make an effort to understand each student's life situation, and factors in and out of school that affect behavior, and work to incorporate students' parents in the learning process. They will report on character education progress weekly to the Principal and to parents.

- **Collaborate** with other teachers to plan the curriculum and present integrated curriculum to students. With the other teachers and the Principal, teachers will develop and practice a structured way to learn from each other. They will discuss each student's progress biweekly with other teachers, the Special Education Coordinator, and the Principal. They will participate in school meetings and professional development activities
- **Function as School Founders** by working as a team with other faculty and administrators to achieve D.C. Prep's vision. They will establish a baseline of trust and mutual respect to establish strong school culture. They will adapt to meet the diverse and unique set of challenges that accompany starting a charter school. Above all, teachers will be dedicated to the success of D.C. Prep students.

**d. School Management Contracts**

Not applicable. D.C. Prep's Board will not contract out the management of the school to another institution.

**3. Finance**

**a. Anticipated Sources of Funds**

As a public school, D.C. Prep's operations will be primarily funded by public money. The Board expects to receive a base per pupil allocation and a facilities allocation for each student enrolled in the school each year. In addition, the school anticipates receiving city, state and federal allocations based on the composition of its student body. Once the school has reached its mature size of 250 students, D.C. Prep planners estimate that public dollars should fully cover the cost of operations. However, in the previous years, the Board will secure additional funds to protect the integrity of the school's programs. These additional funds fall into four categories.

**Pre-opening Expenses**

First, D.C. Prep must secure start-up money to cover pre-opening expenses. As detailed in the Budget section, the founding group projects that these costs will total \$225,000. If given clearance by the D.C. Public Charter School Board, the group expects to obtain a federal start-up grant equal to \$110,000. The additional \$115,000 will be gathered from outside fundraising, and that amount has already been donated or pledged.

**Building Financing**

Second, D.C. Prep may need to obtain additional funding for a building for the school. While it would be possible to lease space, the founders think that owning our own building is preferable for the school's finances, operations and stability. As discussed in the Facilities section, D.C. Prep is planning to partner with a for-profit firm to buy the building and lease it back to the school. The founders hold a contract on a building in Edgewood that would be renovated for D.C. Prep's use.

### **Operating Deficits**

Third, D.C. Prep will need to obtain funding to cover operating deficits while the school has fewer than 250 students. (There are economies of scale to the operation, in that the costs for administrative salaries and common area building space are the same regardless of the number of students.) Therefore, over the three years it takes to reach 250 students, the school will incur a cumulative cash flow deficit of roughly \$400,000. The Board anticipates addressing this issue by raising approximately \$650,000, allowing the school to manage its affairs with a significant cash cushion.

### **Ongoing Needs**

Fourth, the founders' current budget projections show a surplus after Year 3. However, in the event that the school has an ongoing operating deficit, the Board would need to raise a relatively small amount each year. Taking a conservative approach, the founders anticipate that the school may need to raise \$50,000 annually.

### **Contingency Planning**

D.C. Prep founders have designed the school's model to protect the organization from financial concerns. Even if the team were unable to raise the additional funds anticipated above, the school's offering to students would remain very similar. (See Budget on page 110.)

### **b. Planned Fundraising Efforts**

As discussed above, D.C. Prep has four types of fundraising needs, which the founders anticipate covering with three types of programs. The founding group includes a fundraising committee composed of individuals with significant experience. As the strategy involves approaching both individuals and foundations, individuals who can be helpful in both areas have been identified. (See Founding Contributors on page 55.)

### **Pre-opening Expenses and Operating Deficits**

The founders have begun a founding campaign to raise \$550,000, which will cover pre-opening costs and the first year operating deficit. D.C. Prep founders have already collected \$90,000 toward this effort, and have pledges for another \$160,000. In addition, the group is receiving many services on a *pro bono* basis. Greenberg Traurig is providing *pro bono* legal services, while friends of the school are providing assistance with marketing, fund-raising, grant-writing, research and human resources. Strayer Education, Inc. is providing the founding group with *pro bono* copying services and back-up office space.

### **Individual Fundraising Strategy**

The Board expects to approach both individuals and foundations for the balance of this need, with a total of \$400,000 targeted from individuals. Events were held in Fall 2002 at Board members' and other's homes, and additional events are planned for Spring 2003. \$100,000 was raised in Fall 2002, and another \$100,000 is anticipated to be raised during Spring 2003. The Board plans to hold a major fundraising event in 2003 from which it hopes to net at least \$50,000. The \$50,000 from an event, plus

the \$100,000 to be raised this spring will add to the \$250,000 already raised to reach the \$400,000 individual goal.

**Foundation Fundraising Strategy**

D.C. Prep’s target total giving from foundations is \$150,000. D.C. Prep will submit foundation applications totaling \$500,000, as detailed below. Research on these foundations indicates that they may be receptive to donating to a charter school in Washington, D.C.

**Foundation Targets**

<b>Category</b>	<b>Targeted Amount</b>
The Walton Family Foundation	\$150,000
The Challenge Foundation	\$150,000
The Morris and Gwendolyn Cafritz Foundation	\$50,000
The Fannie Mae Foundation	\$20,000
Freddie Mac Foundation	\$20,000
Philip L. Graham Fund	\$20,000
Sallie Mae Corporate Giving	\$20,000
John Edward Fowler Memorial Foundation	\$10,000
The Porter Family Foundation of Washington, D.C.	\$10,000
The Hattie M. Strong Foundation	\$10,000
Joseph & Claire Flom Foundation	\$10,000
Helen Sperry Lea Foundation	\$10,000
Commonweal Foundation, Inc.	\$10,000
Dorothy Jordan Chadwick Fund	\$10,000
<b>TOTAL</b>	<b>\$500,000</b>

**Building Financing**

As discussed in the Facilities section, the building will be financed by private investors. Over time, D.C. Prep would raise money to buy the building back from the investors. Currently, D.C. Prep plans to raise \$1M over the first five years of operation to enable this re-purchase. The capital campaign strategy is similar to the operational expense strategy detailed above, with both individuals and foundations targeted. Initial research on foundations indicates that a separate and significant group of foundations is oriented toward providing capital funding. However, in the event that D.C. Prep was unable to raise the funds to buy the building after five years, it could continue to lease the property at the same rate, with only an inflationary increase each year. (See Facilities on page 75 for more information.)

**Ongoing Contributions**

D.C. Prep’s third fundraising campaign will not begin until its second year of operation, and will focus on identifying and involving long-term donors. The Board expects to set up a multi-year giving program linked either to specific programs or to specific students, with the intent of being able to forecast the school’s needs and contributions in advance. As part of the Founding Campaign, D.C. Prep

has asked individuals to make multi-year pledges, and some have responded, so that \$16,000 of D.C. Prep's \$100,000 FY 2004 need is already addressed.

### **c. Financial Management and Accounting**

D.C. Prep's financial management and accounting structure will have four components: 1) annual budgeting; 2) expense management and controls; 3) accounting systems and 4) cash flow management.

#### **Annual Budgeting**

The school's fiscal year will extend from July through June. D.C. Prep will operate based on a detailed monthly one-year operating budget and a rolling five-year budget. Each quarter during the fiscal year the results from the latest quarter will be presented, and compared to the projected budget. An updated annual projection will also be included. The rolling five-year budget will be updated at the beginning of a new fiscal year. These budgets will be prepared by the Executive Director and reviewed by the Treasurer before being presented to the full Board for approval.

#### **Expense Management and Controls**

A summary of the school's control policy follows.

#### **Authorization**

The Executive Director will handle expenses and oversee the control system. He or she will be able to authorize expenditures of up to \$10,000, while amounts above \$10,000 will require the signature of the Treasurer or the President of the Board. If the Executive Director is not available and an immediate purchase needs to be made, the Principal may authorize expenditures of up to \$1,000.

#### **Purchasing**

The Operations Manager will order items that have been approved by the Executive Director or the Principal. Once the shipment has arrived, the Operations Manager will ensure that the order, the invoice, and the goods received match and are proper. Upon completion of this three-way match, the Operations Manager will submit documentation to the Executive Director indicating that the invoice should be paid. The Executive Director will write checks each Friday, and pay invoices within twenty days.

#### **Petty Cash**

The school will maintain a petty cash account of \$200. The Operations Manager can access this account to reimburse employees. Expense reports may be submitted by faculty or staff each Monday to be processed that week and paid on Friday.

#### **Fixed Assets**

D.C. Prep will keep an inventory of the school's fixed assets. When items are purchased, the Operations Manager will tag each item and enter its description into the school's fixed asset database. This system will be used to maintain control of furniture, equipment and classroom supplies, and establish depreciation levels for each year.

## Accounting

### Expense Recording

When expenses have been incurred, the Operations Manager will note the expenses in two places: an Excel spreadsheet and D.C. Prep's Quickbooks accounting system. On a monthly basis, the Executive Director will summarize the information into the school's monthly financials, a copy of which will be presented to the Board's Treasurer and the Executive Committee before being sent to the D.C. Public Charter School Board. Each month expenses will be compared to budgeted expenses and variances assessed. As an additional control, the Executive Director will include a copy of the school's bank statements for that month. This documentation will enable the Executive Committee to make sure that the Executive Director's representation of the school's financials is accurate.

On a quarterly basis, the Executive Director will aggregate monthly budgets and compare them to the quarterly budget. These quarterly financial reports will be sent to the full Board and reviewed at the Board meetings. An updated annual budget will also be presented at that time.

### Accrual Accounting

D.C. Prep will operate on a conservative, accrual system of accounting. Revenue will be recognized as it is received, and expenses will be recognized as they are incurred. By maximizing the difference between revenues and costs, this system should help to ensure that the school does not encounter cash flow problems.

### Cash Flow Management

To prevent cash flow problems, the Board will endeavor to maintain \$60,000 in the bank at all times. The Board will also plan to raise money to cover the following year's deficit by the winter of the preceding year.

### d. Civil Liability and Insurance

D.C. Prep will obtain an insurance policy that meets or exceeds the level of coverage recommended by the D.C. Public Charter School Board. The school has discussed such coverage with Aon Risk Services, Inc., Hartford Insurance and J.E. Rice. D.C. Prep plans to select and contract with a vendor in the Spring of 2003.

### e. Provision for Audit

On an annual basis, a Certified Public Accountant will audit the school's financials according to Generally Accepted Accounting Procedures (GAAP). At this point D.C. Prep intends to use the firm of Capron and Associates to audit our financials. The firm is located in Bethesda, Maryland, and serves numerous not-for-profit and for-profit clients.

## **4. Facilities**

### **a. Identification of a Site**

#### **701 Edgewood Building**

D.C. Prep holds a contract on a site at 701 Edgewood Street in the neighborhood of Edgewood in Ward 5. The building is near the corner of 7<sup>th</sup> and Franklin Streets and adjacent to the red Metro line tracks. It comprises 40,000 square feet and the contract is currently set at \$1,450,000. The contract and site plan for the building are located in the Appendix.

The structure is two stories but due to grade change in the area the top floor is on the street level, while the bottom floor entrance is a floor below and around the corner. The owner is occupying the bottom floor and desires to remain in the building for at least the next two years. This arrangement suits D.C. Prep well because it would only need space in the bottom floor after two years. The tenant's operations involve storing equipment and inventory for snack pushcarts. The D.C. Prep team has toured the facility and found its operations to be quiet, safe and compatible with a school.

D.C. Prep has retained the architectural services of Milton Shinberg of Shinberg Levinas. Shinberg has worked with numerous other charter schools and is well aware of the relevant regulations and requirements. D.C. Prep is also working with John Eichberg of Eichberg Construction for pre-construction planning services. This planning team has developed an initial site plan and budget for the building, and a timeline to complete construction by August 15, 2003. These documents are contained in the Appendix.

More detailed information on the renovation and financing plans for 701 Edgewood Street can be found below under "Site Renovation" and "Financing Plans for Facilities."

#### **Other Options**

D.C. Prep founders have continued to search for other site options as back-ups to the 701 Edgewood plan. One possibility is 10,000 square feet of space about one block from 701 Edgewood and still very near to the Edgewood Terrace complex. The space is currently empty, suitable for commercial office use and could be built out for D.C. Prep's use by Fall 2003. At a price of \$14-16 per square foot, the space is viable for D.C. Prep in its first year.

Another possibility is across the street from the 701 Edgewood Street building in the Baptized Believers Church, where Bishop Bobby Long has offered space to D.C. Prep. The currently available area is roughly 5,000 square feet, with the possibility of additional space in the second year. Preliminary conversations have indicated a price around \$15 per square foot.

### **b. Site Renovation**

The 701 Edgewood building is an old printing factory, and is currently in use as a warehouse. The school's founders would immediately build out the top floor, consisting of roughly 20,000 square feet of open space. Based on D.C. Prep's feasibility study, estimates of costs for the build-out are \$1,600,000

(including both hard and soft costs). Prior to the third year of the school's operation, D.C. Prep would expand to the bottom floor, which it could renovate for approximately \$1,800,000. (The second phase renovation costs are higher because both an elevator and an additional stairwell would be required at that time.) An initial cost estimate and the preliminary building plans on which they were based are available in the Appendix.

Preparing the building for Fall 2003 necessitates an aggressive schedule with careful coordination by the project team. However, while the schedule is tight it is also feasible. The current timeline is available in the Appendix.

### **c. Financing Plans for Facilities**

D.C. Prep initially hoped to work with a New York-based non-profit real estate developer called Civic Builders. However, Civic Builders decided that at the present time it did not want to expand operations outside of New York. Instead, D.C. Prep has devised a plan for a similar strategy with a for-profit group.

D.C. Prep plans to raise equity from a for-profit company created by its founders, and is currently recruiting private investors to participate in a company called Charter Partners. This company's first investment would be in 701 Edgewood Street, which it would buy, renovate and lease to D.C. Prep. The company would invest a total of \$1M into 701 Edgewood Street. In return, Charter Partners would receive a distribution of \$70,000 each year, or a 7% annual return. (\$70,000 would be the excess of rental revenue over the cost of debt financing.) Investors in the real estate industry would also receive a tax benefit. Terry Eakin and Stephen Goldberg have committed to participate in this group and are leading the effort to recruit additional investors. The presentation used to explain this opportunity to potential investors is included in the Appendix.

After five years, D.C. Prep would purchase the building from the investors at the original price (plus the cost of fees). The school's founders believe that raising \$1M for a capital campaign will be feasible over a five-year period. However, if D.C. Prep was unable to raise the necessary capital, it could continue to lease 701 Edgewood from the investors at the established rate plus an inflationary increase.

The following table illustrates the financing requirements for 701 Edgewood and their targeted sources.

**Sources and Uses for Financing of 701 Edgewood Street**

<b>Sources</b>	
Equity	\$1,000,000
Phase I Financing	2,176,370
Phase II Financing	1,800,000
<b>Total Sources</b>	<b>\$4,976,370</b>
<b>Uses</b>	
Building Purchase	\$1,450,000
Phase I LHI (excl. F&F below)	1,600,000
Phase II LHI	1,800,000
Closing Costs and Loan Fee	126,370
<b>Total Uses</b>	<b>\$4,976,370</b>

The following table details D.C. Prep's rent and the economic return for the investors.

**Charter Partners' Cash Flow**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>Total</b>
<b>Rental Revenue</b>						
D.C. Prep	\$100,231	\$150,346	\$229,328	\$268,819	\$268,819	\$1,017,541
D.C. Food and Vending	48,000	72,000	24,000	0	0	144,000
<b>Total Rental Revenue</b>	<b>148,231</b>	<b>222,346</b>	<b>253,328</b>	<b>268,819</b>	<b>268,819</b>	<b>1,161,541</b>
<b>Debt Service</b>						
Principal Payments	\$0	\$0	\$0	\$0	\$0	\$0
Interest Payments	101,564	152,346	183,328	198,819	198,819	834,874
<b>Total Debt Service</b>	<b>101,564</b>	<b>152,346</b>	<b>183,328</b>	<b>198,819</b>	<b>198,819</b>	<b>834,874</b>
<b>Cash Flow</b>	<b>\$46,667</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$326,667</b>
<b>Annual Return</b>	<b>7.00%</b>	<b>7.00%</b>	<b>7.00%</b>	<b>7.00%</b>	<b>7.00%</b>	

Bank financing would be sought for the remaining cost of building purchase and renovation. Charter Partners has spoken to a number of community and commercial banks about financing, including Adams National Bank, Cityfirst, National Cooperative Bank, First Union / Wachovia, Allfirst, Bank of America and Riggs. Charter Partner's current intention is to obtain an interest-only bridge loan for the first two years of the school's operation, and then refinance with bonds prior to the second phase renovation. At the present time Adams National Bank is the most likely lender of bridge financing to Charter Partners.

#### **d. Building Maintenance**

If D.C. Prep were a tenant in a landlord's building, building maintenance would be clarified in the lease arrangement. If D.C. Prep owns its own building, the Executive Director will be charged with Building Maintenance. He or she would create a list of the ongoing monitoring and filing requirements and ensure that those requirements are met. The Executive Director will investigate building maintenance contracts, compare them to taking on the function internally, and make the best decision with cost, time and expertise all considered. The school will contract with an outside agency for custodial purposes.

### **5. Recruiting and Marketing**

#### **a. Outreach to the Community**

D.C. Prep founders believe that community involvement in planning, set-up, and school operations is very important, and for that reason have already begun an extensive outreach process. The founding group has met with at least 50 community residents or representatives regarding the school. Some of these individuals are parents; others are social service representatives; others are pastors. All have provided valuable insights and guidance that has informed the school's planning process. Many have offered to help D.C. Prep in the recruitment of parents and students.

From this base, the founders intend to continue our outreach process. In December, the founding group mailed information on the school to every religious organization in Ward 5 and neighboring areas of Wards 1, 2, 4, 6 and 7. In January, the founders will mail information to the community social service organizations that are oriented toward families. The group will meet with any organization that wants to learn more about the school. D.C. Prep founders will also seek possible additional partnerships between the school and community organizations.

#### **b. Recruitment of Students**

D.C. Prep founders believe that there is a strong need for better middle school education in Ward 5, and have found that a number of residents agree. However, the Board is prepared for student recruitment to be a demanding process. Some residents who were eager for an educational choice have already enrolled their children in other charter schools. Those who were satisfied with their choice will remain with that school; those who were not will need to be convinced that D.C. Prep will be more successful with their children. Families who have never tried charters are more hesitant about such changes: more cautious overall, distrustful of these new types of schools, or overwhelmed and without time and energy to investigate these new choices. The school's founders will need to reach out to all these groups and explain why D.C. Prep will be a good option for their children. The following chart details the planned student recruitment process.

The Recruitment timeline will be as shown below.

### Timeline for Recruitment and Enrollment of Students

Month	Activity
<b>Community Outreach</b>	
<b>2002</b>	
<u>December</u>	<ul style="list-style-type: none"> <li>▪ Undertake mailing to Ward 5 area religious organizations</li> </ul>
<b>2003</b>	
January - March	<ul style="list-style-type: none"> <li>▪ Mail to Ward 5 non-profit organizations</li> <li>▪ Follow-up with organizations that were mailed information</li> <li>▪ Hold information sessions sponsored by organizations</li>   <li>▪ Make door-to-door visits to families living near the school</li> <li>▪ Advertise in relevant local publications and other media</li> </ul>
March	<ul style="list-style-type: none"> <li>▪ Hold school-sponsored information sessions</li> </ul>
April 1	<ul style="list-style-type: none"> <li>▪ Application deadline</li> </ul>
<b>Lottery and Registration</b>	
April 15	<ul style="list-style-type: none"> <li>▪ Lottery held, if necessary</li> </ul>
April 16	<ul style="list-style-type: none"> <li>▪ Notifications mailed to families</li> </ul>
May 15	<ul style="list-style-type: none"> <li>▪ Intent to enroll forms due</li> </ul>
June 1	<ul style="list-style-type: none"> <li>▪ Pre-opening testing of students</li> </ul>
July	<ul style="list-style-type: none"> <li>▪ Orientation session for summer program families</li> </ul>
July 14	<ul style="list-style-type: none"> <li>▪ Summer program begins</li> </ul>

#### Community Outreach

D.C. Prep will tackle this challenge in two ways: 1) by creating strong relationships with community groups and representatives who believe in the school and can pass on a positive message to their constituents, and 2) by finding opportunities to meet in groups and one-on-one with potential families to convey the vision of the school. The founders have already launched a first effort by reaching out to some community members and groups and asking for their input into the school. Among the organizations and individuals who have volunteered to assist are: Beacon House, Project Northstar, D.C. Parents for School Choice, Reverend Delores Carpenter and Bishop Bobby Long.

D.C. Prep founders will mail information on the school to all Ward 5 area social service non-profits and religious organizations. After the mailing the founding team will follow up with the recipients to discuss the school in greater depth. While the founders are pursuing these conversations, meetings with families will also be set up. D.C. Prep founders will ask community groups to sponsor a meeting at which we can speak and answer questions about the school.

Our team will also make door-to-door visits in the area immediately surrounding the school as well as participate in community events to raise awareness about the school and to talk with prospective families. The founders will choose or identify a person to lead this recruitment effort and make sure that volunteers are fully informed about the school and all its aspects. These volunteers will distribute information and answer any questions residents may have about the school.

Finally, the school will advertise in relevant local media. Local community groups will be consulted to understand which newspapers, magazines and radio stations are appropriate for recruitment efforts. In addition, the D.C. Prep recruitment team will also post fliers on neighborhood bulletin boards at government offices, shops, restaurants and other local gathering places in the surrounding area.

**Lottery and Registration**

If D.C. Prep receives fewer applicants than available spaces by April 1, 2003, every student who submitted an application will be admitted to the school. Recruitment of parents and students will continue on a first-come, first-serve basis. If D.C. Prep has more applicants than spaces in the school by April 1, 2003, a lottery will be held. The lottery will be a public event, and will involve the random drawing of cards with students' names and information from a lottery bin. A card will be created for every student who submitted an application by the deadline of April 1, 2003. Applicants will be selected by grade, with drawings alternating between grades, until each grade is full. The drawing will then continue to establish a waiting list for each grade. There will be an automatic preference for siblings, meaning that if a student's name is drawn his or her siblings' name will be added to the admitted list as well, for whichever grade is applicable.

After the lottery, the school will notify admitted families of their option to attend the school. The information will request that students notify the school of their intent to enroll and take the Stanford-9 diagnostic test. After grading the results, the school will invite certain students to attend the school's pre-opening summer program.

**Contingency Planning**

If the school has substantially fewer applicants than spaces, its staffing will be reduced to reflect the lower number of students. For instance, if the school receives 50 applicants for 100 spaces, it will reduce the anticipated full-time and part-time teaching positions by half. (All teachers hired before that date would be warned that the school would not be able to guarantee them a space until April 15.) If D.C. Prep were leasing space, the school would also try to reduce its leased space to reflect the lower enrollment. If necessary, the Board would also eliminate the Executive Director and/or Operations Manager position.

**c. Future Expansion and Improvements**

**Enrollment Targets by Grade Level for First Five Years**

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
4	50	50	50	50	50
5	50	50	50	50	50
6		50	50	50	50
7			50	50	50
8				50	50
<b>Total</b>	100	150	200	250	250

and manipulatives. Science will be designed to spark a fascination with the natural world, teach scientific methods, and provide a conceptual foundation for future courses. Art, drama, music, Spanish and a physical education program including dance and martial arts will round out the curriculum. On Saturdays, students will participate in academic enrichment activities like chess and poetry, physical enrichment activities like baseball and yoga and day trips to museums or the mountains.

***Character and leadership program.*** Character education – both the articulation of the school’s Core Values and the day-to-day demonstration of these values – is an essential component of the D.C. Prep approach. We believe that students’ academic and personal success is grounded in a set of beliefs and habits, and our character education program will set forth in detail the attitudes and behaviors we expect of students inside and outside the classroom. D.C. Prep will provide parents and students with a copy of the Statement of Core Values and the Code of Conduct, and ask both groups to sign contracts pledging their acceptance of, and adherence to, them. In order to foster self-reflection in our students and to ensure that the Core Values permeate the life of the school, students and teachers will meet each week to discuss students’ progress in demonstrating those values. Parents will receive weekly reports on students’ performance relative to the character education program, and will reinforce the Core Values with students at home. All students will wear the school uniform.

As students adopt good habits and mature, they will be asked to take on leadership roles within their class and the school. A mentoring and student leadership system will begin in 6<sup>th</sup> grade and take on full form in the 7<sup>th</sup> and 8<sup>th</sup> grades. Older students will participate in community service activities outside of the school, and discuss those experiences back in the classroom. After students graduate from D.C. Prep, we will invite them to return to the school frequently to act as tutors and mentors. Their success will be informative and inspirational for current D.C. Prep students.

***Excellent team.*** D.C. Prep has assembled an extremely strong and diverse board, which includes: the present Chair of the D.C. Public Charter School Resource Center; a member of the Board of St. Albans School and veteran teacher; the President and CEO of Strayer Education, Inc.; the President and Founder of Beacon House, a minister and Ward 5 resident; a former President of the American Cancer Society and the current Charles Drew Professor of Surgery at Howard University College of Medicine; a leading real estate developer; an experienced health and education policy consultant and a Board member of The Lab School and the Children’s Defense Fund (D.C. Advisory Committee). Once the school is opened, the Board will also include two parents of D.C. Prep students. D.C. Prep’s Founder and Executive Director has played a significant role in establishing charter schools in Harlem and Boston. She holds an MBA from Harvard Business School and an MPA (with a focus on education) from Harvard’s Kennedy School of Government.

D.C. Prep is also building additional relationships that will enable it to strengthen its program for students. The school has an Advisory Board, which includes: a Senior Pastor and Howard Divinity School Professor; the Headmistress of The National Cathedral School; a prominent child psychiatrist; the President of a leading Massachusetts charter school; the COO of Victory Schools; and the former President and Founder of the New York Charter Schools Institute. Finally, the founding group is establishing relationships with local social service organizations, high schools and colleges for assistance, tutors and additional volunteers. D.C. Prep plans to raise \$550,000 in the upcoming year, and has already received donations or pledges of \$250,000 towards that goal.

## **A. Educational Plan**

### **1. Mission and Purposes of the Proposed Public Charter School**

#### **a. Educational Needs of the Target Student Population**

D.C. Prep will serve 4<sup>th</sup> – 8<sup>th</sup> graders in Ward 5. Middle school is an opportune time to make a significant impact on students' readiness for, and opinions about, school, college, and their careers. A dramatic decline in D.C. students' test scores occurs in the middle and early high school years, indicating that students have not built a solid academic foundation in the middle grades.<sup>1</sup> Enabling students to gain critical skills and knowledge in the 4<sup>th</sup> – 8<sup>th</sup> grade will prepare them to succeed in challenging high schools and in college.

The school seeks to teach Ward 5 students, and has planned its program around their needs. While some students may enter D.C. Prep at or above grade level, research and conversations with educators lead us to expect that others may enter multiple grade levels behind. Given the Stanford-9 test scores of area students, and the experience of other charter schools, D.C. Prep anticipates receiving students functioning at widely disparate performance levels. The three area middle schools report Stanford-9 results showing 18 – 74% of students scoring Below Basic, depending on the subject and school.<sup>2</sup> Edison-Friendship's Chamberlain Campus Principal told D.C. Prep planners that the school's first group of 5<sup>th</sup> graders entered 2 years and 7 months behind grade level.<sup>3</sup> While this heterogeneity and need is challenging, the D.C. Prep program is structured to provide individualized instruction closely tailored to students' current level of learning while allowing them to participate in grade level classes for social and emotional purposes. This approach will enable students to maintain a sense of classroom identity while still benefiting from more customized instruction. (For a full discussion of the instructional program see Academic Design on page 13.)

In addition to providing a rigorous and supportive academic environment, D.C. Prep seeks to be a steady and positive presence in students' lives as they make the transition from childhood to adolescence. At this stage of development students are forming their identities. Will they become competent learners and responsible citizens? Or will they become increasingly disaffected both in their educational and personal lives? By creating a small, caring, structured and rigorous environment that emphasizes students' academic and social success, and that builds a constructive, dynamic partnership with students' families and community, D.C. Prep will help them to choose the first path.

Demographic analysis and consultations with community residents confirm that Ward 5 is an area with a special need for a high quality middle school. Currently, there are no high-achieving public schools focused exclusively on the middle grades. There are only three non-charter public schools in the ward -- Backus Middle School (6-8), Browne Junior High (7-9), and Terrell Junior High (7-9). (Terrell Junior High is technically in Ward 2 but is very close to the border with Ward 5 and within our school's neighborhood.)<sup>4</sup> In all three schools, the majority of students are not proficient in either Reading or

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<sup>1</sup> Based on D.C.P.S. Stanford-9 scores from Spring 2001 administration. Information is from the D.C.P.S. website.

<sup>2</sup> Stanford-9 scores are for the Spring 2001 administration. Information is from the D.C.P.S. website.

<sup>3</sup> Personal conversation with John Pannell, April 2002.

<sup>4</sup> Demographic information is from the D.C. Office of Planning / State Data Center (1998).

Math. This shockingly low level of performance seriously undermines a child's chance of academic success in high school or college.<sup>5</sup>

There are two charter schools that provide families with educational alternatives, but neither is committed to accepting students at the middle school level. Edison-Friendship serves grades K-12 and enrolls students primarily in Kindergarten. At Hyde Leadership Academy, there are currently many spots for 7<sup>th</sup> graders but the school is moving towards mainly accepting Kindergarteners.<sup>6</sup>

As demonstrated by the *Demographic Analysis Form* in the Appendix, there are a large number of elementary schools in the area. However, as discussed above, there are very few public middle schools.

### **b. Mission and Philosophy**

*Our mission is to provide middle school students in Washington, D.C. with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.*

D.C. Prep's educational philosophy is based on both innovative and traditional approaches, drawn from outstanding public schools, excellent private schools and the experiences of our founding group. These beliefs will guide the operations of D.C. Prep.

### **Students and Learning**

- We believe that all students can achieve to a high standard. Some students might take longer than others to reach that goal, but with extra time and effort they too can attain success. A program of customized instruction and academic support closely tied to each student's unique strengths and needs will enable students to obtain high standards while benefiting from peer group interaction.
- Learning can only take place in an orderly classroom environment. Such an environment is created by clear and consistently practiced rules and consequences, positive reinforcement of good character traits and reflection on character and ethics.
- All students have unique potential and can lead fulfilling and successful lives. Students will accomplish more if we have high expectations for them in the classroom, in extracurriculars and in their character development. By expecting a high level of success in both the academic and personal realms, D.C. Prep will help its students to clarify their dreams and to achieve them.

### **Board, Leadership and Faculty**

- The school's leadership is responsible for establishing the right culture for the school. The Board members, administrators and teachers must share a common vision, operate from a baseline of trust, and treat each other with respect. This united front will enable the faculty to send a clear message to students about appropriate behavior, high expectations and a focus on learning.

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<sup>5</sup> Stanford-9 scores are for the Spring 2001 administration. Information is from the D.C.P.S. website.

<sup>6</sup> While Hyde currently serves grades K-2 and 7-11, and accepts 7<sup>th</sup> graders, the grade levels will soon connect and Hyde will no longer recruit students at the middle school level. Personal conversation, Donna Gray, Development, Hyde Leadership Academy, May 2002.

- Financial and operational aspects of the school must be organized and sound. Teachers, staff, students and parents must know that they are teaching and learning within a larger responsible and viable structure.

### **Families**

- Families are essential partners in their children's education. We believe that families will support the learning process if they understand the school's curriculum and policies, are informed about students' progress, participate in discussions about their aspirations and goals for their children, and are reminded of the importance of their commitment to the school. In order to make an educated choice to enroll in the school, families must fully understand the school's mission and vision, its core values, and its design and program.
- Once enrolled in the school, families also commit to participate as partners by teaching the Core Values of the school at home. Reiterating and modeling those beliefs will help children grow and achieve.

### **c. Educational Focus**

#### **An Expanded Middle School**

D.C. Prep's founders have chosen to serve 4<sup>th</sup> through the 8<sup>th</sup> grade students. The founders desired to capitalize on the enthusiasm for school that is characteristic of late elementary age children, while creating a learning environment of sufficient duration to enable students to develop the academic and social skills, habits, and values to successfully guide them through adolescence. As stated above, one of the school's major goals is to enable students to attend top public and private high schools. Although D.C. Prep will be a middle school, the designers want to reach students early enough to ensure that students can reach this exit goal. As discussed earlier, D.C. public school test results highlight that students begin falling behind in basic skills in the late elementary years. By beginning D.C. Prep in 4<sup>th</sup> grade, the school's founders believe that we can prevent students from losing ground at this critical developmental juncture, ensuring that they master basic skills while maintaining their excitement about school and learning. We believe that a five-year program will enable students to acquire critical academic skills, to master a body of content necessary for continued school success, and to appreciate and embrace a set of shared attitudes and values.

While beginning incorporating 4<sup>th</sup> grade into a middle school is unusual, it is not unprecedented. Some top independent schools (including The National Cathedral School and St. Albans School) begin at 4<sup>th</sup> grade. The National Middle School Association notes that "trends over the past two decades indicate a shift from junior high schools (grade 7-9) to middle schools (grades 5-8 and grades 6-8)."<sup>7</sup> While D.C. Prep is beginning one year earlier than 5<sup>th</sup> grade, the rationale is similar: to develop a grade level configuration that reaches students, both academically and socially, in an effective fashion for their developmental level.

In order to accomplish both the academic and character/leadership components of our school's vision, as well as to be responsive to the distinct developmental needs of our students, D.C. Prep will be divided

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<sup>7</sup> National Middle School Association Research Summary #1: What grade configuration is best for middle schools? September 2001.

into two Academies -- the Junior Academy (grades 4 and 5) and the Senior Academy (grades 6 – 8). The Junior Academy will use a self-contained classroom model to provide students with a small, consistent learning environment. Junior Academy students will receive intensive, customized instruction tailored to their learning profile on a daily basis, as well as participate in the regular classroom curriculum. The Senior Academy (grades 6-8), which will use a departmentalized structure, will build on students' mastery of fundamental reading and math skills and concentrate on reading fluency, the acquisition of other higher-order skills, and the attainment of general content knowledge.

By dividing the school into two academies, D.C. Prep will create environments that are academically and social appropriate for students' current developmental levels. 4<sup>th</sup> grade students clearly have different social needs than 8<sup>th</sup> graders, and D.C. Prep plans to use the two academies to address those distinctions. In addition, by reaching students in a pre-adolescent phase, the school can help them to develop the academic and social habits and values that will successfully guide them through adolescence.

### *Character and Leadership*

In addition to academics, D.C. Prep will have a special focus on character and leadership. Junior Academy students will be introduced to the school's Character Education program and will have opportunities throughout their instructional day — both within their classrooms and as part of all-school meetings — to learn the Core Values and Code of Conduct. The school believes that these standards are appropriate for a respectful and lively community of learners. Daily and weekly conversations between and among students, teachers and parents will ensure that each Junior Academy student is engaged in the life of the school, and is making progress in both the academic and character domains.

Senior Academy students will continue to deepen and refine their appreciation of the school's Core Values and have opportunities to act as mentors to younger students, undertake service-learning projects, and participate in student government. (Additional information about the Character Education program is presented on page 24.)

A large part of the character and leadership program will involve discussions on student's current beliefs, experiences and background to highlight and praise mature and constructive behavior. Like all children, D.C. Prep students will arrive with many positive habits and some less positive ones. By explicitly articulating and recognizing excellent habits, the school will encourage students in their positive actions and choices. By clearly detailing poor behavior, D.C. Prep will help students to become aware of those actions and choose differently the next time. By raising students' consciousness, the school will assist them in becoming better masters of their actions and eventually, their own lives.

D.C. Prep is committed to educating and caring for the whole child. We believe that our school's structure as well as our intention to identify and build on each child's strengths and abilities will ensure that our students realize their academic potential in a nurturing, supportive, and secure learning environment. Socially, D.C. Prep will create a warm and structured environment, in which each child knows that they are valued individually and as part of the school community. Emotionally, Junior Academy students will develop a personal bond with their homeroom teacher, who will be attentive to needs beyond academics. Physically, the school will provide students with an optional breakfast, a

healthy and hot lunch and a snack each day. Physical education will be an integral part of the curriculum and presented as an important part of a healthy life.

**Next School Placement**

D.C. Prep is committed to preparing its students for success at excellent public and independent high schools. It is our intention that D.C. Prep graduates will enroll at the two magnet high schools in the city (Banneker Senior High School and the planned McKinley High School) or the roughly 15 independent schools in the area. Given the test results below, it is our expectation that D.C Prep students who reach grade level proficiency by the end of 8<sup>th</sup> grade will be able to enroll at Banneker Senior High School.

**Banneker Senior High School 2001 Stanford-9 Achievement Test Scores**

<b>Proficiency Level</b>	<b>Reading Test</b>	<b>Math Test</b>
Advanced	9.8%	5.4%
Proficient	57.9%	38.8%
Basic	30.7%	46.7%
Below Basic	1.6%	9.1%

Source: D.C.P.S. website.

We anticipate that a significant number of D.C. Prep students will attend independent schools with fully or partially funded scholarships. Our research indicates that D.C. private schools are actively seeking qualified minority students and are able to offer extensive financial assistance. Based on the relationships of its founding team, D.C. Prep is confident that it can build strong partnerships with these schools. The Headmistress of the National Cathedral School serves on D.C. Prep’s Advisory Board, and the founding group has multiple ties to other similar schools, including St. Albans School, Sidwell Friends School, The Landon School, The Georgetown Day School, The Field School, The Lab School, Madiera School and Potomac School. (See Founding Group on page 55.)

The school intends to support 8<sup>th</sup> graders in identifying appropriate schools and gaining admission to them. Beginning in D.C. Prep’s third year of operation, the budget includes a part-time Placement Director who will work the school’s 50 rising 8<sup>th</sup> graders and target high schools to facilitate the best placement for each student. This individual will arrange for the families of D.C. Prep students to learn about potential public, private, charter and boarding schools that may be appropriate for students. The Placement Director will be sensitive to students’ and parents’ concerns and questions, and endeavor to provide them with the information necessary to make the best decision. After working with families to identify a range of attractive and viable options, he or she will collaborate with them to craft applications that make a strong case for the student. The Placement Director will also build on D.C. Prep’s relationships with those schools by thoroughly conveying the educational preparation that each student has received and his or her level of readiness for the targeted school. Where appropriate, the Director will support families in navigating and successfully completing the financial aid application process. Over time, the school may find that the Placement Director’s responsibilities evolve into a full-time role that includes alumni outreach and support for students while they are in high school.

The Placement Director will serve all of D.C. Prep's 8<sup>th</sup> graders. For students who are not prepared to attend an extremely challenging high school program, the Director will help to identify and evaluate alternatives that are safe, structured, and academic, and that will continue to prepare students for fulfilling and responsible lives. Successful public charter schools, to which selective admission is not necessary, are one option. In addition, parochial schools often offer positive environments yet can have less demanding standards for admission. Finally, some boarding schools offer specialized programs for students with special learning needs, and those institutions may represent productive options for some students.

#### **d. Goals**

We have seven major goals for the school, two "input goals" and five "output goals". The input goals pertain to elements that must be present for the school to flourish, while the output goals describe the results that D.C. Prep was created to produce. The first three output goals, with the highest degree of relevance for D.C. Prep's program, are those detailed in D.C. Prep's accountability plan. Each of these goals is linked to specific objectives, performance indicators and measurements in the plan, and the school expects to be held accountable to them.

For D.C. Prep's own tracking purposes, the founders have also created a set of internal metrics that measure progress toward the other input and output goals outlined below. However, in order to emphasize the importance of the three output goals, these metrics were not included in the accountability plan. (See Accountability Plan on page 105.)

#### **"Input Goals"**

1. The school is a well run, financially stable and law-abiding organization, with a competent, engaged Board of Directors.
2. The school's leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.

#### **"Output" Goals**

##### **Short-Term (Measured in Accountability Plan)**

3. Students abide by D.C. Prep's code of conduct, demonstrating good habits, character and leadership.
4. Students graduate with an eighth grade level of academic competency or better.
5. Students enroll in academically challenging, college-preparatory high schools.

##### **Long-Term (Not measured in Accountability Plan, instead tracked by Internal Metrics)**

6. The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city. We view our desire to positively influence the larger school system as a privilege we must earn by creating an excellent school. We anticipate that D.C. Prep will not make any progress toward this goal in the next four years.
7. D.C. Prep alumni graduate from academically challenging high schools and attend college.

## 2. Academic Design

### a. Student Content and Performance Standards

D.C. Prep will adopt the New Standards for the subjects of English, Math and Science. D.C. Prep adopted the New Standards because they are reflective of a broad consensus, are academically rigorous and are user-friendly for teachers. The founding team compared the standards to other possibilities, including D.C.P.S., McRel, Modern Red Schoolhouse and others before choosing the New Standards for these three reasons.

The New Standards are performance standards that are built directly upon widely accepted content standards. The English standards are based upon the standards of the National Council of Teachers of English and the International Reading Association, and the Math standards upon those of the National Council of Teachers of Mathematics. The Science standards are built upon the National Research Council's *National Science Education Standards* and the American Association for the Advancement of Science's Project 2061 *Benchmarks for Science Literacy*.

The New Standards were developed through a joint project of the Learning Research and Development Center at the University of Pittsburgh and the National Center for Education and the Economy (NCEE). The effort was founded by Lauren Resnick, Director of the Learning Research and Development Center, and Marc Tucker, President of NCEE. In this endeavor, the New Standards headed a consortium of 26 states and six school districts -- jurisdictions that account for nearly half of the nation's student population. The standards for each subject are meant to represent world-class standards of excellence.

New Standards documents provide detailed examples of student work at 4<sup>th</sup> and 8<sup>th</sup> grades, indicating what performance at each level really means. This specificity enables teachers to articulate and agree on an accepted quality of work at each stage. In addition, the NCEE has developed the New Standards reference exams, which are aligned with the New Standards, and involve performance assessments in both English and Math. D.C. Prep faculty will use the New Standards reference exams at the end of 4<sup>th</sup> and 8<sup>th</sup> grade as a criterion-referenced test for students. The faculty will also use exams in the same format created by the school to provide criterion-referenced exams at the end of other grade levels.

In History and Geography, D.C. Prep will develop its own set of standards, drawing on the *Core Knowledge* sequence, the Pearson Learning textbooks modeled on the sequence, and top-ranked state standards in those subjects. For Art, Spanish and Physical Education, the school will draw on a variety of sources to craft its own standards. The plan for standards development is laid out in the Curriculum section. (See Curriculum on page 14.)

Finally, D.C. Prep will develop character education standards. A draft of D.C. Prep's Core Values has already been created. Specific examples of actions and behaviors that demonstrate the Core Values will be added to clarify and enrich the statement of values. (See Character Education Program on page 24.)

It is the founding group's belief that the New Standards align well with the District of Columbia Public School standards. Especially in English and Math, both sets of standards draw heavily from the national associations' work in those areas. Therefore, D.C. Prep can use the New Standards to create world-

class, rigorous standards for its students while staying in alignment with the scope and sequence in place in D.C.P.S.

## **b. Curriculum**

D.C. Prep's curriculum will have three major components: an academic program, an arts and physical education program, and a character education program. The school believes that all three are integral to a student's education, and necessary for a D.C. Prep student to grow both as a learner and person.

### **Academic Program**

The school's curriculum will be standards-driven, relying both on proven programs and on teacher-created materials designed specifically for D.C. Prep's students. (See Student Content and Performance Standards on page 13.) Much of the English, History and Geography content will rely on the *Core Knowledge* program (see following description), which will provide students with an excellent foundation in the humanities. The Math and Science programs will be built on the New Standards framework and employ a balanced approach of conceptual understanding, hands-on activities, and problem solving. In the Junior Academy, all students will participate in Direct Instruction Reading for one hour each day. Students who are struggling with basic skills will join additional Reading and Math Direct Instruction sessions. In the Senior Academy, students struggling with academics will participate in tutoring sessions in the afternoon. In rare cases, students will attend additional Direct Instruction sessions.

### **Core Knowledge**

A large part of D.C. Prep's English, History and Geography content will come from E.D. Hirsch's *Core Knowledge* program. This program is designed to provide students with the "cultural literacy" necessary for further education and full participation in our country's cultural, political and economic life. Our decision to explicitly teach this content to our students reflects our commitment to ensuring that D.C. Prep graduates are not excluded from academic, professional, or social opportunities due to their cultural or socio-economic background.

The D.C. Prep design team selected *Core Knowledge* because it believed that the sequence offered a broad, deep and engaging education about the world. While *Core Knowledge* has been accused of demonstrating a Eurocentric orientation, D.C. Prep founders believe that its comprehensive view of the humanities is much more inclusive than most other late elementary and middle school curricula. The founders think that the curriculum will enable the students to draw on historical facts and concepts with which they are already familiar, and then build from that base.

*Core Knowledge* content was assembled through research on outstanding elementary and middle schools, as well as discussion with parents, teachers, scientists, professional curriculum organizations, and experts from the *Core Knowledge* Foundation's advisory board on multicultural traditions. The American Federation of Teachers (AFT) featured *Core Knowledge* in its July 1998 *Six Promising Schoolwide Programs for Raising Student Achievement* report as one of six designs that had high standards, proven results, had been replicated and has support mechanisms for implementation. According to the report, schools using *Core Knowledge* note increased engagement by students, greater excitement on the part of teachers, and strong approval from parents.

As originally described by E.D. Hirsch, the *Core Knowledge* sequence begins in elementary school and extends to the 8<sup>th</sup> grade. Many middle schools, however, have successfully begun teaching students with the curriculum in the middle grades. (See Planning Process on page 61.) As part of curriculum planning, D.C. Prep's educational team will determine which primary grade material is required before students can learn the 4<sup>th</sup> – 8<sup>th</sup> grade components, and incorporate that content into the first year's curriculum. (A copy of the *Core Knowledge* sequence is available upon request.)<sup>8</sup>

### Direct Instruction

D.C. Prep is committed to preparing its students for success at excellent public and independent high schools. A prerequisite for embarking on the school's academically rigorous *Core Knowledge* program, however, is mastery of basic reading and math skills. To that end, the school will use Direct Instruction in the Junior Academy to ensure that students gain those fundamental skills.

Direct Instruction is an expansion and refinement of the Distar program, developed in the 1960s as part of Lyndon B. Johnson's War on Poverty. D.I. employs teacher scripts that have been tested and re-tested to ensure that they are highly effective. Teachers follow these scripts to engage groups of students in a fast-paced, choral response instructional process, which uses a research-based sequence and repetition to enable each student to master specific skills. In a variety of studies, D.I. has been shown to have dramatic effects on student achievement in the area of basic skills. The AFT also included Direct Instruction in its *Six Promising Schoolwide Programs* report, where it notes the impressive results achievable through D.I. (See discussion below for an example of these gains in student achievement.)

SRA / McGraw-Hill publishes a variety of reading programs employing the Direct Instruction method. SRA's *Corrective Reading* series is written for students in grades 3-12 who are reading below grade level. The different programs serve students at a range of levels, and allow each student to begin at the level most suited to him or her. Although the school seeks to tailor instruction to the needs of all students, D.C. Prep founders primarily chose *Corrective Reading* for its effectiveness with the lowest-performing students. According to SRA, the following results are possible with the *Corrective Reading Decoding* program:

*“Non-readers or those in grades 3.5-12 who read so haltingly that they can't understand what they read” can reach an effective 2.5 grade level after 65 hour-long Decoding A lessons. Decoding B1 enables students to reach a 3.9 grade level within the same number of lessons. Decoding B2 allows students to obtain a 4.9 grade level with a final set of 65 lessons.*

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<sup>8</sup> Although Core Knowledge has Math and Science sequences as well, we do not plan to use those in our program. From conversations with Core Knowledge consultants and schools, the Math sequence appears very similar to a grade-appropriate Math textbook, and most schools using the sequence appear to rely primarily on their chosen text. The Science sequence is very different than the traditional curriculum, combining Earth, Life and Physical Science each year. From our study, and from feedback from Core Knowledge schools, we are not convinced that this approach is superior to the traditional approach and are not planning to adopt it.

For D.C. Prep students, these results indicate that non-readers who enter the school in 4<sup>th</sup> grade could be reading a few months behind their peer group by the end of the year.<sup>9</sup> At the same time, students functioning at higher academic levels learn from D.I. as well. SRA's *Comprehension and Reading Mastery* programs, which accommodate students ranging from slightly below to above grade level, will be used for students who can benefit from those programs.

Direct Instruction works very effectively in building up students' basic skills. However, D.C. Prep's founders do not believe that it is as effective in higher-order skill development. By focusing Direct Instruction on 4<sup>th</sup> and 5<sup>th</sup> grades, teachers will only need to use the program in rare instances in later grades.

Teacher training is crucial to make Direct Instruction work effectively. To that end, we have an initial and ongoing professional development plan for D.I. training for faculty and tutors. The Principal, Executive Director and Operations Manager will also be trained in Direct Instruction and will be available as substitutes.

### English

English at D.C. Prep will incorporate elements of *Core Knowledge* and Direct Instruction. In the Junior Academy, D.I. will be used to ensure that all students become competent readers. For one hour each morning, D.C. Prep's four homeroom teachers and three tutors will teach groups of approximately 15 students through Direct Instruction. Each tutor will coordinate his or her students' progress with the appropriate classroom teacher, so that a full-time faculty member is fully apprised of each student's performance.

Students who are essentially non-readers will participate in a second hour of Direct Instruction immediately thereafter. Since these students will receive two lessons a day in Reading, they should be able to make rapid improvements and catch up to their classmates. In the Senior Academy the vast majority of students should be ready to participate in the higher-level English activities.

Most students in the Junior Academy will spend the second hour of English in Literature and Writing. This course will be a preparatory version of the English program in the Senior Academy. Curriculum will be based on the New Standards, covering the major English competencies:

- Reading;
- Writing;
- Speaking, Listening and Viewing;
- Conventions, Grammar and Usage of the English Language; and
- Literature.

In both academies, students will engage in level-appropriate activities, including reading, discussion of reading, writing, debates and oral presentations. Literature will be drawn from *Core Knowledge*, and will be chosen to stretch students' thinking as well as reinforce facts and ideas from the *Core Knowledge*

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<sup>9</sup> Coming from the publisher, these results must be treated with caution. In addition, D.C. Prep faculty will need time to become effective D.I. teachers. However, the school intends to provide students with severe reading deficits two lessons of D.I. each day. Even if the students make half the progress that SRA implies, students receiving double the number of lessons will still make great strides during their first year at D.C. Prep.

History and Geography sequence. Writing exercises will expand on literature, or develop facts and themes presented in History and Geography.

### History and Geography

D.C. Prep's History and Geography course will follow the *Core Knowledge* sequence. This panoramic sweep is designed to pique students' interest in the richness of world history. Rather than following the U.S., Ancient and European History segments often taught in the middle grades, D.C. Prep students will cover a broader set of countries and time periods. D.C. Prep founders believe that this breadth will enable students to better grasp the interconnections between the countries and peoples of the world.

In the 4<sup>th</sup> – 6<sup>th</sup> grades, students will pursue World and American History in parallel. World History will include:

- The Roman Empire, the ancient and middle ages in Europe, Africa and China;
- Meso-American civilizations, European exploration and Renaissance, England, early Russia and feudal Japan; and
- The Enlightenment, the French Revolution and Latin American independence movements.

U.S. History will cover:

- Colonial times, the American Revolution and the early nation;
- Westward expansion, the Civil War, Reconstruction, and Native Americans; and
- Immigration, industrialization and urbanization, and reform movements.

In the 7<sup>th</sup> and 8<sup>th</sup> grades, World and American History will merge into a detailed, two-year review of the 20<sup>th</sup> century. The *Core Knowledge* curriculum in these years covers:

- America as a world power, the Russian Revolution, the two world wars; and
- The Cold War, the Civil Rights movement, the development of China and India, the Vietnam War, the Middle East and the end of the Cold War (including the end of apartheid in South Africa).

This broad exploration will provide students with a solid foundation to further explore any part or people of the globe in high school. In addition, the *Core Knowledge* curriculum builds on pre-adolescents' and adolescents' interest in current events and personalities, and captures a natural enthusiasm to formulate and deepen an understanding of contemporary history and issues. History and Geography topics and themes will be integrated with the English program whenever appropriate.

In the Junior Academy, the emphasis will be placed on reading and writing skills over content knowledge. While D.C. Prep founders believe that all three are important, the Junior Academy educational program is designed to provide students with a solid foundation in basic skills, from which higher-order skills and broader knowledge will follow. In this sense, the History and Geography class in the Junior Academy will be tied to the English program and help to reinforce English skills.

### Math

Math at D.C. Prep will be based on the New Standards' framework, which balances conceptual understanding, skills and problem solving. Within conceptual understanding, four areas will be stressed:

- Number and operation concepts;
- Geometry and measurement concepts;
- Function and algebra concepts; and

- Statistics and probability concepts.

Complementing the conceptual understanding standards, aspects of skills and problem solving that D.C. Prep will emphasize are:

- Problem solving and mathematical reasoning;
- Mathematical skills and tools;
- Mathematical communication; and
- Putting mathematics to work.

As the New Standards require, students will be held to three ways of demonstrating understanding: using a concept to solve a problem, representing it in multiple ways, and explaining it to someone else. To that end, both independent and group work will be employed to encourage and reinforce student learning.

In the Junior Academy, D.C. Prep teachers will engage students by emphasizing the relevance of math to daily life. Concepts such as fractions, decimals and percents will be developed to a greater extent in each grade, enabling students to improve computational skills and problem-solving abilities. Each student will be drawn into the excitement of math through independent and cooperative activities, and the use of games, puzzles and manipulatives.

In the Senior Academy, varied methods of instruction will enable students to improve problem-solving strategies in algebra, geometry, statistics and probability. Algebra concepts will be introduced in 7<sup>th</sup> grade, and will cover the fundamentals of linear equations, inequalities, and linear functions. Algebra will be continued in the 8<sup>th</sup> grade, with the addition of higher-level algebra equations and functions. Students will learn the use of scientific calculators, and how to use computers to produce spreadsheets, graphs and charts.

### Science

D.C. Prep's Science program will rely on the New Standards to set high expectations for students. The New Standards for Science are based on the organization's distillation of important documents by the National Research Council, the American Association for the Advancement of Science, the Third International Mathematics and Science Study and the Organization for Economic Co-operation and Development.

The following areas of conceptual understanding will be stressed:

- Physical sciences;
- Life sciences;
- Earth and Space sciences; and
- Scientific connections and applications.

In addition, scientific processes and resources will also be taught, including:

- Scientific thinking;
- Scientific tools and technologies;
- Scientific communication; and
- Scientific investigation.

Science at D.C. Prep will combine hands-on experimentation, discovery of scientific concepts, and a spirit of continuous inquiry. The over-arching goals of the program will be the development of skills and an interest in the natural world. As the New Standards indicate, content and process education should proceed hand-in-hand. As with Math, students should be able to express their appreciation of concepts through both explanation and representation.

In the Junior Academy, students will be introduced to topics in earth science, physical science and life science. More elementary aspects of these subjects, like flowers and plants, animal behavior, electricity, and the exploration of substances, will be presented as preparation for the more advanced and in-depth three years of Science study in the Senior Academy. In addition to these subject areas, students will also study age-appropriate topics in health, human development and sexuality. Scientific processes and methods, like experimentation and problem solving, will be emphasized at each level, and lab work and field trips will reinforce concepts. Students will use computers to analyze data and produce summaries of experimental results.

In the Junior Academy, when students are mastering basic skills, Science will also reinforce Math concepts and skills. The Scientific topics and skills detailed above will be taught alongside the practice of Math concepts, to which they are closely related. When students conduct experiments, use data to draw conclusions and analyze objects, teachers will explicitly draw upon students' developing mathematical foundation.

In the Senior Academy, students will pursue Life Science, Earth Science and Physical Science for one year each. Life Science will include cell division and genetics, life cycles and reproduction, the human body and geology. Earth Science will cover geology, weather, astronomy and space, environmental issues and map-reading. Physical Science will cover basic physics, including electricity, magnetism, light and sound waves, and basic chemistry, including properties of matter and environmental chemistry. Scientific skills, like data analysis, observation, laboratory work and reports will be continually stressed and students will be challenged to perform at a higher level each year.

### Spanish

D.C. Prep's founders want to ensure that all the school's graduates obtain proficiency in one language. Spanish was selected for its relevance and accessibility. With a significant and growing population of Spanish-speakers in the D.C. area, and in the U.S., and a neighboring continent comprised mainly of Spanish speakers, the founders believe that educated U.S. citizens should be able to converse in Spanish. In addition, as a romance language, it is easily accessible and will provide a significant foundation in languages for D.C. Prep students. The school's founders anticipate that students who are particularly proficient or interested in languages could add another to their repertoire during high school.

All D.C. Prep students will participate in the school's Spanish program, beginning in the 6<sup>th</sup> grade. In the first year, D.C. Prep's Spanish program will focus on the acquisition of language learning skills. Aural comprehension and oral proficiency will be emphasized, but students will also be introduced to reading comprehension, writing and basic grammar. Students will be encouraged to speak Spanish frequently, and oral interviews with the teacher will be a regular part of the course. In the 7<sup>th</sup> and 8<sup>th</sup> grades, students will learn a greater range of vocabulary as well as basic grammatical structure. The teacher will select appropriate texts and encourage students to read and write in Spanish.

In all grades, Latino LEP/NEP students will concentrate on Spanish grammar and spelling so that they can become fully bilingual. Spanish-speaking family members of the D.C. Prep student body will be asked to visit class and converse with students in their native language. As a culminating event, all students will have the option to take a trip to a Spanish-speaking country, most likely Mexico. This firsthand immersion in a foreign culture should be eye-opening for students, and inspiring for their interest in the Spanish language.

### Technology

There will be a technology lab in both the Junior and Senior Academies. The use of technology will be integrated into all classes, and when students are researching, word processing or using the computer for data analysis their class will meet in the technology lab. Junior Academy students will be introduced to basic word processing skills and Senior Academy students will be expected to produce some written assignments on the computer. Students at all levels will receive guidance in using the World Wide Web for research purposes.

### Mini-Courses

At D.C. Prep, mini-courses, lasting a semester or less, will be an integral part of the school's curriculum. These courses will be supplemental to the core curriculum but connected with it to the greatest possible extent. Mini-courses will include library skills, technology, public speaking, conflict resolution, health/nutrition, ethics and civics. In the Junior Academy, mini-courses will be taught by the homeroom teacher, usually twice a week. In the Senior Academy, these courses will be taught by the faculty member most qualified to take on the topic. In many cases, material will be added at the developmentally appropriate level over a few different years. The subject and timing of mini-courses will be determined as part of D.C. Prep's curriculum planning effort. (See Curriculum Planning on page 26.) As curricular needs change, mini-courses can also be used to introduce new topics of relevance to middle school students in contemporary society.

### Academic Structure

In the Junior Academy, students will participate in History and Geography, Math and mini-courses with their homeroom teacher. Students will attend Direct Instruction with their homeroom teacher or a tutor, and Literature and Writing with one of D.C. Prep's homeroom teachers. Science will be taught by the Junior Academy Science teacher. In the Senior Academy, students will move to a departmentalized structure and add Spanish as a subject area.

In the Junior Academy, full-time teachers will devote approximately two hours each afternoon to plan curriculum, while students attend Arts/Physical Education and Math Direct Instruction/Study Hall. Part-time teachers, tutors, and/or volunteers will oversee these afternoon activities. It is the responsibility of the Principal of D.C. Prep to ensure that teachers in the Junior Academy spend part of their planning time in team meetings – exchanging ideas, coordinating curriculum initiatives, and engaging in joint problem solving. Senior Academy teachers will have planning time by department and between departments to accommodate interdisciplinary projects.

### Curriculum Integration

It is the founders' belief that students will benefit from an integrated curriculum, in which topics and skills from one subject are reinforced and developed in another. While the curriculum approach described above relies on a variety of different curricular approaches and programs, it is the school's

intention to tie these subjects together in a way that makes them both accessible to and compelling for students.

In the Junior Academy, where the emphasis is on basic English and Math skills, History/Geography will reinforce English and Science will reinforce Math. While each subject will be separate, teachers will use a repetition or development of a concept or skill to increase students' facility in particular areas. Since Junior Academy teachers will be responsible for English as well as History/Geography, they will be well-equipped to draw connections in the humanities. For Math and Science, it will be critical for the self-contained classroom teachers to jointly plan with the Academy's Science teacher to ensure integration between math and science content. In the Senior Academy, the Core Knowledge program should help to foster integration between English and History / Geography, but D.C. Prep's Principal and teachers will also work together to integrate curriculum in other areas. In all cases, it will be the responsibility of the Principal to structure and monitor the faculty's work on curriculum integration.

Common planning time will be available to Junior Academy teachers while students are participating in Arts, Physical Education, and Study Hall. In the Senior Academy, teachers from across subject areas will also have significant structured free time in which to plan together.

### *The Arts and Physical Education*

#### *The Arts*

All D.C. Prep students will participate in the Arts program, which will be comprised of activities and studies in Music, Drama, and Visual Arts. The Arts program will incorporate creative understanding through hands-on projects, and historical and analytical understanding through arts education that is tied to the rest of the curriculum.

In the creative segment of Arts, students will be encouraged to sing, dance, act, listen to music, draw, paint and make objects. Students who show talent or take a special interest in certain subjects will be able to pursue them in more depth on Saturdays during the academic enrichment period. The school will encourage students to employ the Arts to develop their sense of personal, class and school identity. Student work from class will be posted in classrooms and hallways, and published in the school newspaper. Each class will be encouraged to create its own mascot and song. Similarly, all students will learn to sing the D.C. Prep school song, which will be chosen by students during the school's first year. Students will use cameras to document events in school and in their lives.

D.C. Prep will educate students in the Arts from a historical and analytical perspective as well. The *Core Knowledge* includes a Fine Arts curriculum covering Visual Arts, Music and Dance that parallels the History and Geography sequence. Drama will be incorporated through *Core Knowledge's* English program. Students will take two Arts classes each week.

To teach Arts, the school will seek to hire a part-time Arts teacher with a range of skills, or contract with a variety of skilled artists who are also highly effective with students. When appropriate, the English or History and Geography teacher will also incorporate arts education into their classes. In both the Junior and the Senior Academy, schedule accommodations will be made to enable these various teachers to plan the Arts curriculum together.

### Physical Education

Our Physical Education program will provide students with another avenue for learning, recreation and exploration. Modeled on a curriculum developed for middle school students by City Fitness, a Washington gym, the D.C. Prep program will include conditioning, dance, yoga or martial arts, and classical physical education. Conditioning will be based on the President's Challenge Physical Activity and Fitness Awards Program. This program details qualifying standards for boys and girls of each age in basic fitness, strength and endurance exercises. These standards will give students a set of positive exercise habits, and a good way for them to measure their own health.

The second component of the Physical Education curriculum will be a dance program including some combination of hip-hop, modern, salsa, and ballroom dance. D.C. Prep founders believe that dance provides students another avenue for expression, development of coordination and rhythm, and social interaction. The third element of the program will be yoga or another Eastern exercise teaching focus and concentration. Finally, students will develop the physical education skills, including hand-eye coordination and balance, underlying many sports. The four program elements will be practiced during the weekday inside the school's auditorium/gymnasium. All students will participate in Physical Education twice each week.

### Saturday Program

The Saturday program is an extension of D.C. Prep's entire curriculum, but it is most closely linked to Arts and Physical Education. Students will attend for three hours each Saturday, and spend half of the time in academic enrichment and the other half in physical activities. Many of the academic enrichment activities will be arts-related, and involve opportunities for creative self-expression. The physical education program will allow students to further explore one of the weekly athletic activities or participate in more traditional, competitive team sport. (See Extracurriculars on page 46.)

## Daily Schedule

The schedules below illustrate representative days for Junior and Senior Academy students.

### **Sample Schedule for a Junior Academy Student**

<b>Time</b>	<b>Subject</b>
<u>7:45 – 8:15</u>	Optional Breakfast
<u>8:15 - 9:00</u>	School Meeting / Classroom Character Education
9:00 – 10:00	D.I. Reading
10:00 – 11:00	Literature and Writing / D.I. Reading
11:00 – 11:45	Math
11:45 – 12:10	Lunch
12:10 – 12:30	Recess
12:30 – 1:15	Science / Mini-Courses
1:15 – 2:00	History and Geography
2:00 – 3:00	The Arts / Physical Education / Character Education
3:00 – 4:30*	Study Hall / D.I. Math
4:30	Dismissal

\*In its final form, the schedule will be adjusted to include passing time between activities. Nine changes lasting approximately three minutes each will consume the extra 30 minutes in the Study Hall / D.I. Math period.

In the morning, all students will participate in Direct Instruction in Reading for one hour. Afterwards, most students will continue with Literature and Writing with their homeroom teacher. Any students who are extremely far behind grade level and functionally not reading will continue with another hour of Direct Instruction Reading. All students will attend Math with their homeroom teacher.

All students will take Science with the Junior Academy Science teacher three days a week. The other two periods will be devoted to mini-courses in the homeroom, like Library, Technology, Study Skills, or Communication. These mini-units will be planned and used by all D.C. Prep's teachers. History and Geography will be taught each day by the homeroom teacher.

All students will participate in The Arts and Physical Education (alternating) twice a week. On Friday, that time period will be a homeroom class. For the final period, students who need extra help in Math will participate in Direct Instruction tutoring. Students who are far behind grade level in Math will attend Study Hall, supervised by Study Hall Monitors.

## Sample Schedule for a Senior Academy Student

Time	Subject
7:45 – 8:15	Optional Breakfast
8:15 - 9:00	School Meeting / Classroom Character Education
9:00 – 9:45	English
9:45 – 10:30	History and Geography
10:30 – 11:15	Math
11:15 – 12:00	Spanish / Mini-Courses
12:00 – 12:30	Lunch
12:30 – 1:00	Recess
1:00 – 1:45	Science
1:45 – 2:30	The Arts / Physical Education / Character Education
2:30 - 4:30*	Study Hall / Tutoring
4:30	Dismissal

\*In its final form, the schedule will be adjusted to include passing time between activities. Nine changes lasting approximately three minutes each will consume the extra 30 minutes in the Study Hall and Tutoring period shown above.

In the Senior Academy, students will study English, Math, History and Geography, Spanish, and Science, with different teachers. Each student will have a designated homeroom teacher, with whom he or she will spend the Friday morning reflection session. Mini-courses will be taught by the faculty member most competent in that discipline. As in the Junior Academy, the Arts and Physical Education will alternate. During the final period, students will pursue homework in Study Hall or participate in tutoring. To ensure sufficient tutoring time and accommodate the increased homework load in the Senior Academy, this period will last one and a half hours.

### Character Education

D.C. Prep's Character Education program is an integral part of the curriculum. The program is built on a set of Core Values that are explicitly taught and reinforced by the school's expectations for student behavior. Our character education program grows into a leadership program in the Senior Academy. The program has the following components:

1. A clearly stated set of Core Values. The current draft of the school's values includes: Respect, Responsibility, Caring, Honesty, Diligence, Perseverance, Integrity, Courage, Citizenship and Fairness & Justice. D.C. Prep planners believe it is critical that the values resonate with the community the school plans to serve. To that end, the draft of values will be shared with parents in the Edgewood neighborhood before being finalized. The founders will be very interested in potential parents' input in the list of values, their priority, and their description. This input will help D.C. Prep to ensure that its character program is built upon the positive values demonstrated by the role models in students' lives.
2. An explicit set of behaviors that adhere to the Core Values. The planning team is working on an inventory of behaviors that demonstrate the values and ones that violate them. This inventory will be refined as needed to make appropriate behavior more transparent to students. As explained below, this inventory is not meant to be a comprehensive behavior survey, but instead a way to make

a difficult concept clear and relevant to students. By helping students to focus on the ways in which they express character in small ways each day, the school will help them develop a consciousness of these issues as they mature into young adults.

3. Daily school meetings that emphasize the importance of the Core Values – and their articulation within the school community. Daily half-hour morning meetings will be held to review the importance of the Core Values and the Code of Conduct, and clarify their meaning and application. As the commitment to these principles becomes more solid, faculty and students can relate examples and stories, perform skits, and read poems that represent our values and deepen our thinking about them. Once a week, students who have made a contribution to the school community through their modeling of one of the values will be recognized.
4. Outside speakers who can speak to the issues of character and leadership. Particularly during the daily school meetings, D.C. Prep will regularly invite a community, city or national representative to speak to students about their own life and values and the values of the school. The school will actively seek individuals whose backgrounds, ethnicities and life experiences are similar to those of D.C. Prep students, and in doing try to expose students to a variety of positive and inspiring role models.
5. Intimate, regular forums for students, faculty and staff to discuss the Core Values. Junior Academy students will meet each morning with their homeroom teachers. Part of this structured morning meeting will include a discussion of the Core Values and their connection with students' lives. Students in the Senior Academy will also engage in daily conversations about these values with their class and their designated homeroom teacher. For school employees, these conversations will take place during the weekly faculty and staff meetings.
6. A contract between students and the school, parents and the school, and employees and the school. This signed contract will indicate a commitment to the behaviors supporting the Core Values. Unlike such contracts at other schools, we will return to this contract weekly as both students and teachers reflect on students' performance vis-à-vis their pledge.
7. A weekly self-assessment of how each student has performed vis a vis these values. Each student, each week, will reflect upon the positive and negative actions he or she has taken vis-à-vis the values. Our hope and anticipation is that this weekly review will make students more aware of their behavior. Students will also be asked to share their self-assessment with a buddy. This reflection will take place in a homeroom session each Friday morning.
8. A weekly character update that will accompany a weekly academic report. Each D.C. Prep teacher will track the major positive and negative behaviors that a student has exhibited throughout the week and send home a report to parents. These reports will demonstrate the Core Values in action in the students' lives. (For example, Perseverance is a Core Value. Examples of perseverance include: attending tutoring sessions to improve on a particular subject, retaking and passing a test that a student had previously failed, asking a question again when a student fails to understand and completing extra work to help with comprehension.) Teachers will note these activities, and the progress that they represent, relative to the character education standards. This character update will be sent home to parents. As with our academic report and homework, we will ask parents to sign

this document each week to indicate that they have reviewed it. These weekly tracking measures will be one way to heighten students' and faculty's awareness of behavior and the importance of character. The founders' aim is not that students will act in certain ways, but that as they become young adults, they will have internalized common-sense values and developed mature judgment regarding their actions.

9. *A uniform for all students.* With the input of parents, D.C. Prep planners will select a simple and appropriate school uniform. The school will provide free uniforms to families in extreme financial straits. To uphold the importance of the dress code, extra, clean uniforms will also be on hand for emergencies.
10. *Ongoing evaluation of the program.* By creating a measurable system, D.C. Prep faculty and staff will be able to evaluate the success of the character education program. On the most basic level, the school will have data on the positive actions of students as well as discipline incidents. On a more fundamental level, the school will develop a student questionnaire that measures students' awareness and commitment to developing strong characters. This questionnaire will be helpful in allowing D.C. Prep to continually improve its character education program.

As students progress into the Senior Academy, the Character Education program will evolve into a leadership program. Four additional elements will be added:

1. *Senior Academy students will lead teams of Junior Academy students in the Friday values sections.* Older students will help to clarify the school's policies, act as mentors and set an example for the younger students. Their participation will help build positive peer pressure towards ethical conduct and academic achievement.
2. *Senior Academy students will build a student government.* The first class of sixth-graders will help to create this system for the school. Most likely, officers elected by the students will represent the school to the administration in a frequent and formal manner. These students will also play a leadership role in reinforcing the character education program for Junior Academy students.
3. *Senior Academy students will engage in service-learning projects in the broader community.* Service-learning projects will involve a variety of activities, some of them integrated with the academic curriculum. D.C. Prep will also use these experiences to expose students to different parts of the city and area. Students will discuss their learning from these activities with their peers and teachers in homeroom sessions.
4. *After students have graduated from D.C. Prep and gone to high school – and college – we will encourage them to stay connected to each other and the school.* D.C. Prep will create an active alumni network through which students will maintain and develop personal ties. The school will encourage – and pay – alumni to act as tutors in the afternoons and on Saturdays. The administration will also set up a mentoring program between alumni and current students.

### *Curriculum Planning*

D.C. Prep's founding team has launched its curriculum planning process. This process has four goals:

1. Develop a standards-based curriculum, with content and performance standards articulated by subject and by grade level;
2. Align scope and sequence with D.C.P.S. standards where appropriate and possible;
3. Ensure that the standards and curriculum are appropriate for students' skill levels when they enter in 4<sup>th</sup> and 5<sup>th</sup> grades and will guide them to an 8<sup>th</sup> grade level of proficiency; and
4. Use the *Core Knowledge* sequence and its English/History connections to create quality interdisciplinary learning experiences for students.

The chart on the following page summarizes the curriculum planning process, which is explained in narrative form afterwards.

## Curriculum Planning Process

Timing	Activity
<b>2002</b>	<b>Preparation (D.C. Prep Founders and Curriculum Planning Team)</b>
<u>July – January</u>	<ul style="list-style-type: none"> <li>▪ Identify leaders of curriculum planning process</li> <li>▪ Identify two middle school teachers for each major discipline (English, History/Geography, Math, Science, Character Education) and one for each minor discipline (Art/P.E./Spanish) to comprise D.C. Prep’s curriculum planning team</li> </ul>
<u>Ongoing</u>	<ul style="list-style-type: none"> <li>▪ Refine estimate of effective grade level of entering students</li> <li>▪ Refine estimate of target level of graduating 8<sup>th</sup> graders</li> </ul>
<b>2003</b>	<b>Planning (Curriculum Planning Team)</b>
January – March	<ul style="list-style-type: none"> <li>▪ Write content and performance standards for each grade</li> <li>▪ Refine <i>Core Knowledge</i> sequence to include missed and necessary primary grades material</li> </ul>
April	<ul style="list-style-type: none"> <li>▪ Define instructional units for each grade</li> <li>▪ Coordinate between English, History and Art to align some units for interdisciplinary learning</li> <li>▪ Determine mini-courses and content for each grade</li> </ul>
May	<ul style="list-style-type: none"> <li>▪ Select textbooks and other major curricular materials for each grade</li> </ul>
	<b>Refinement (D.C. Prep Founding Teachers)</b>
June	<ul style="list-style-type: none"> <li>▪ Verify curricular materials choices and order materials</li> </ul>
July – August	<ul style="list-style-type: none"> <li>▪ Use results of diagnostic tests to refine curriculum, if needed</li> <li>▪ Begin lesson planning</li> </ul>

### Preparation

**Identification of curriculum planning team:** D.C. Prep has contacted expert teachers in a variety of middle school disciplines, and is finalizing the team that will write its standards. These teachers will have previous experience writing standards and developing a standards-based curriculum in a particular subject area. Teachers developing the Character Education standards will have experience with similar programs. Each individual will be paid \$25 / hour for approximately 30 hours of work. Teachers will work in pairs to develop the curriculum within their disciplines.

**Effective grade level of entering students:** In the Fall of 2002, the curriculum planning team gathered additional data to make a detailed assessment of each student’s likely entering level. The team:

- Contacted principals and teachers at other public schools in the area to determine their perspectives on students’ performance levels; and
- Worked with a non-profit organization in the neighborhood, Project Northstar, which runs a tutoring programs for middle schools students, to gain more information about area students’ effective academic levels.

The result of these efforts was a better understanding of the level at which students may enter D.C. Prep.

**Target level of graduating students:** During the Summer and Fall of 2002, the curriculum planning team worked to understand how the New Standards correlate with top public and independent schools' admissions criteria. The founders' assumption has been that meeting the New Standards level by 8<sup>th</sup> grade would be generally sufficient for admission to top schools. This finding has been substantiated by educators and in meetings with D.C. independent schools, but is being further tested through conversations with additional schools.

The team has also worked to clarify the alignment of the New Standards and the Stanford-9 achievement test. D.C. Prep's end goal for students is grade-level proficiency, currently measured by a Proficient score on the Stanford-9 assessment. The planning team is ensuring that the orientation of the curriculum matches the school's goal, and that its chosen set of standards will be the official measurement of progress toward that goal.

*Planning*

Beginning in January, D.C. Prep's curriculum planning team will write the content and performance standards for each grade. In most cases, this will involve working backwards from the overall end goal to clarify annual academic goals. In all cases, planners will keep an eye on D.C.P.S. standards for alignment with their scope and sequence.

**English, Math and Science:** For English, Math and Science, the process will be based on the 8<sup>th</sup> grade New Standards performance level. Since the New Standards are built on consensus content standards, grade-level content standards from the professional associations (e.g. NCTE, NCTM) will be available for reference. However, the team will need to refine the content and appropriate performance levels based upon D.C. Prep's goal of covering more than one grade level per year. These performance levels will be roughly equated with our conception of grade-appropriate performance at each level. As shown below, if students enter two grade levels behind, their performance at the end of their 5<sup>th</sup> grade year may be close to the end of an effective 4<sup>th</sup> grade year. By the end of his or her time with us, a student who entered two grades behind should be at an 8<sup>th</sup> grade proficiency level. The following table illustrates the school's strategy for student promotion, and the targets for grade-level proficiency upon which it would be based.

**Planned Student Promotion Strategy  
(assuming students enter two grade levels behind)**

Actual Grade	Effective Grade at Beginning of Year	Effective Grade at End of Year
4	2.0	3.4
5	3.4	4.8
6	4.8	6.2
7	6.2	7.6
8	7.6	9.0

**History and Geography:** History and Geography are not covered by the New Standards, thereby making curriculum development somewhat more complex. The curriculum team will develop History and Geography standards mirroring the *Core Knowledge* sequence. While no set of standards fits with *Core Knowledge* precisely, the team will draw from the language of the *Core Knowledge* sequence, the

Pearson textbooks, and excellent state History and Geography standards, such as California's, Texas' and Virginia's.<sup>10</sup> For example, one of California's major standards for 5<sup>th</sup> grade is: "Students describe the people and events associated with the development of the U.S. Constitution and analyze the significance of the Constitution as the foundation of the American Republic." Based on the *Core Knowledge* sequence, D.C. Prep students will study the American Revolution in 4<sup>th</sup> grade, but this language serves as a good starting point for one of the major standards associated with that topic.

**Core Knowledge Planning:** Upon completion of the development of D.C. Prep's Standards, the curriculum planning team will determine the Core Knowledge content that must be covered before students can comprehend the remainder of the unit. For example, *Core Knowledge* normally covers the Roman Empire in 3<sup>rd</sup> grade and begins the 4<sup>th</sup> grade year with the Middle Ages. Since D.C.P.S. students study the family, neighborhood, and D.C. in the primary grades, they will not have been exposed to any information about the Roman Empire. D.C. Prep students will need to gain an understanding of the Roman Empire before they can appreciate its aftermath.

**Instructional Units and Mini-Courses:** The team will also detail the instructional units for each subject area. The English, History/Geography (and Art, where applicable) teams will coordinate to ensure a strong interdisciplinary approach based on the *Core Knowledge* sequence. Based on a comparison of standards and instructional units, the subject teams will collaborate to determine subject matter that requires extra review in a mini-session.

**Materials Audit and Selection:** After detailing the instructional units, the team will undertake a materials audit to determine which texts are best suited to the school's standards and instructional philosophy. The school's founding teachers will review these materials once they are hired, before the materials are ordered.

**Refinement of Curriculum:** In the Spring of 2003, D.C. Prep will administer the Stanford-9 diagnostic test to its incoming students. Based on these results, founding teachers will review and revise the curriculum over the summer. If, for instance, most students prove to be one grade level behind or on grade level, teachers will make the appropriate revisions to the D.C. Prep curriculum in order to meet students at their effective level.

**Character Education Standards:** The Character Education team will follow its own planning process, including finalizing the Core Values, articulating behaviors that embody and violate them, and specifying the grade-appropriate level for achievement of these behaviors.

### Ongoing Curriculum Development

The above process will provide standards and a scope and sequence for the initial year of D.C. Prep's operation. However, as a continually improving school, D.C. Prep will also need to adjust its curriculum on an annual basis. Midway through the Fall and Spring quarters, D.C. Prep faculty and the Principal will meet to review the curriculum and decide whether adjustments need to be made for the

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<sup>10</sup> According to the Fordham Foundation's *State of State Standards 2000* report, Arizona, California and Virginia received an "A" for their History standards and Colorado, Kansas, Louisiana, South Carolina and Texas received an "A" for their Geography standards. The AFT's *Making Standards Matter 2001*, largely agrees with those assessments. Representatives of the *Core Knowledge* Foundation have told us that various sections of the standards of California, Texas and Virginia fit well with *Core Knowledge*.

upcoming semester and/or year. Usually some adjustments will need to be made, and the scope of work would determine who would accomplish it. If D.C. Prep teachers have the inclination and time to undertake such work, they will be paid a stipend to work on curriculum development outside of school hours. If, on the other hand, the work is extensive or requires outside expertise, the school will contract with outside teachers or experts. A committee of faculty and the Principal will oversee these contractors and ensure that the curriculum development is in line with the school's and students' needs.

### **c. Methods of Instruction**

#### **Philosophy**

Instructional best practice requires incorporating multiple teaching modalities in the classroom. Some students learn best through seeing, others through hearing and others through doing. Therefore, D.C. Prep teachers will incorporate a range of methodologies when presenting important concepts and facts. Teachers will be encouraged to explore the following when appropriate for age, level and subject matter: group work, buddy work, independent study, student presentations, direct instruction, lecture and call-and-response games. In addition, the entire program will be structured to reach students through a variety of instructional approaches and subject matter and involve interdisciplinary connections and explorations where possible.

At D.C. Prep, teachers will be assisted to make the best use of various teaching methods. Teachers will be granted the autonomy, support and collegiality to explore and develop a range of different and effective methods. At the same time, there will be clear expectations for teacher performance and each teacher will receive regular feedback from the Principal. Through structured, ongoing teacher collaboration and Principal coaching, we will enable teachers to widen their repertoire and deepen their expertise in various methods of instruction. (See Professional Development on page 53.)

As teachers monitor and assess students' performance, they will learn which types of instruction work best for individual students and the class as a whole, and will adapt their style to be more effective. This flexibility and adaptation will be especially important for students with special needs and LEP/NEP students.

#### **Example**

Following is an excerpt from a D.C. Prep 7<sup>th</sup> grade unit on World War II.

*Integrating activities across English, History and the character education program, students will explore historical, geographic, humanistic and ethical perspectives on the Nazi's expansion across Europe and the Holocaust. Geography and History will set the context, introducing the rise of Hitler in Germany. In Geography, students will study the map of Europe, and plot the fall of various countries. In History, students will create a timeline of these events, understanding the rapid pace at which major changes were reshaping the balance of power on the continent. These timelines will be displayed around the classroom to reinforce the sequence of and connections between major events.*

*In English, students will read *The Diary of Anne Frank*. On a Saturday, they will visit the Holocaust Museum. They will discuss reactions to these experiences with their teacher and classmates. Students will also respond with a piece of creative writing, either a diary of their own or a story of persecution in their own lives. Students will take a more analytical approach in History, where they will read summaries of editorials written in the United States, arguing for and against intervening in "the war in Europe." Groups of students will play different actors in the United States and argue for and against joining the war. Finally, in homeroom, teachers will provide students a forum to grapple with the ethical issues involved in the Holocaust. Why weren't all groups of people treated fairly? Who determined what was just? How did different groups show courage and/or cowardice?*

*In this unit, students learn through reading, class discussion, role-playing, the visual display of the maps and the museum, and imagining themselves in Anne Frank's shoes. The various types of learning and different project assignments allow teachers to adapt instruction for special education students or LEP/NEP students. Students also develop their higher-order skills, by taking multiple perspectives on important events in history, relating historical events to their own lives and ethical judgment, and expressing these judgments in both speech and writing.*

#### **d. Students with Disabilities**

##### **Special Education**

###### **Model**

D.C. Prep is based on the belief that with proper support and instruction, all students can succeed. Accordingly, D.C. Prep will adopt an inclusion model that places special education students in the least restrictive environment that still meets their needs. The flexibility and focus on individually tailored instruction described earlier in this application applies particularly to students with special needs. To provide the school maximum flexibility in meeting the needs of its students, D.C. Prep will operate as a Local Education Authority.

As explained previously, the D.C. Prep curriculum will provide instruction tailored to individual student's needs. In the regular classroom, teachers will accommodate students with different needs and learning styles. In the Junior Academy, small group Direct Instruction will enable teachers to identify and address individual student needs in an environment that allows for structured learning and continuous assessment of student progress. By the time students reach the Senior Academy, D.C. Prep will have a strong sense of their strengths and weaknesses and will have developed specific strategies for meeting their needs in the regular classroom. End-of-the-day tutoring will reinforce and extend classroom instruction. The founders' belief is that this customized approach will enable the school to successfully serve special education students in the regular classroom.

D.C. Prep will make every effort to include students who have been instructed in pull-out programs in regular classrooms, but only if the school team decides that such an arrangement will best serve the students' needs. Although D.C. Prep is committed to full inclusion of students with disabilities, we

recognize that some students may still need outside support or services. Some students may need ongoing, pull-out instruction in separate classrooms, and they will receive it.

In its marketing, enrollment and orientation procedures for the school, D.C. Prep will emphasize the school's orientation towards inclusion to ensure that parents of students share our commitment to that principle.

### Practice

In working with students with special needs, D.C. Prep will follow a four-step process: 1) identification of students; 2) assessment of student needs; 3) arrangement and provision of services; and 4) monitoring of services.

**Identification:** When students enroll at D.C. Prep we will request copies of any and all Individual Education Plans (IEPs) that have been written for the student. From past experience, we recognize that parents may be reluctant to provide these documents out of concern that they might stigmatize the student. However, since the school has an educational and a legal responsibility to provide the stated services, D.C. Prep will stress the importance of this information to parents while trying to obtain IEPs and other relevant records from the school system as well.

In addition to students already designated for special education services, there will likely be students who have special needs but who have remained undiagnosed. Teachers and the Principal will be constantly on the watch, particularly during the first months of school, for signs that students may need extra support. During the biweekly student progress meetings, teachers will bring these students to the attention of the Principal and Special Education Coordinator, who can begin a process of careful observation, assessment, and consultation with parents or guardians.

**Assessment:** As we identify both types of students, a school team, comprised of the student's teacher, the Special Education Coordinator and the Principal, will arrange for assessment of a student's current needs. For students with existing IEPs, this will be a crucial step, because students who did not flourish in other environments may need different services at D.C. Prep. For all students whose needs are unclear, the school will work with the D.C. Cooperative on Special Education and D.C.P.S. to obtain assessment services. The school will contact parents to clarify the assessment process and ask for their support and participation.

**Arrangement of Services:** Once the school has collected sufficient information on a student's needs, a formal conference will be scheduled with his or her parent or guardian to discuss how the student will be best served. This meeting would be based upon the assessment results, D.C. Prep's coordinated view of a student and his or her needs, and the parent/guardian's goals and could result in entirely new services, or revision of previous ones. Using the resources available (see below), this parent/professional team will determine the best approach to fulfilling the IEP.

**Monitoring:** After we have arranged services, we will continue to monitor the student's performance in and out of the classroom. Especially for students functioning within the regular classroom, this continued observation is very important. The Special Education Coordinator will document this process and all special education compliance very thoroughly as per federal law and regulation.

Biweekly student progress meetings will be used to review each student's progress in special education. The Special Education Coordinator and Principal will use these meetings to make sure that each student's needs are being met through the current educational arrangement. Parents will be kept informed on their children's progress through weekly student reports as well as in formal annual meetings of the IEP team.

### Resources

Due to the importance of this area, the school will hire a special educator to work part-time with us during our first two years and full-time thereafter. Ideally, this person will coordinate services, provide some instruction, and handle documentation and compliance. If we cannot find one individual to handle all these tasks, we will divide them up among various people and ensure that they function as a team. If students require push-in, pull-out, or other services, we will contract with the necessary individuals or organizations to obtain them. Our in-house Special Education Coordinator, depending on qualifications and training, may be able to provide such services her or himself.

D.C. Prep will join the D.C. Cooperative on Special Education to obtain technical assistance, access to best practices, and introductions to needed specialists. D.C. Prep founders have spoken with representatives from the Cooperative and believe that this support will enable the school to operate successfully as its own LEA.

When school opens, D.C. Prep will be prepared with a short list of qualified and ready service providers. Since needed specialists are often in short supply, we see this upfront interviewing as critical to ensure the timely provision of necessary services.

### Limited English Proficient/Non-English Proficient (LEP/NEP) Students

#### Model

D.C. Prep believes in an inclusion model for educating LEP/NEP students. Rather than grouping such students together in a separate educational environment, we will enable them to learn in the classroom with the rest of their peers. With the right professional development, staffing and supervision, we believe that this arrangement will best meet the needs of LEP/NEP students. At the same time, we will be prepared to supplement this model with extra resources if we find that students' needs are not being met. We will contract with specialists, from bilingual tutors, to teachers' assistants to expert consultants to address any additional needs not met within our classroom or school.

#### Practice and Resources

D.C. Prep will attempt to identify students with language challenges in the registration process, through administering a home language form as well as interacting with parents and students. Classroom teachers will also be trained to observe any signs of students who may have language challenges. If we discover that some students might need these services, we will administer a diagnostic test, most likely the LAB or the LAS test, to better understand their level of need. Since students attending our pre-opening summer program may include LEP/NEP students, we may be able to identify such students early and begin to address their individual needs.

In preparation for meeting LEP/NEP needs, we will include training in working with non-native speakers in our initial professional development. Our teachers and Principal will learn techniques like

scaffolding, the use of graphic organizers, and other techniques and strategies that will allow them to reach non-native speakers within an inclusion model. At the very least, we hope to attract at least one bilingual staff member, most likely a Spanish speaker.

As with students with special education needs, we will closely monitor the progress of LEP/NEP students to make sure their needs are being met. In the biweekly student update meetings, the Principal will make a specific point of probing each student's progress, especially in the areas where language needs may have an impact. Through frequent review, we will ensure that every child's needs are addressed.

Given that we will be located in Ward 5, where native Spanish speakers represent only 2.2% of the population,<sup>11</sup> we do not expect that the majority of our students will be LEP or NEP. However, we are prepared to educate a significant number of students with those needs.

#### **e. Strategies for Providing Intensive Academic Support**

The school's program is geared toward meeting students at their entering level and enabling them to reach at least grade-level proficiency. To achieve that goal, D.C. Prep will employ the strategies outlined below.

##### **Tailored Curriculum**

By undertaking a curriculum planning effort around the likely entering level of students, our planning team will ensure that students are able to benefit from a curriculum specifically tailored to their needs. By testing our incoming students in the spring prior to their fall enrollment, we will have time to revise the curriculum based on the needs of our actual population.

##### **Pre-Opening Summer Program**

In the summer before we open, the 30 students with the lowest scores on a diagnostic test will be invited to study with us for six weeks. This extra time will be extremely valuable for students with severe learning deficits. The intimate environment of the D.C. Prep summer program will also allow us the opportunity to quickly identify students with language challenges and/or learning disabilities. Since some of these students are likely to need extra help during the school year, this head start should benefit both them and their teachers.

##### **More Time in School**

In order for students to make up learning deficits and reach grade-level proficiency, D.C. Prep has designed a program that builds 40% more time into the school year. Students will attend school for eight hours a day, rather than the usual 6.5, and will be in school for 210 days, rather than the 180-day calendar of their peers.

##### **Direct Instruction**

In the Junior Academy, we will use Direct Instruction to help students master basic skills in Reading and Math. Students will participate in 1-3 hours of D.I. per day, depending on their level of need.

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<sup>11</sup> D.C. Office of Planning / State Data Center, 1998.

### Afternoon Tutoring

In the Junior Academy, some students will require extra tutoring to master basic skills. Although the founders anticipate that both Direct Instruction and math education will be helpful in moving students toward grade level proficiency, such strategies may not work as well as planned, or may not work well for every student. In both reading and math, students who are not progressing adequately during regular class time will receive extra tutoring in the afternoon.

In the Senior Academy, D.C. Prep will focus on higher-order skills building. Different students will still need varied amounts of time to learn these new concepts. To that end, students who are falling behind in any subject will be tutored in the afternoon. This tutoring will be subject-based and employ classroom teachers as well as trained tutors. (See Student Intervention on page 41.)

## **3. Student Performance**

### a. Student Assessment

D.C. Prep is committed to establishing a culture of analysis and reflection on student progress. The school has developed a system to monitor the progress of each student, as well as an assessment approach that includes diagnostic, ongoing and summative assessments.

### Biweekly Student Progress Meetings

To ensure each student's progress and institutionalize a culture of reflection, we have made biweekly individualized student progress meetings an essential part of the school's operations. These meetings, which will include the Principal, the student's teacher, and the Special Education Coordinator, will focus on the academic, character and personal progress of each student.

In the 4<sup>th</sup> and 5<sup>th</sup> grades, each homeroom teacher will meet with the Principal and the Special Education Coordinator to review their students' progress, academically, personally and socially. In the 6<sup>th</sup>-8<sup>th</sup> grades, teachers will meet with the Principal and focus on the academic progress of students in their subject area. In either case, the meeting might result in placing a student in the afternoon tutoring program, holding a conference with a parent, assessing a student for special needs, or asking the school's part-time counselor to meet with the student. This meeting will occur during the afternoon planning period. Through this practice, each student's progress will be reviewed roughly 10 times each semester, thereby ensuring that no student at D.C. Prep will slip through the academic cracks or go unnoticed.

### Assessment System

At D.C. Prep both formative and summative assessments will be a critical part of the teaching process. By understanding what students have learned and not learned, we will be better able to re-teach, remediate, and plan for future teaching. Assessment is necessary to make sure that every student is benefiting from instruction.

We will use three types of assessments, as explained below.

1. New student diagnostic assessments will help us to tailor the curriculum and to make appropriate placements for incoming students.
2. Ongoing assessments will help us to understand student progress, address problems and gauge instruction. We will use both formal and informal approaches to gather the necessary information about our students' progress.
3. End-of-year testing will allow us to understand our students' progress during the year and their level relative to that of their peers.

### New Student Diagnostic Assessments

All incoming students will be tested on the Stanford-9 Diagnostic tests in Math and English, usually in the spring prior to entering. Although students attending D.C.P.S. will have taken the Stanford Achievement Test earlier in the spring, this distinct test is meant for diagnostic, rather than normative, analysis and provides extensive detail on a student's current skill level in English and Math. In addition, D.C.P.S. score results are not available until later in the summer, too late for us to use the results in determining summer program placements. Tests will be scored by D.C. Prep personnel, enabling the school to use the data immediately. By receiving this information significantly prior to the fall, teachers will be able to use the information to better plan for the upcoming school year.

### Ongoing Assessments

Ongoing assessments will allow us to make sure that students are learning as we teach them. As they enable us as educators to monitor and improve our effectiveness with students, we view them as the most important type of assessment. These ongoing measures will be both informal and formal, and will help to create a responsive environment in which student progress is regularly observed, discussed and used to make instructional decisions.

### **Ongoing Informal Assessments**

Informally, we will train teachers in ways to continually check for understanding. Teachers will also be asked to use systematic means to ensure that students are learning, such as those cited in the Carnegie Corporation's *Turning Points 2000: Educating Adolescents in the 21<sup>st</sup> Century* report. For example, teachers can ask students to raise hands when they understand a concept that was just discussed. To be sure that this check for understanding actually works, teachers will follow up by randomly calling on students with hands raised to see if, in fact, they did understand the concept.<sup>12</sup>

### **Ongoing Formal Assessments**

In addition to these informal means, D.C. Prep will also use varying types of formal assessments. Instruments that are best suited to D.C. Prep's standards and curricular material, including quizzes, tests, projects, performances, and portfolios, will be developed. For example, in English, all students will maintain a portfolio of their written work. At the end of each quarter, they will review this work and select the best pieces for inclusion in their portfolio. Not only will this portfolio assist in teachers' assessment of student work, it will enable students to monitor their own progress and distinguish between different levels of writing expertise.

D.C. Prep will also use the regular assessment system of the Direct Instruction program, involving short quizzes after every 10 lessons. These assessments help teachers determine what skills need to be re-taught, and whether any student should be placed in a different instructional group.

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<sup>12</sup> *Turning Points 2000: Educating Adolescents in the 21<sup>st</sup> Century*. A report of the Carnegie Corporation. Page 79.

### **Ongoing Response**

D.C. Prep plans to distinguish itself by quickly responding to the results of these informal and formal ongoing assessments. At any time, a teacher may refer a student to tutoring to work on a particular concept or skill. If a student receives lower than a "C" grade on any formal assessment, he or she must receive tutoring in the afternoon. After the tutor has worked with a student, he or she will again attempt the same or a revised assessment. The student will receive tutoring on those skills or concepts until he or she is able to receive a "C" or better on an equivalent assessment.

In addition, the school will acquire or develop its own computerized system of tracking student progress. The results of regular formal assessments will be entered into this database, and available to teachers and the Principal. This data will be one topic of discussion in biweekly student progress meetings. Regularly collecting and analyzing this data will help to ensure that no child slips through the cracks. It will also help to establish a consistent focus on student achievement, as well as a reflective culture in which the school will continually refine and improve its teaching methods.

### **End-of-Year Testing**

At the end of the year, the school will employ both criterion-referenced and norm-referenced tests to understand our student's current level of skill and knowledge. The chart on the following page describes which measurement will be used for each group of students.

#### **End-of-Year Testing**

<b>Grade</b>	<b>Test</b>
4 <sup>th</sup>	<ul style="list-style-type: none"><li>▪ New Standards Reference Exam (English and Math)</li><li>▪ <i>Core Knowledge</i> Reference Test (History / Geography)</li><li>▪ Stanford-9 Achievement Test</li></ul>
5 <sup>th</sup>	<ul style="list-style-type: none"><li>▪ New Standards Reference Exam (adapted) (English and Math)</li><li>▪ <i>Core Knowledge</i> Reference Test (History / Geography)</li><li>▪ Stanford-9 Achievement Test</li></ul>
6 <sup>th</sup>	<ul style="list-style-type: none"><li>▪ New Standards Reference Exam (adapted) (English and Math)</li><li>▪ Stanford-9 Achievement Test</li></ul>
7 <sup>th</sup>	<ul style="list-style-type: none"><li>▪ New Standards Reference Exam (adapted) (English and Math)</li><li>▪ Stanford-9 Achievement Test</li></ul>
8 <sup>th</sup>	<ul style="list-style-type: none"><li>▪ New Standards Reference Exam (English and Math)</li><li>▪ Stanford-9 Achievement Test</li></ul>

### **Criterion-Referenced Assessments**

D.C. Prep believes that criterion-referenced assessments will help the school to understand students' progress versus the standards. To that end, the school has identified two different assessments that will assist in measuring that progress. We will use the New Standards Reference Exam for English and Math for the 4<sup>th</sup> and 8<sup>th</sup> grades. This test is aligned to D.C. Prep's standards and will be an excellent metric by which to judge our students' level in their first and final years. We plan to adapt it to use in 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade as well. This test is an open-ended format, with required reading passages, short answer response and problem-solving. It will be superior to a multiple-choice test in gauging students' performance on a set of task very similar to the ones that they have been practicing all year. Similarly, it

will provide teachers with great insight into the total progress that students have made during the academic year, and whether they are ready to progress to the next grade.

As a result of the No Child Left Behind legislation recently passed by Congress, D.C. may develop its own set of criterion-referenced tests aligned with the D.C. standards. In that event, D.C. Prep will integrate this benchmark into its assessments, and if appropriate, adopt that test instead of the New Standards Reference Exam. However, given the high degree of alignment between the English and Math portions of New Standards and the D.C.P.S. standards, the school planners think that the New Standards Reference Exam currently serve as a good approximation of students' progress versus D.C. standards.

Since D.C. Prep also plans to expose students to important History and Geography content, we will use the *Core Knowledge* reference tests for grades 4 and 5. The *Core Knowledge* Foundation is planning to develop tests for the 6<sup>th</sup> – 8<sup>th</sup> grades as well, but does not currently have a timeline for that process.

### **Normative Assessments**

For normative purposes, and per D.C. requirements, D.C. Prep will also administer the Stanford-9 achievement test to students each spring. It is the founding group's opinion that the Stanford-9 test does not align exactly with either the New Standards or the D.C.P.S. standards. However, the test should provide some indication of the progress D.C. Prep students have made, in a measure comparable to that of students in other systems. D.C. Prep will employ this test to some extent in its own decisions on whether students are ready to move to the next grade. However, for internal purposes ongoing formal assessments and criterion-referenced tests will be more heavily weighted.

As part of D.C. Prep's goal to send a significant number of students to independent schools, we are considering administering the I.C.E.E. tests to 6<sup>th</sup> or 7<sup>th</sup> graders. This is a frequently used, multiple-choice test for independent school admissions purposes. We want familiarize students with the test itself, and ensure that our students are making swift progress against that benchmark.

### **Accommodations for Special Needs or LEP/NEP Students**

The school will accommodate special needs or LEP/NEP students during assessments in the manner that best allows the school to serve them educationally. With diagnostic and criterion-referenced assessments, our goal will be to obtain the most accurate understanding of student's current skill level in different areas. This will often mean allowing students extra time or maintaining other special testing conditions.

For normative assessments, D.C. Prep will accommodate students with special needs or limited English proficiency in the standard manner for those assessments. For the Stanford-9 administration, the school will follow the guidelines issued by the D.C. Public Charter School Board, D.C.P.S. and the federal government.

### **Arts and Physical Education**

Arts and Physical Education will be an integral part of a student's education at D.C. Prep. Fulfillment of this component of D.C. Prep's program will be measured by students' participation in these classes and activities. Based on the standards developed during D.C. Prep's curriculum planning effort, Arts and Physical Education classes will expose and involve students in a broad variety of artistic and physical

activities. Students will be expected to engage in the planned projects, and participate thoughtfully and energetically. Inattention in class or extreme absence would result in failure. Depending on the circumstances, a student may need to repeat those classes to fulfill requirements at D.C. Prep.

**b. Basis for Promotion and Graduation**

**Promotion Strategy**

It is anticipated that many students may enter D.C. Prep below grade level. Therefore, the school has created a promotion policy that recognizes students’ baseline levels, yet still enables us to fulfill our mission. Accordingly, student progress will be measured on performance vis-à-vis the effective grade level standards that we have developed, as shown in the chart below. For instance, if students make 1.4 grade levels of progress with us each year, they will be able to graduate on grade level, even though they may enter behind their peers.

**Planned Student Promotion Strategy  
(assuming students enter two grade levels behind)**

<b>Actual Grade</b>	<b>Effective Grade at Beginning of Year</b>	<b>Effective Grade at End of Year</b>
4	2.0	3.4
5	3.4	4.8
6	4.8	6.2
7	6.2	7.6
8	7.6	9.0

In determining whether a student has reached the standard for the effective grade level and should be promoted, multiple factors will be taken into account, including:

- Ongoing diagnostic assessments to determine the student’s mastery of the material in each course;
- Performance on end-of-year tests such as the New Standards Reference Exam, the *Core Knowledge Reference Tests*, and the Stanford-9 Achievement Test; and
- Staff assessment of whether the student will be motivated or discouraged by repeating a grade.

Students entering with severe learning deficits or not making planned amounts of progress each year may need to repeat a grade with us. However, our afternoon tutoring program and student progress meetings should help to identify and address students who are falling behind before it is too late. Teachers will refer students struggling with a concept or skill to afternoon tutoring. If the student, after repeated tutoring sessions, is not able to demonstrate mastery, the teacher will develop an alternate solution. These steps might include changing tutors or meeting with the student to see whether the issue has been correctly diagnosed. The teacher will also discuss this issue in the student progress meeting, and with the help of the Special Educator and Principal, devise other possible strategies for helping the student. (See Student Intervention on page 41 and Student Performance on page 36.) If, after repeated intervention, a student continues to struggle with the material, he or she will be assessed for learning disabilities that may be hindering his or her progress

## **Other Needs**

D.C. Prep's teachers and the other staff and faculty will also be watchful for emotional, physical or social issues that could be hindering a student's progress. While each homeroom teacher will be constantly observing children for signs that they may need extra support, the student progress meeting will be a time for the teacher to talk in greater detail with the Principal about these issues. As a result, a child might be referred to the school's Counselor or an outside social service agency. The school may also reach out to the child's immediate or extended family for help in addressing the troubles that may be causing learning problems.

By being constantly attentive to student's academic progress, and by diagnosing and addressing a lack of progress quickly, D.C. Prep should enable students to continue making significant academic progress and social progress. When the school's systems fail to produce results, D.C. Prep will continue to seek new strategies and alternatives for helping students. In short, D.C. Prep will make every accommodation possible to ensure that each child is able to master the material and move to the next grade as well as to succeed socially and emotionally.

In the event that a student does need to repeat a grade, D.C. Prep will assemble a multidisciplinary team to plan an appropriate strategy for the following year. Based on an understanding of the reasons for the student's lack of success during the previous year, the team will detail supports and processes for ensuring that he or she will be successful the following year. These interventions may include extra tutoring in August or on Saturday afternoons or Sundays, a change in teachers or academic schedule, or an effort to work with the student's family to address personal or peer group issues.

Students who reach the end of 8<sup>th</sup> grade but are not yet at grade level will be encouraged to repeat their final year with us so that they will be able to enroll in a top high school. (See Educational Focus on page 9.)

### **c. Student Intervention**

Through the use of ongoing assessment, biweekly student progress meetings, and a culture of data-driven instruction, we plan to quickly identify and assist students who are falling behind.

In addition to the intensive Direct Instruction effort in the Junior Academy, afternoon tutoring will be used to ensure that all students learn basic reading and math skills. In the Senior Academy, the primary intervention will be afternoon tutoring. The session will be offered simultaneous with a Study Hall period, to reduce the stigma associated with such tutoring. Students and teachers will be encouraged to take advantage of tutoring as frequently as possible. If a teacher finds that a student cannot complete homework or is struggling with a particular concept, he or she will refer the student to tutoring for a particular issue. Teachers will be encouraged to "over-refer" students to these sessions to ensure that all students who need extra help receive it.

Each teacher will also work with a set of tutors to ensure that multiple individuals are prepared to work with students in every subject area. Teachers will share with the tutors all relevant academic information, including content and performance standards, the curriculum outline, and the school's grading policies. Tutors will also receive training in the school's Code of Conduct and character

education program. For the first month of the school year, teachers will supervise tutors as they work with students.

When a teacher refers a student to tutoring, he or she will designate the skill or concept that the student needs to master and the assessment the tutor should use to understand whether the student has mastered it. At the end of each day, teachers will check in with tutors about students' progress toward mastery. As soon as a student has mastered a particular skill or concept, he or she will resume attending Study Hall during that period. This frequent movement between the two types of activities will help students to understand that learning difficulties can be quickly addressed. They will realize that tutoring is not a permanent placement, nor are students who receive it in a lower-track group.

Tutors will also provide the school with valuable insights regarding which concepts seem to be most difficult for students. Over time this feedback will help teachers to understand better ways to present information initially to lessen the need for such tutoring. This feedback from school tutors will also help the school to understand the areas in which students commonly struggle and refine the curriculum accordingly.

## **4. Support for Learning**

### **a. Parent Involvement**

At D.C. Prep, parents are asked to be our partners in their children's education. At the same time, we realize that some parents will be struggling with multiple jobs, single parenthood, family or medical issues and may have difficulty investing a huge amount of time and energy in our school. We plan to find a balance between asking parents to be involved, and not placing unrealistic demands on their time, as well as develop opportunities for parents, even those juggling many demands, to be engaged in the life of the school. We believe that our parent base may be extremely heterogeneous, and will try to use that diversity as an asset.

#### **Board of Trustees Positions**

D.C. Prep parents will have two formal channels through which they can influence the direction and policies of the school. By January of our first year, two parents will join the Board of Directors. Just like other members of our Board, these parents will be nominated by our Board nominating committee and elected by a vote of the majority of the Directors. Parents interested in the position will be asked to interview with the nominating committee. The committee may encourage parents who have already shown such inclination to join the Board. Like other Board members, these parents will serve a three-year term. Parents will receive the training and Board manual given to all Board members. In addition, they will also receive special training designed to address their dual role as parents and as Board members.

#### **Parent Advisory Council**

The school will also assemble the D.C. Prep Parent Advisory Council ("the Council"). Unlike the parents on the Board, whom we view more as parent "trustees" and less as parent "delegates," this council will strive to ascertain and represent the interests of parents. The Council will also serve as an intermediary between the school and parents, organize extra-curricular activities for parents, and

contribute to the quality and success of the school in any other way. The Council's officers will meet with the Principal once a semester. The Council will also meet with the Educational Committee of the Board once each year, toward the end of the year. Outside of these formal meetings, there will be significant informal interaction between all members and groups of the school community. The officers of the Parent Advisory Council will be elected by the parents by January of the first year, and will include: President, Vice-President, Secretary and Treasurer. These roles will be akin to those positions on the Board of Directors of the school.

### Student Progress Information

The more information that the school can provide parents about their children, the more parents will be able to help their children and us with their education. To that end, the school will send home a weekly student progress update, summarizing progress on both academics and personal fronts. On the academic front, teachers will describe the topics covered, the promptness and quality of all homework and any grades received by the student. If there are particular issues the parent can assist with, the teacher will note them on the card. Parents will be asked to initial the final page of this report and return it to us so that we know that they have read it. (In order to make this report as easy as possible for teachers to prepare, the update will be computer-generated from a standard form. The description of topics covered will be the same for all students. The teacher will only need to fill in the quantitative information for each student.)

A character progress report will also be included in the weekly update. This progress report will include significant actions by the student that demonstrate positive character traits, and any that represent violations of the code of conduct. These reports will not be judgments on the student's innate or total character, but instead a checklist of how that student is behaving relative to our character education standards. Again, parents will be asked to review the report, sign the final page, and return it to us. (From the teacher's point of view, these checklists will be maintained on a daily basis, and summarized weekly.)

On a quarterly basis, the school will create a detailed report outlining students' progress in both academic and personal areas. At the end of each semester, we will ask parents to attend parent-teacher conferences to discuss their child's progress in more depth.

The school will also ask that parents be responsible for ensuring that children complete homework. We will institute a homework hotline that parents will be able to call to determine their students' homework assignment for the night. Over time, we also hope to develop a family-friendly web site that enables parents to gain significant information about the curriculum and their students' progress. Given our target location, we anticipate that a significant number of families will come from Edgewood Terrace, a housing complex in which each apartment has Internet access.

### Curriculum Information / Parent Education

We want to encourage parents to understand as much about the D.C. Prep curriculum as possible, and would like them to be additional tutors for their children. The school will also hold a formal orientation for parents before the beginning of the school year. (See Orientation on page 103.) This will be an opportunity for the school administration and faculty to present the curriculum in more detail. After this introduction, we will plan for ways to provide follow-up sessions for parents. Some parents will have forgotten – or never learned – some of the material that we are teaching their children. In this case, the

school will attempt to locate a community or city adult education organization interested in partnering with us to provide this service to our parents. We could apply for grant funding together to provide night classes to interested parents at the school building. If D.C. Prep is located in the Edgewood neighborhood, as is currently planned, we will endeavor to partner with one of the many non-profit organizations housed in the nearby Edgewood complex that work with parents on a regular basis. (See Appendix for more information about neighborhood non-profits.)

### Volunteer Program

The D.C. Prep Operations Manager will coordinate the parent volunteer program. In this effort, we will ask parents to donate time and talents whenever and wherever it is possible. The school will ask parents to sign a contract as part of registration, detailing their commitment to their child's education and pledging their efforts to volunteer with the school. D.C. Prep's founders do not believe such a contract is legally enforceable, and do not plan to treat it as such. Rather, the contract will set a tone for the type of commitment that the school will seek from parents.

The list of possible volunteering activities is immense, and includes speaking in class, providing administrative assistance, cooking for special events, chaperoning special events and field trips, assisting in the classroom, tutoring, and more. The Operations Manager will make a special effort to develop volunteer activities that are appropriate for parents with limited amounts of time and energy to devote to the school.

We are also planning to institute a parent "Buddy system" within the school. Such a system should help parents share ideas about the curriculum, the code of conduct, managing homework, and any other issues relevant to students' education. In general, we envision veteran parents (who are at least in their second year with us) partnering with new parents. Participation will be at the discretion of parents, but encouraged by the school.

### b. Community Participation

D.C. Prep places a high priority on working with organizations that will help us to enrich the learning of D.C. Prep students. Through the school's planning process, D.C. Prep's founders identified a number of community organizations that are natural partners for the school. (See Community Planning Process on page 62.)

One of these groups, Beacon House, is a successful youth-serving organization in the Edgewood housing complex that offers a rich variety of after-school and weekend programs. We plan to work in partnership with Beacon House to provide an optional after-school program for D.C. Prep students. Students who stay after school could be escorted by a staff member to Beacon House each afternoon, and be picked up there (roughly a block away) by parents. (See the letter of support from Beacon House in the Appendix.)

Another organization is Project Northstar, a one-on-one tutoring program for poor, homeless, and foster care children. Project Northstar operates one of its four tutorial programs in Edgewood, and serves many children in the Edgewood Terrace and Brookland Manor housing projects. Assuming that D.C. Prep is located in Edgewood, the school and Project Northstar will work together to provide nighttime tutoring to school and neighborhood students in D.C. Prep's building.

The school also intends to develop strong relationships with Catholic University and Trinity College. Both institutions are only short walks away from our likely school site. Catholic has a Department of Education and a School of Social Work, and Trinity has a School of Education, both potential sources of tutors for D.C. Prep's Tutoring Program. The founding group has spoken with the head of field education in the Department of Education at Catholic University, who expressed interest in Catholic students working with the school as tutors. A follow-up meeting with Catholic and an initial meeting with Trinity are planned for the winter of 2003.

### **c. School Organization and Culture**

As stressed throughout this application, the principles set forth in D.C. Prep's Core Values provide the framework for the school's culture. It is our intention that these values and the attitudes and behaviors that reflect them will guide the actions and interactions of all members of the school community – the Board of Directors, the administrators, the faculty, the parents and the students.

In addition, D.C. Prep strives to create a sense of community and reciprocal relationships among its members. A collaborative style and a focus on student learning and development are essential qualities for D.C. Prep's teachers and staff. We intend to foster a culture of cooperation and a focus on students through an extensive faculty communication and professional development system. Key elements of that system include:

#### **Two-Week Orientation**

To ensure that the faculty and staff of D.C. Prep quickly establish a collaborative approach, D.C. Prep's founders have planned a two-week Orientation for the summer of 2003. This program will include the history of D.C. Prep, its mission and vision, its major design elements, and an extensive introduction to its curriculum. (See Professional Development on page 53.)

#### **Pre-Opening Summer Program**

During the summer of 2003, faculty and staff will work together for six weeks with only 30 students present. This "mini-school" environment will enable our team to hone many of our educational approaches.

#### **Daily Reviews**

Each afternoon during the summer the group will meet for a 20-minute review of the day. By communicating so frequently, we will be able to quickly raise and address important issues related to our mission and program. After school officially begins in the Fall, we will continue these review meetings for the first few months.

#### **Faculty and Staff Meetings**

Beginning in the summer, and continuing during the school year, faculty and staff will participate in formal, hour-long staff meetings every Monday afternoon. These meetings will cover all aspects of the

school and ensure that all members of the school community are informed of events, policies and practices.

### **Student Progress Meetings**

As described previously, every two weeks each teacher will meet with the Principal and Special Education Coordinator to review each student's progress. These sessions should promote a focus on individual students and ensure that no child's needs are ignored.

### **Common Planning Time**

In both Academies, faculty will have substantial planning time within and across departments. The Principal will structure ways for teachers to work together during this time to discuss curriculum and review student work.

### **Professional Development Activities**

As described in the Professional Development section, D.C. Prep has a comprehensive learning program planned for its faculty. These activities will include visits by outside consultants, Principal and peer observations, and self-chosen professional development programs. (See Professional Development on 48.)

### **d. Extracurriculars**

D.C. Prep's curriculum was designed to be both deep and broad, and it is the founders' intention that many activities traditionally thought of as "extracurriculars" will be incorporated into the daily program. For instance, each day will begin with an all-school meeting, a time for singing, reflection and outside speakers. In the Junior Academy, students will participate in another daily morning meeting with their individual homeroom teacher. These will be structured meetings in which student will discuss and share stories and thoughts. These two forums will provide some of the peer and community interaction normally associated with school clubs.

In addition, extracurricular-like activities are also integrated into the academic program. The Arts program will include hands-on activities in Visual Arts, as well as participation in Drama and Music. These classes will be designed as personal and active responses to new Arts concepts, as well as ideas and information presented in the rest of the curriculum. In Physical Education, students will engage in classical training as well as be exposed to Asian forms of movement and various types of dance. Finally, especially within the Senior Academy, the character and leadership program will incorporate community service activities and student government, often thought of as extracurricular activities.

In addition to these extracurricular components within the school day, D.C. Prep's Saturday program will provide extra academic and physical enrichment for all students. We aim for every student to leave our school excited about, and competent in, one extracurricular activity. For three hours each Saturday, students will engage in a broad set of extra-curricular activities, run by tutors and volunteers. The 9 a.m. -12 p.m. period will be broken into two class periods of one hour and twenty minutes, with a twenty-

minute break in between. Each student will participate in one enrichment class and one physical activity class.

Enrichment activities may include: the school newspaper, chess, art, singing, poetry, creative writing, and acting. Physical activities may include: dance, martial arts, yoga, running and more traditional sports such as soccer, baseball, basketball or football. (There are some public fields nearby, as well as many belonging to local colleges, and it is likely that the school could gain access to these for traditional sports activities.) Each class session will run for approximately 10 weeks, and there will be four sets of these activities each year.

On some Saturdays, there will be D.C. Prep-sponsored field trips. Classes will not meet on those days. Field trips could be academic, like visiting the Smithsonian or another Washington museum, or they could be athletic, and involve hiking in Catoctin Mountain Park or biking on bike paths around the city.

The Saturday program will be managed by a part-time Coordinator (.5 FTE). The founders anticipate that this individual will be a highly qualified undergraduate or graduate student, retired or not practicing teacher, or other individual with management experience in an educational program. The Saturday Program Coordinator will identify, recruit and train individuals to staff this program. Most individuals will be asked to teach a class for 10 consecutive Saturdays. All individuals will be oriented to the school, and expected to continue fostering high expectations and implementing the school's character and leadership program on Saturdays.

Each Saturday, the Coordinator will be present to receive students and to stay until they are all picked up. To ensure that D.C. Prep employees do not "burn out," the teachers, Principal and Executive Director will not regularly be present at the Saturday program. However, during the first few weeks of school the Principal or Executive Director will be available to supervise the successful launch of the program. Teachers who want to make extra money by teaching in the program will be able to do so, but encouraged to think seriously about the ramifications of such a commitment.

Attendance will be required at D.C. Prep's Saturday program, with two exceptions. Students who are already heavily involved with another extracurricular activity, like an athletic program, will be excused with a note from their parent and the director of the other program. Students who may have religious reasons to not attend school on Saturdays may be excused with a note from their parent and the leader of their religious program or community.

#### **e. Safety, Order and Student Discipline**

An orderly learning environment is critical to students' educational progress. We believe that we must establish clear rules for students and hold them accountable to those rules in a consistent fashion. At the same time, we must outline what we view as positive behavior and encourage students to adopt it through both informal and formal means. (See Character Education Program on page 24.)

As mentioned earlier, our code of conduct will be clearly stated and introduced to students at registration, at enrollment, and repeatedly thereafter. Following is a working draft of the Code of Conduct. All adults affiliated with the school (e.g. faculty, staff, administration, tutor and volunteer) will be asked to support this code and be trained in the response to violations.

## **D.C. Preparatory Academy Draft Code of Conduct**

D.C. Preparatory Academy was created to ensure that its students would have the opportunity to obtain an excellent education in academics, character and leadership. The founders believe that with this education D.C. Prep students will be able to attend top high schools and develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.

In order to accomplish these goals we need to create an orderly learning community. The rules written below exist to support that community; only if all students and faculty adhere to them will we be able to achieve the mission of the school. All members of the school community should reflect on these policies and incorporate them into their lives. By adhering to this Code of Conduct we will also adhere to our Core Values and deepen our appreciation of their importance.

### **I. Minor Violations**

#### **In Class**

- ◆ Failing to complete homework assignments
- ◆ Failing to follow a teacher or other adults' instructions
- ◆ Touching another classmate in order to provoke or tease them
- ◆ Making fun of another classmate in a mean-spirited way
- ◆ Being rude or insulting to an adult or another classmate
- ◆ Distracting other students during class
- ◆ Not paying attention
- ◆ Putting one's head down on the desk during class
- ◆ Putting one's feet up on a chair
- ◆ Tilting one's chair back
- ◆ Rummaging in one's backpack or bag during class
- ◆ Playing with any game, electronic device, phone or any other toy during class
- ◆ Yelling or speaking out of turn
- ◆ Not staying seated once class has started

#### **In School**

- ◆ Failing to wear the school uniform
- ◆ Arriving late to school or class
- ◆ Running inside the hallways, cafeteria, or classrooms
- ◆ Chewing gum or eating or drinking anything without permission

#### **At School-Related Events**

- ◆ Not following directions of the teacher or chaperone
- ◆ Not being polite to guests and other school visitors

## **II. Consequences of Minor Violations**

### **Absence and Lateness**

Absence and lateness are very serious matters at D.C. Prep. Students who are not in school or are not in class are not learning. Attendance and promptness are basic requirements of responsibility and citizenship. If a student is absent or late, his or her home will be called immediately. Unexcused absences or three late arrivals will result in a meeting with the student's parent. A plan for prompt and regular attendance will be developed with the parent and student and monitored by the Principal.

### **Notation on Weekly Report**

Disrespectful actions disrupt class learning and fail to show respect for the school's Core Values and our learning community. When any adult in the school witnesses these actions, he or she will ask the student to stop. If the student stops immediately, the adult and the student will continue with their activities and no further disciplinary action will be taken. The incident will be noted on the student's weekly character education progress report.

### **In-Class Suspension**

If the disrespectful action does not stop or re-occurs often, the child will be put on in-class suspension. In this case, the student must move to a chair on the edge of the classroom, away from other students. He or she cannot participate in class discussion and should not interact with classmates. If the student follows these rules during in-class suspension, he or she will meet with the teacher afterwards and a notation will be made on the weekly progress report. If an in-class suspension occurs more than once, the parent will be called for a conference with the teacher and the Principal.

### **In-School Suspension**

If a student fails to adhere to the in-class suspension rules, he or she will proceed to the school office and his or her parent will be called. The student will remain in the office, chaperoned, until his or her parent comes and meets with the teacher and the Principal.

### **Out-of-School Suspension**

Three in-school suspensions will result in an out-of-school suspension.

### III. Major Violations

- ◆ Cheating (talking with anyone else during a graded assignment, copying or trying to copy another's work, using or attempting to use materials other than those allowed during an assessment)
- ◆ Plagiarism (representing someone else's work as one's own)
- ◆ Lying about homework, one's behavior or anything else
- ◆ Using obscene or abusive language or gestures
- ◆ Leaving the school property without an approved chaperone or the explicit permission of a faculty member
- ◆ Smoking at the school or at a school-related event
- ◆ Engaging in the destruction or defacement of school or other property
- ◆ Stealing anything from someone else or from the school
- ◆ Committing, or attempting to commit, extortion
- ◆ Gambling or trespassing
- ◆ Selling, transferring, using or possessing alcohol, other controlled substances, imitation-controlled substances
- ◆ Pushing, shoving, hitting or engaging in aggressive behavior with anyone else
- ◆ Engaging in acts of sexual harassment, including but not limited to sexually-related physical contacts or offensive sexual comments or suggestions
- ◆ Bringing a weapon to school, including any firearm, knife, razor blade, explosive, mace, tear gas or other dangerous object of no reasonable use to a student at school
- ◆ Brandishing a weapon or anything that could be used a weapon in a threatening way
- ◆ Threatening anyone else
- ◆ Committing or attempting to commit arson
- ◆ Making a false bomb threat or pulling an emergency alarm without cause
- ◆ Breaking any other D.C. or federal law

#### **IV. Consequences of Major Violations**

##### **Out-of-School Suspension**

Any major violation of the Code of Conduct will result in an out-of-school suspension. An out-of-school suspension will mean that the student must leave the school immediately. If the parent cannot pick up the student, then other arrangements will need to be made. Such a suspension could be for one or more days, depending on the infraction and the circumstances. The suspension will not be over until the student, the parent, the teacher involved and the Principal have met together to discuss the infraction, why it occurred, and why it, or something similar, will not happen again.

##### **Expulsion**

Violent or illegal actions will result in automatic expulsion, depending on the student's special education status and all applicable laws. Other egregious or repeated major violations of the Code of Conduct may also result in expulsion. To ensure that expulsion is in line with relevant legal and regulatory judgments, expulsion will require the review of the Executive Director and the approval of the Board of Trustees. In those cases, it will mean the immediate and permanent removal of the student from the school.

#### **V. Student Honor Code**

The entire school community must contribute to upholding these rules. Therefore, any student with knowledge of a major violation of the code must inform a teacher or staff member immediately. Failure to do so may result in a punishment for the student under the category of dishonesty.

#### **VI. Procedural Due Process**

The Principal may impose out-of-school suspensions or expulsions. Before imposing an out-of-school suspension for less than 10 days, the Principal shall verbally inform the student of the suspension and the reason or reasons for it. The student shall be given the opportunity to deny or explain the charges. If the student denies the charges, the school will present a written version of the charges. The Principal shall also notify the parent verbally or in writing of the fact that the student has been suspended from school, and the reasons for the suspension.

If the Principal imposes a suspension for longer than 10 days, the student shall receive: written notice of the charges; the right to be represented by a lawyer; adequate time to prepare for the hearing; the right to present witnesses and to cross-examine witnesses presented by the school and a reasonably prompt, written decision including specific grounds for the decision. Notices and proceedings will be translated into the student's / parent's primary language if necessary for their understanding of the proceedings.

All decisions by the Principal regarding suspension or expulsion of students are subject to review by the Executive Director. Expulsion requires the approval of the Board of Trustees.

## **VII. Disciplinary Procedures for Students with Disabilities**

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. Discipline of a student identified as having a disability, however, will be in accordance with the following:

1. Students for whom the Individualized Educational Plan ("IEP") includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective, or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the D.C. Prep Special Education Committee for review.
2. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with standard school policy relating to each infraction. The D.C. Prep Special Education Committee must be notified immediately of any suspension from classes.

If there is any reason to believe that the infraction is a result of the student's disability, the student must be immediately referred to the D.C. Prep Special Education Committee for review. If a connection is found between the student's disability and the infraction, the student will not be penalized. In this case, the Committee will consider a possible program modification to ensure that such issues do not reoccur.



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## **D.C. PREPARATORY ACADEMY BYLAWS**

### **ARTICLE I**

#### **PURPOSE AND OFFICES**

Section 1. Purposes. The purpose of the Corporation is to establish and operate a public charter school that will provide education to middle school students in Washington, D.C. No part of net earnings will benefit any private director, member or other individual. The Corporation is not organized for profit or organized to engage in an activity ordinarily carried on for profit and may engage only in activities that may be carried on by a corporation exempt from federal income taxation.

Section 2. Principal Office. The principal office of the Corporation shall be located in the District of Columbia. The Corporation may from time to time have such other offices as the Board of Directors may determine or as the affairs of the Corporation may require.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the District of Columbia, a registered office and a registered agent whose office is located in such registered office. The registered office may be, but need not be, located in the principal office of the Corporation. The address of the registered office may from time to time be changed by the Board of Directors.

### **ARTICLE II**

#### **MEMBERS**

Section 1. No Members. The Corporation shall have no Members. Unless these Bylaws provide otherwise, any action or vote permitted to be taken by Members pursuant to the D.C.

Nonprofit Corporation Act shall be taken by action or vote of the same percentage of the Directors of the Corporation.

### **ARTICLE III**

#### **DIRECTORS**

Section 1. **Powers and Qualifications.** The policies of the Corporation shall be determined, and its affairs shall be managed, by its Board of Directors. The Directors shall act only as a Board of Directors, or as a committee thereof; individual Directors shall have no power as such.

Section 2. **Number.** The initial number of Directors of the Corporation shall be fixed by the Articles of Incorporation. Thereafter, the number of Directors of the Corporation shall be not fewer than three (3) but not more than fifteen (15). Such number may be increased or decreased from time to time by the Board of Directors within such limits; however, no decrease shall reduce the term of any incumbent Director.

Section 3. **Election.** New Directors shall be elected at the annual meeting of the Board of Directors, at which a quorum is present by the affirmative vote of 2/3 of the Directors then in office.

Section 4. **Term.** The Board of Directors shall be divided into three (3) Classes: Class A, Class B and Class C. The Board of Directors by resolution shall establish the number of the Directors in each Class; provided that the total number shall not exceed the number permitted by Article III, Section 2 of these Bylaws. Class A Directors shall serve for an initial term of two (2) years, and thereafter shall serve three-year terms until their re-election or until their successors

are elected and qualified, or until their earlier resignation, removal, or death. Class B Directors shall serve three-year terms until their re-election or until their successors are elected and qualified, or until their earlier resignation, removal, or death. Class C Directors shall serve an initial term of four (4) years, and thereafter shall serve three-year terms until their re-election or until their successors are elected and qualified, or until their earlier resignation, removal, or death.

Section 5. Resignations. Any Director may resign at any time by notifying the Board of Directors in writing. Such resignation shall take effect at the time specified therein. Acceptance by the Board of Directors of such resignation shall not be necessary to make it effective.

Section 6. Removal. Directors may be removed from office at any time, with or without cause, upon an affirmative vote by 2/3 of the Directors then in office. Notice of the meeting to remove a Director shall be given in accordance with Section 12 of this Article.

Section 7. Vacancies. Vacancies in the Board of Directors shall be deemed to exist in the event of the resignation, removal, or death of a Director, or in the event of an increase in the number of Directors. Any such vacancy may be filled by votes of a majority of the remaining Directors, though less than the quorum. A Director elected to fill a vacancy shall hold office for the unexpired term of his/her predecessor. In the case of an increase in the number of Directors, a newly appointed Director shall hold office until the next annual meeting of the Board of Directors.

#### **ARTICLE IV**

##### **MEETINGS OF THE BOARD OF DIRECTORS**

Section 1. Location of Meetings. All meetings of the Board of Directors may be held

within or without the District of Columbia and may be held by means of telephone conference.

Section 2. Annual Meeting. The annual meeting of the Board of Directors shall be held at such time and place as shall be determined by the Board of Directors and designated in the notice or waiver of notice of the meeting.

Section 3. Regular Meetings. Regular meetings of the Board of Directors shall be held four (4) times a year on quarterly basis at such time and place as shall be determined from time to time by the Board of Directors.

Section 4. Call of Special Meetings. Any Director or the President may call, or upon the request of a majority of the Directors, the Secretary shall call, special meetings of the Board of Directors.

Section 5. Notice of Special Meetings. Notice of special meetings of the Board of Directors shall be in writing, signed by the President, President or the Secretary, and shall be served personally or sent to each Director by mail, electronic mail or facsimile addressed to his\her last known address at least ten (10) days before the time designated for such meeting if sent by mail, or at least 24 hours if sent by electronic mail or facsimile. Notice of special meetings shall state the time and place of the meeting. The purpose or purposes of such meetings need not be specified, unless otherwise required under the provisions of the District of Columbia Nonprofit Corporation Act or in the Articles of Incorporation.

Section 6. Waiver of Notice. Whenever notice is required to be given to any Director under the provisions of the District of Columbia Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws, a waiver thereof in writing, signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the

giving of such notice. Such waiver need not specify the purpose or purposes of the meeting.

Section 7. Quorum. One-third of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, unless otherwise required by the District of Columbia Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws. However, if the quorum is not present at any meeting of the Board of Directors, those Directors present may adjourn the meeting from time to time, without notice other than announcement at the meeting, until the quorum shall be present.

Section 8. Action by Majority Vote. Except as required by the District of Columbia Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws, any action by a majority of the Directors present at a meeting at which a quorum is present shall be deemed the action of the Board of Directors; provided that any amendments to the Articles of Incorporation shall be adopted by 2/3 of the Directors then in office.

Section 9. Action by Written Consent. Any action required or permitted to be taken at a meeting of the Board of Directors may be taken without a meeting by a unanimous written consent of all of the Directors setting forth such action.

Section 10. Interested Transactions. No Director may vote upon a matter coming before the Board of Directors in which he or she has a direct financial interest. Immediately upon becoming aware that such a conflict may exist, a Director must disclose the existence of the potential conflict to the remaining Directors, withdraw from further deliberation on the issue, and abstain from voting on the matter. Any such withdrawal or abstention by an interested Director shall not defeat the quorum at the meeting of the Board of Directors, if such quorum was present before such Director's abstention from voting. Any such disclosure and withdrawal shall be fully



documented in the minutes of the Board of Directors' meeting.

## ARTICLE V

### COMMITTEES

Section 1. Designation. The Board of Directors may designate from time to time two (2) or more Directors to serve on various committees as deemed necessary and proper. The Board of Directors shall have the power at any time to: (i) designate a member of such committee as its chairman; (ii) fill vacancies; (iii) change the membership rules; or (iv) discharge committee members.

Section 2. Powers. Each committee shall have, and may exercise, such powers not inconsistent with the District of Columbia Nonprofit Corporation Act, the Articles of Incorporation, or these Bylaws, as authorized by the Board of Directors. Subject to Section 6, below and unless authorized otherwise by the Board of Directors, a committee has only the power to analyze particular subjects and prepare recommendations to the Board of Directors. The designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed upon it or him\her by law. The members of a committee shall act only as a committee.

Section 3. Term. Members of a committee shall serve for a term of one (1) year, until their successors are appointed, or until their earlier resignation, removal with or without cause, or death, or until the committee shall sooner be terminated.

Section 4. Meetings. Subject to Section 6 below, meetings of a committee may be held within or without the District of Columbia, and may be held by means of telephone conference. A majority of any such committee may fix the time and place of its meetings. Each committee

shall keep records of its actions, and report such actions to the Board of Directors and the President.

Section 5. Quorum/Action. Subject to Section 6 below, a majority of the then serving members of any committee shall constitute a quorum. Any action of the majority of those present at a meeting at which a quorum is present shall be deemed the action of the committee, except when a committee has only two (2) members, then any action must be by unanimous consent.

Section 6. Sponsors and Other Supporters of the Corporation. The Directors may designate certain persons and groups of persons as sponsors, benefactors, contributors, advisors or friends of the Corporation, or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as Directors shall otherwise designate, shall have no right to notice of or to vote at any meetings, shall not be considered for purposes of establishing a quorum, and shall have no other rights and responsibilities.

## ARTICLE VI

### OFFICERS

Section 1. Designation. The officers of the Corporation shall consist of a President of the Board of Directors, a Vice President, a Secretary, a Treasurer, and such other officers, assistant officers, and agents as may be deemed necessary by the Board of Directors, each to have such duties and authority as are provided in these Bylaws, or as the Board of Directors may from time to time determine. Any two (2) or more offices may be held by the same person, except the offices of President and Secretary.

Section 2. Election. The officers shall be elected by the Board of Directors.

Section 3. Term. Officers shall serve for a term of one (1) year, between the annual meetings of the Board of Directors and until their reelection or until their successors are elected and qualified, or until their earlier resignation, removal, or death.

Section 4. Resignations. Any officer may resign at any time by notifying the Board of Directors in writing. Such resignation shall take effect at the time specified therein. Acceptance by the Board of Directors of such resignation shall not be necessary to make it effective.

Section 5. Removal. Any officer may be removed, either with or without cause, by a majority vote of the Board of Directors at any regular or special meeting at which quorum is present.

Section 6. Vacancies. A vacancy in any office caused by resignation, removal, or death may be filled for the unexpired term of the predecessor in office by the Board of Directors at any regular or special meeting.

Section 7. Executive Director. The Executive Director shall serve as a chief executive officer and shall have general supervision over the affairs of the Corporation. The Executive Director shall perform all duties incident thereto and have such power as may from time to time be assigned by the Board of Directors.

Section 8. President and Vice Presidents. The President shall serve as the chair of the board of Directors and perform such duties and have such powers as shall be assigned to him/her by the Board of Directors. The Board of Directors may establish offices of the Vice President, or if there shall be more than one (1), the Vice Presidents. The Vice Presidents shall, in general, perform such duties and have such powers as shall be assigned to them by the Board of Directors or the President.

Section 9. Secretary. The Secretary shall: (i) act as Secretary of all meetings of the Board of Directors and of such other committees as the Board of Directors shall specify; (ii) keep the minutes thereof in the proper book or books; (iii) see that the reports, statements, and other documents required by law are properly kept and filed; and (iv) in general, perform all the duties incident to the office of Secretary and such related duties as may from time to time be assigned by the Board of Directors. The books, records, and papers in the hands of Secretary shall at all times be subject to the inspection, supervision, and control of the Board of Directors. At the expiration of his\her term of office, the Secretary shall turn over to his\her successor in office all books, records, papers, and other properties of the Corporation.

Section 10. Treasurer. The Treasurer shall: (i) collect and keep an account of all moneys received and expended for the use of the Corporation; (ii) deposit sums received by the Corporation in the name of the Corporation in such depositories as shall be approved by the Board of Directors; (iii) present reports of the finances of the Corporation at each annual meeting and when called upon by the President; and, (iv) perform such related duties as shall be directed by the Board of Directors or the President. The funds, books, and vouchers in the hands of the Treasurer shall at all times be subject to the inspection, supervision, and control of the Board of Directors or the President. At the expiration of his\her term of office, the Treasurer shall turn over to his\her successor in office all books, records, monies, and other properties of the Corporation.

Section 11. Other Officers. Other officers elected or appointed by the Board of Directors shall, in general, perform such duties and have such powers as shall be assigned to them by the Board of Directors or the President.

## ARTICLE VII

### COMPENSATION OF DIRECTORS AND OFFICERS

Section 1. Compensation of Directors. Directors shall not receive any compensation for their services as such; however, the Board of Directors may authorize reimbursement for all expenses incurred in connection with the performance of services for the Corporation, including but not limited to attendance at annual, regular, or special meetings of the Corporation. Nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity and receiving compensation therefore.

Section 2. Compensation of Officers. President, Vice President, Treasurer and Secretary shall not receive any compensation for their services in that capacity. Salaries or other compensation of other officers may be fixed from time to time by the Board of Directors, provided that such salaries and compensation shall not be excessive in amount and shall be for services which are reasonable and necessary for performance of the Corporation's purposes.

## ARTICLE VIII

### LIABILITY AND INDEMNIFICATION

Section 1. Liability. In the absence of fraud or bad faith, the Directors of the Corporation shall not be personally liable for its debts, obligations, or liabilities.

Section 2. Indemnification. The Corporation shall indemnify any Director or officer, or former Director or officer, against expenses incurred in connection with the defense of any action, suit, or proceeding in which he\she is made a party by reason of being, or having been, such Director or officer, to the maximum extent permitted by law. Such indemnification shall

not be deemed exclusive of any other rights to which such Director or officer may be entitled, under these Bylaws, by any agreement, by vote of the Board of Directors, or otherwise. The Board of Directors may authorize the purchase and maintenance of insurance to indemnify the Corporation, its Board, and/or its Officers against the whole or any portion of the liability assumed by the Corporation, its Board, and/or its Officers in accordance with this Section 2, and also may procure insurance in such amounts as the Board of Directors may determine on behalf of any person who is, or was a Director, officer, employee or agent of another corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, against any liability asserted or incurred by such person in any such capacity or arising from his status as such, whether or not Corporation would have power to indemnify him or her against such liability under provisions of this Section.

## **ARTICLE IX**

### **GENERAL PROVISIONS**

Section 1. Execution of Contracts. The Board of Directors, except as otherwise provided in these Bylaws, may prospectively or retroactively authorize any officer or officers, agent or agents, in the name, and on behalf of the Corporation, to enter into any contract, or execute and deliver any instrument as may be necessary to carry out the purposes of the Corporation. Any such authority may be general or confined to specific instances.

Section 2. Loans. The Board of Directors may authorize the President or any other officer or agent of the Corporation to: (i) obtain loans and advances at any time for the Corporation from any bank, trust company, firm, corporation, individual, or other institution; (ii) make, execute, and deliver promissory notes, bonds, or other certificates or evidences of

indebtedness of the Corporation; and (iii) pledge and hypothecate, or transfer any securities or other property of the Corporation as security for any such loans or advances. Such authority conferred by the Board of Directors may be general or confined to specific instances. No loans or other borrowings with the borrowed amount (or face value) above \$50,000 could be obtained without the approval of the Board of Directors. No loans shall be made by the Corporation to any Director or officer thereof.

Section 3. Gifts. The Board of Directors may accept on behalf of Corporation any contribution, gift, bequest, or devise for the purposes of the Corporation.

Section 4. Investments. The Corporation shall have the right to invest and reinvest any funds held by it according to the judgment of the Board of Directors. The Board of Directors is restricted to the prudent investments which a Director is or may hereafter be permitted by law to make. In the absence of any direction by the Board of Directors, such stocks and securities shall be invested as the Executive Director may determine.

Section 5. Voting of Securities Held by the Corporation. Stocks and other securities owned by the corporation shall be voted, in person or by proxy, as the Board of Directors may specify. In the absence of any direction by the Board of Directors, such stocks and securities shall be voted as the Executive Director may determine.

Section 6. Books and Records. There shall be kept at the principal office of the Corporation, correct books of accounts of all the business and transactions of the Corporation.

Section 7. Depositories. The funds of the Corporation not otherwise employed shall from time to time be deposited to the order of the Corporation in such banks, trust companies, or other depositories as the Board of Directors may select, or as may be selected by any one (1) or

more officers or agents of the Corporation to whom such power may from time to time be delegated by the Board of Directors.

Section 8. Signatories. All checks, drafts, and other orders for payment of money out of the funds of the Corporation, and all notes and other evidences of indebtedness of the Corporation shall be signed on behalf of the Corporation by the Executive Director or Treasurer.

Section 9. Annual Audit. The Board of Directors will require that an annual audit be made of the books and accounting records of the Corporation.

Section 10. Fiscal Year. The fiscal year of the Corporation shall be determined by resolution of the Board of Directors.

Section 11. Corporate Seal. The Corporation shall have a corporate seal with its name, year of incorporation and the words "Corporate Seal, District of Columbia" inscribed thereon. The seal shall be in the custody of the secretary and used by him/her, or any other officer so authorized by the Board of Directors, by causing it, or a facsimile thereof, to be impressed, affixed or reproduced otherwise on any instrument or document as may be required by law, these Bylaws, the Board of Directors or President. The presence or absence of the seal on any instrument, or its addition thereto, shall not affect the character, validity or legal effect of the instrument in any respect.

## **ARTICLE X**

### **AMENDMENTS**

These Bylaws, or any one (1) or more of the provisions thereof, may be altered, amended, or repealed and new Bylaws adopted by a two-thirds (2/3) vote of the Directors then in office at a

meeting of the Board of Directors expressly called for that purpose. Notice of the intent to alter, amend, or repeal and adopt new Bylaws shall be given in accordance with Article III, Section 12 hereof.

## **ARTICLE XI**

### **EFFECT OF PROVISIONS OF LAW AND ARTICLES OF INCORPORATION**

Each of the provisions of these Bylaws shall be subject to and controlled by specific provisions of the District of Columbia Nonprofit Corporation Act or the Articles of Incorporation which relate to their subject matter, and shall also be subject to any exceptions or more specific provisions dealing with the subject matter appearing in these Bylaws, as amended from time to time.

SECRETARY'S CERTIFICATE

I, \_\_\_\_\_, Secretary of D.C. Preparatory Academy, a nonprofit corporation formed and existing under the laws of the District of Columbia, do hereby certify that the foregoing is a true and complete copy of the Bylaws of this nonprofit corporation as submitted and read to, and adopted by, the Board of Directors on July \_\_, 2002.

IN WITNESS WHEREOF, I have hereunder subscribed my name and affixed the Seal of the Corporation on this \_\_\_ day of \_\_\_\_\_, 2002.

\_\_\_\_\_  
\_\_\_\_\_, Secretary

[Corporate Seal]



## **b. Major Contracts Planned**

At the present time, D.C. Prep has not entered into any contracts whose value exceeds \$25,000. However, possible contracts of that magnitude include: food service, food service equipment, insurance, building architectural services, construction, renovation and financing. In determining the best vendor for these services, D.C. Prep founders are consulting other charter schools, independent schools and small businesses for their advice.

For food service, conversations with other charter schools indicate that contracting with an outside vendor for food delivery with an in-house reheating kitchen is preferable from a quality, operational and cost standpoint. D.C. Prep planners have spoken with individuals from D.C. Central Kitchen, Preferred Meal Systems and Garrison Catering regarding the provision of food service.

Before the school enters into contracts equal to or exceeding \$25,000 it will submit a copy of the contract to the D.C. Public Charter School Board for review. D.C. Prep will advertise major contracts in accordance with the regulations of federal procurement policy.

## **c. Orientation of Parents, Teachers, and Other Community Members**

### **Faculty and Staff Orientation**

In Summer 2003, the school will hold a two-week teacher and staff orientation that will cover every aspect of the school's program. For each subsequent year, there will also be a two-week orientation for new faculty. In the first year, Part I of the Orientation will focus on the history of D.C. Prep, its mission and philosophy, and the role of the Core Values and Code of Conduct in forming the culture of the institution. Part II of the Orientation will cover the academic program, with an emphasis on the development and use of a standards-based curriculum. Parts III and IV will highlight the two research-based approaches (Core Knowledge and Direct Instruction) that D.C. Prep has adopted and modified in its curriculum. Part V will include training in the inclusion model of special education as well as effective teaching strategies with LEP/NEP students.

### **Parent Orientation**

It is critical that parents have a solid understanding of the school's mission, philosophy, curriculum, character education program and code of conduct before enrolling their children in the school. Before both the summer and regular session programs, D.C. Prep will hold family orientations. To accommodate working parents' schedules, these series will be held at different times and on different days. In those meetings, the Principal will explain the school's program and policies in great detail. The current plan for the orientation includes: a welcome from the Principal; an explanation of the school's academic, character and leadership program, a description of the school's discipline policy, and a reiteration of the school's goals and mission. Once the school's policies have been reviewed, the Principal will ask parents to show their commitment to those goals by signing a contract pledging to support their child in his or her education. These contracts will be taken as evidence of a moral commitment and will be returned to in subsequent conversations with parents.

At the school's fall orientation, it will have "piloted" our program with 30 D.C. Prep students and will be able to address any necessary details or clarifications. The school will also ask parent representatives from the summer to be available to answer questions from a parent's point of view. At that meeting the guidelines and organizing process for the D.C. Prep Parent's Advisory Council will also be announced. (See Parent Involvement on page 42.)

**d. Services Sought from the District of Columbia Public Schools**

Since D.C. Prep is functioning as its own Local Education Authority, the school does not anticipate requiring frequent special education services from D.C.P.S. However, the school's planners will investigate contracting with D.C.P.S. for the possible provision of food services and transportation for special education students.

## **D. Public Charter School Accountability Plan**

Please see the following table for the school's accountability plan. Additional discussion is provided in the text below.

### **1. Goals Against Which the School's Success Will be Judged**

#### **Accountability Plan**

D.C. Prep's accountability plan addresses the school's three major goals for students, which are:

1. Students abide by D.C. Prep's code of conduct, demonstrating good habits, character and leadership.
2. Students graduate with an eighth grade level of academic competency or better.
3. Students enroll in academically challenging, college-preparatory high schools.

#### **Internal Metrics**

D.C. Prep has also developed an internal plan that its founders believe will enable the school to meet the above three goals. For the chartering authority's reference, the internal plan is also included. These goals are:

1. The school is a well run, financially stable and law-abiding organization, with a competent, engaged Board of Directors.
2. The school's leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.

The internal plan also includes two additional outcome goals for the school. As longer-term goals for the school less related to its immediate academic program, metrics for these goals were included in the school's internal metrics.

1. D.C. Prep assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.
2. D.C. Prep alumni graduate from academically challenging high schools and attend college.

### **2. Indicators of Performance**

Each school objective has at least one indicator of performance, that as closely as possible demonstrates how the school proposes to assess its progress toward its goals.

1. For D.C. Prep's first goal, regarding student behavior, the performance indicators concern attendance, punctuality, violations of the discipline policy and demonstrations of the school's Core Values.
2. For D.C. Prep's second goal, achievement of grade-level proficiency, performance indicators include annual academic progress and competence at the end of eighth grade.
3. For D.C. Prep's third goal, enrollment at excellent high schools, indicators include acceptance at top high schools as well as enrollment in those schools.

### **3. Targets**

Targets for the school's first five years are designed to represent significant progress but still be realistic. To obtain these targets, the school has gathered data from top urban charter schools whose success it hopes to emulate.

### **4. Baseline Performance**

For the present plan, school planners have developed a baseline performance based on experience and conversations with charter school founders, charter school experts, and community residents. In some areas, like student behavior, the school's first year performance is critical and the baseline goal represents a significant improvement over a typical public middle school. While the goal might seem aggressive, it is imperative that the school perform well its first year and has set its goals to reflect that plan. The founders have endeavored to prepare a strong program that will be successful in its first year of operation.

### **5. Assessment Tools**

D.C. Prep's accountability plan relies on three main types of records maintained by the school: records of student behavior, records on student progress and records on student high school placement. In each case, these records will be maintained by the Operations Manager and reviewed by the Principal and the relevant teacher. In the aggregate, however, this data will also be shared with the D.C. Prep's faculty, staff, Board, and chartering authority.

In the case of student behavior, teachers will maintain daily and weekly logs of student behavior, including discipline incidents as well as positive actions. Teachers will submit this information to the Operations Manager, who will enter it into the school's database. Data for the current week and the year to date will be distributed at each faculty and staff meeting and discussed.

For student progress, informal and formal assessments will be made on an ongoing basis. Annually, there will be two main tools: a criterion-referenced assessment constructed by the school and based on the New Standards Reference Exam for 4<sup>th</sup> and 8<sup>th</sup> grades; and the norm-referenced Stanford-9 Achievement Test.

Finally, for high school placement, the Placement Director will track the information regarding where students have been accepted and where they enrolled.

### **6. Reporting Performance and Progress**

Each of the major constituencies of D.C. Prep will receive regular and detailed information.

## **Faculty and Staff**

On a weekly basis, faculty and staff of D.C. Prep will receive a report of the aggregate positive actions and disciplinary incidents of students. The team will also receive academic reports on student progress that are summarized from teachers' weekly student progress reports for the school as a whole. A portion of staff meetings will be used to analyze and react to this latest performance update.

## **Parents**

Parents will receive a weekly progress report on their students, both in the areas of academics as well as in character and leadership. This report should help parents to understand their child's progress, as well as help faculty review each students' performance on a weekly basis. More detailed report cards will be sent at the end of each quarter.

## **Board**

The Board will receive monthly, quarterly and annual reports on aggregate student progress in both academics and character.

## **Chartering Authority**

The chartering authority will receive an Annual Report summarizing the school's progress that year versus the Accountability Plan. For academic progress, student academic progress on the Stanford-9 test will be grouped and analyzed by grade. Scores will also be grouped to reveal the progress of students by gender, by racial/ethnic group, by income, by special education status, and by LEP/NEP status.

For D.C. Prep, the most important measure will be the "value-added" score, measured by gauging the improvement in individual students' scores from year to year. For instance, on the Stanford-9, each student's score will be tracked from year to year. The average of each student's annual progress will be the school's best assessment of its own effectiveness.

In its annual report, D.C. Prep will show the average of all these individual gain scores, by grade and by subject. Since these averaged gains can mask students who are losing ground, D.C. Prep will also report the percentage of students who made gains versus those whose scores fell relative to the prior year.

Ultimately, the school's Executive Director will be responsible for the school's progress relative to its stated goals. She or he will draft the annual report with input from the Principal and teachers, and provide it to the Board for review. The school will release its annual report each year by the first of November. D.C. Prep's report will be written for the chartering authority, but distributed to faculty, staff and the Board, and made available to parents and the interested public.



## F. Budget

### 1. Pre-opening Expenses

Please see the opening expenses and Pre-Opening Cash flow worksheets following.

### 2. Two-Year Operating Budget

Please see Two-Year Operating Budget worksheets following.

#### Assumptions

#### Government Funding

#### Operating Expenses

D.C. Budget's will be funded in large part through public funds. The school expects to receive a base operating budget and a limited amount for each student enrolled in the school next year. In addition, D.C. Budget's will receive additional funding for the operation of the school. For instance, the school will receive a certain amount of LEAP (LEAP) grants and other federal grants. The school will also receive federal grants for professional services. Finally, the school will receive the per pupil amount payment for its annual program.

#### Capital Funding

In view of the government's current school's initial cost, the school's percentage of the total funding for the school will be reduced. In the school's first year, the school's percentage of the total funding will be reduced to 75% from the school's 80% in the first year. The school will also receive federal grants for professional services. Finally, the school will also receive federal grants for professional services.

#### Operating Expenses

For the first year of D.C. Budget's operation, the school will appear additional expenses through public grants and donations. These expenses will total \$2400,000 in the first year and \$1,000,000 in the second year.

#### Other

The school will participate in the federal budget and fund program and receive a commitment from the government for the amount of operating expenses. D.C. Budget's will also receive payment from the school for the amount of operating expenses. Finally, the school will also receive federal grants for professional services.

## **F. Budget**

### **1. Pre-opening Expenses**

Please see Pre-opening Expenses and Pre-Opening Cash Flow worksheets following.

### **2. Two-Year Operating Budget**

Please see Two-Year Operating Budget worksheets following.

#### **Revenues**

##### **Government Funding**

##### **City and State Funding**

D.C. Prep's operations will be funded in large part through public dollars. The school expects to receive a base, per pupil allocation and a facilities allocation for each student enrolled in the school each year. In addition, D.C. Prep should receive additional allocations based on the composition of our student body. For instance, the school will enroll a certain number of LEP/NEP students and special education students, for whom the school would receive extra funding to provide extra services. Finally, the school will receive the per-pupil summer payment for its summer program.

##### **Federal Funding**

Based on the population of other charter schools in the city, the school's percentage of free and reduced price lunch students will most likely qualify it for Title I federal funding. In the school's first two years of operations, it should receive grants for approximately \$95,000 from the federal Title V charter school start-up allocation. The school will also receive federal per pupil special education funding.

##### **Grants and Donations**

For the first two years of D.C. Prep's operations, the school will support additional expenses through outside grants and donations. These amounts will total roughly \$400,000 in the first year and \$100,000 in the second year.

##### **Other**

The school will participate in the federal breakfast and lunch program and receive reimbursements from the government for the meals of qualifying students. D.C. Prep will also receive payments from families who do not meet, or only partially meet, federal guidelines for free and reduced price meals.

## **Expenses**

### **Overview**

In the school's first year, its operating budget includes:

- The cost of initial capital expenditures;
- The pre-opening summer program;
- The first year program; and
- The summer program following the first year.

In D.C. Prep's second year, its operating budget includes:

- Additional capital expenditures; and
- The summer program following the second year.

Separate budgets for the pre-opening summer program and capital expenditures are included in the financials.

All expenses are based on other charter school budgets and estimates obtained through the D.C. Public Charter School Resource Center, the Charter Friends National Network, the New York Charter Schools Institute, and Victory Schools.

### **Personnel Salaries and Benefits**

D.C. Prep salaries and benefits are based on salaries similar to those of public schools but adjusted for the greater time commitment of the school's program. The overall combination should represent a competitive and attractive package for D.C. Prep employees.

### **Direct Student Costs**

D.C. Prep student costs are based on curriculum costs per student. These costs are assumed to grow in proportion to the student body.

### **Occupancy Expenses**

The school's current budget assumes that Charter Partners will purchase the 701 Edgewood building and lease it to D.C. Prep. Thus, the school's major occupancy expense is rent. All other maintenance costs are assumed to be proportional to square feet occupied by the school.

### **Office Expenses**

Office expenses include capital expenditures for furniture and equipment, as well as annual operating costs. Operating costs are measured in terms of either staff or students, and grow proportionally.

**General Expenses**

Major expenses in this category are food service, insurance and recruiting / hiring. Food service is assumed to breakeven each year. Insurance is based on quotes from Aon Risk Services, Inc., Hartford Insurance and J.E. Rice. Recruiting and hiring costs depend on the number of new faculty and staff being hired each year.

## **No Fundraising Scenario**

D.C. Prep anticipates being able to raise sufficient funds to support the model articulated above. However, if no additional funds were available, the Board would decrease expenses accordingly. In the first year, the school would eliminate the Executive Director and Operations Manager positions. The Principal, Board members and volunteers would be asked to contribute to managing those administrative duties. The school would also suspend the Saturday program. If the school were renting a large space or owned its own building, it would lease out part of the space to another organization. Library and cafeteria purchases would be delayed, and no part-time counselor would be hired. These changes would enable the school to survive in the unlikely event that it could not secure any outside donations.

In the second year, the school would be able to make strides toward the model it had originally envisioned. The school would occupy its entire space and not lease to another organization. D.C. Prep would also reinstate the Saturday program, hire a Operations Manager, and contract with a part-time counselor. By the third year D.C. Prep would be able to operate with the identical program and staffing as originally intended.

## **3. Estimated Five-Year Budget Projections**

Please see Estimated Five-Year Budget Projections worksheet following.

## **4. Capital Budget**

Please see Capital Budget worksheets following.

## **5. Cash Flow Projection for Year 1**

Please see Cash Flow Projection for Year 1 worksheet following.

## Appendix

- I. Demographic Analysis Form
- II. Resumes of Members of the Board of Directors
- III. Letters from Members of the Board of Directors
- IV. Resumes of Members of the Advisory Board
- V. Letters from Members of the Advisory Board
- VI. Resumes of Educational Design Team
- VII. Letters of Support
- VIII. Information on Building at 701 Edgewood Street
- IX. Governance
- X. Other Information Available Upon Request

## **EXHIBIT B**

### **RANDOM SELECTION PROCESS**

If D.C. Prep receives fewer applicants than available spaces by its stated deadline, every student who submitted an application will be admitted to the school. Recruitment of parents and students will continue on a first-come, first-serve basis. If D.C. Prep has more applicants than spaces in the school by its stated deadline, a lottery will be held. The lottery will be a public event, and will involve the random drawing of cards with students' names and information from a lottery bin. A card will be created for every student who submitted an application by the deadline of April 1, 2003. Applicants will be selected by grade, with drawings alternating between grades, until each grade is full. The drawing will then continue to establish a waiting list for each grade. There will be an automatic preference for siblings, meaning that if a student's name is drawn his or her siblings' name will be added to the admitted list as well, for whichever grade is applicable.



## D.C. PREP CODE OF CONDUCT

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The Code of Conduct for D.C. Prep is directly related to the school's Core Values. From the Core Values flow a plethora of desirable actions and habits to be cultivated by all who participate as members of our learning community. However, because children are still developing their strength of character, there are bound to be occasions when undesirable behaviors occur. As a matter of justice, that behavior must be dealt with swiftly, effectively, and according to the expectations set in the Code of Conduct. Despite the behavioral incident, the offender himself or herself will continue to be a full member of the school community, with all its responsibilities and most of its privileges. In the rare case of major disciplinary violations; however, the offender will regrettably have to leave the school, either temporarily or permanently, as a result of his or her actions.

### **Behaviors Prohibited on School Grounds**

#### **Level III Offenses: Behaviors prohibited by law that must be punished by suspension or expulsion**

- Selling, transferring, using, or possessing alcohol, or other controlled substances, or facsimiles thereof
- Bringing a weapon to school, including any firearm, knife, razor blade, explosive, mace, tear gas or other dangerous object of no reasonable use to a student at school
- Brandishing a weapon or anything that could be used a weapon in a threatening way
- Committing or attempting to commit extortion
- Committing or attempting to commit arson
- Making a bomb threat or pulling an emergency alarm without cause
- Breaking any D.C. or Federal law

#### **Level II Offenses: Behaviors that constitute grounds for possible suspension or expulsion**

- Racism, sexual harassment, bullying or any other such oppressive behavior
- Fighting (either as instigator or participant)
- Threats of physical harm to another
- Possession, sale, or use of tobacco
- Possession of any form of pornography
- Defiance or extreme disrespect of adult authority
- Theft of actual or intellectual properties
- Leaving the school property without an approved chaperone or the explicit permission of the Principal

- Stealing from the school or from an adult or other student
- Using school resources, including technology, for purposes other than its intended or designated use

**Level I Offenses: Behaviors that may result in possible Admonishment and Restriction (A&R) or suspension**

- Lying about homework or one's behavior
- Using obscene or abusive language or gestures
- Possession of unapproved games, phones, beepers or any other electronic devices or toys
- Gambling
- Trespassing
- Engaging in the destruction or defacement of school or other property
- Threatening anyone in words, looks, or actions
- Cheating (talking with anyone else during a graded assignment, copying or trying to copy another's work, using or attempting to use materials other than those allowed during an assessment, or assisting another student in the act of cheating)
- Pushing, shoving, hitting or engaging in aggressive behavior with anyone else (e.g. rough housing)
- Refusal to comply with the reasonable request of a faculty or staff member
- Repeated behavior that does not support the school's mission to high academic success for all students.
- Overt disrespect to any person or people (i.e. put-downs, name-calling, profanity, etc.)
- Chewing or possessing of gum or candy without the permission of the teacher

**Student Honor Code**

The entire school community is committed to upholding the school's Code of Conduct and modeling its Core Values. Therefore, in the interest of contributing to the good of the community, particularly if issues of health and safety are involved, any student with knowledge of a violation of the Code of Conduct must inform a teacher or staff member immediately, or s/he, too, will be in violation of the Code of Conduct.

**Consequences of Behavior**

All behaviors have consequences: both good and bad. In life, as at D.C. Prep, doing the right thing results in good consequences. Students acquire Prep Points so they can attend assemblies, partake in the "X-Period", enjoy Saturday Enrichment, chat amiably during lunch and breaks, and enjoy all the privileges of being a D.C. Prep student. Conversely, students who make poor choices find that their actions have less desirable consequences. In all cases, students who

commit offenses against the Core Values will have the opportunity to complete a reflection paper to help them correlate their moral and ethical choices to the behaviors demanded by the Core Values of D.C. Prep.

### **Level III Consequences**

Once reported to the Principal, all such behaviors will result in suspension of from one to ten days depending on the age and culpability of the offender, and may in extreme cases result in expulsion from the school. After a hearing at which all the evidence is presented, the Principal shall recommend the terms of the punishment. Due process will be followed. In cases in which the student and/or his parents find the Principal's decision to be unjust, a written appeal may be made to the D.C. Preparatory Academy's Discipline Review and Appeal Committee which consists of the School's Executive Director, Director of Education, and one Board of Trustee member.

### **Level II Consequences**

Once reported to the Principal, all such behaviors are punishable by suspension of one to four days or by Admonishment and Restriction (A&R), depending on the severity of the act and the culpability of the offender. Due process will be followed and all evidence heard. The choice between suspension and A&R is strictly the decision of the Principal.

### **Level I Consequences**

Students guilty of Level I violations may, in severe cases, be punished by suspension. However, D.C. Prep believes strongly that for students to achieve all that they can, they must actively participate in classes every day. Therefore, in most cases, Level I offenses will be punishable by A&R.

Students on A&R remain in mainstream classes, but they may not talk with peers at any time throughout the day. Students who are placed on A&R take a supervised, silent, isolated, working lunch. To be removed from A&R, the student must write letters of apology to the adult and to the class most affected by the misbehavior. S/he must also successfully complete one to five days of silent attendance in classes. Students returning from an extended period of A&R will be welcomed back with a round of applause at the Friday D.C. Prep morning assembly and will be expected to make a public commitment at the morning assembly to uphold the Core Values from that point onward.

### **Academic Consequences to Suspension**

As the act of suspending a student is the consequence for misconduct, the student will be provided with the opportunity to keep up with his/her studies and make up for missed tests while under suspension. Conditions for these opportunities include:

- The student must meet the deadline dates for submission of assigned work even if this means bringing the assignment in while on suspension. Students will be informed that late entries will not be accepted. Students on suspension must report to the Principal, not to the assigning teacher.
- The student will be allowed to take any test during the period of suspension. In this instance, the student's presence in the school will only be allowed during the time it takes to complete the test and during appointed times. The test will be taken in isolation from the peer group and supervised by the Principal or designee.
- Parents are responsible for providing transportation to and from school in the instance of the suspended student being provided with the privilege of completing a test. It is the sole responsibility of the student under suspension to schedule appointments, complete, and submit assigned work to take tests administered during the appointed time period.
- Students who are suspended will not be allowed to participate in lab assignments, field trips, or other expeditionary, exploratory, or experiential learning opportunities. At the discretion of the teacher, the student may substitute an independent project for such missed assignments.

Days missed while under suspension will be counted as days absent on the student's attendance record.

### **Contract of Necessary Conditions**

D.C. Prep is committed to supporting the learning and personal growth of all of its students. At the same time, we cannot afford to spend unnecessary time dealing with student misbehavior. When repeated or extreme misbehavior leads to a suspension and parent meeting, suspended students and their parents/guardians will be required to sign a Contract of Necessary Conditions in order to return to school. The Principal, with support from the student's teachers will write this contract, taking into account the input of parents/guardians. It will include the following:

- specific description of students' behaviors that need to change;
- specific strategies for students and their teachers to use in order to change said behaviors;
- specific consequences for a failure to change the disruptive behavior, up to and including expulsion or withdrawal from D.C. Prep.

### **Procedure for Expulsion**

1. The Principal or another representative of the school's administration will notify the parent or guardian immediately.
2. Student will be placed on immediate suspension from school.
3. The Principal will take all possible steps to ensure that students and their parents or guardians are fully informed of their rights. These steps may include arranging a meeting between a representative of the school's administration, parents or guardians, and students to discuss the rights of students before a hearing is held. The incident itself will not be a topic at this meeting.
4. A hearing date will be set by the Principal, and the student and their parents or guardians will be notified in writing of the date, time, and place of the hearing at least seven days prior to the hearing. The student will have the opportunity to present evidence and witnesses at the hearing and has the right to have an attorney present.
5. After the hearing, the Principal will determine the appropriate course of action. His written recommendation will be made within three days of the formal hearing, and copies will be forwarded to the student, the parents or guardians, the school's Board of Trustees, and students' permanent record file.
6. Students who are recommended for expulsion will have the right to appeal the Principal's recommendation in writing to the school's Discipline Review and Appeal Committee within seven days of that decision, and will have the right to counsel at that appeal. A binding decision will be provided in writing within twenty-four hours.

### **Suspension and Expulsion of Special Needs Students**

D.C. Preparatory Academy is committed to educating all of its students under a fair and consistent discipline policy. The school pledges to operate in accordance with all D.C. and Federal laws with respect to students with special needs. Such students will be subject to the provisions of the school's Code of Conduct and will be treated in a manner that closely resembles the treatment of their peers in regular education while at the same time considers their unique needs. Suspension is any disciplinary action that results in the removal of students from the program that is prescribed in their Individualized Educational Plan (IEP). This includes out-of-school suspension as well as any exclusion from transportation services that prohibits students' participation in their prescribed program. The Principal will ensure that there is appropriate collaboration with the Special Education Coordinator in regards to the proposed suspension.



**EXHIBIT D**

**INITIAL BUDGET**

Item	2019-2020	2020-2021	2021-2022
Administrative Expenses	100,000	100,000	100,000
Professional Fees	50,000	50,000	50,000
Travel	20,000	20,000	20,000
Printing	10,000	10,000	10,000
Office Supplies	5,000	5,000	5,000
Utilities	15,000	15,000	15,000
Insurance	30,000	30,000	30,000
Depreciation	10,000	10,000	10,000
Contingency	10,000	10,000	10,000
<b>Total</b>	<b>240,000</b>	<b>240,000</b>	<b>240,000</b>
Personnel Expenses	150,000	150,000	150,000
Salaries	100,000	100,000	100,000
Benefits	30,000	30,000	30,000
Travel	10,000	10,000	10,000
Printing	5,000	5,000	5,000
Office Supplies	2,000	2,000	2,000
Utilities	3,000	3,000	3,000
Insurance	10,000	10,000	10,000
Depreciation	5,000	5,000	5,000
Contingency	5,000	5,000	5,000
<b>Total</b>	<b>160,000</b>	<b>160,000</b>	<b>160,000</b>
Capital Expenses	90,000	90,000	90,000
Equipment	50,000	50,000	50,000
Construction	40,000	40,000	40,000
<b>Total</b>	<b>90,000</b>	<b>90,000</b>	<b>90,000</b>

**D. C. Preparatory Academy  
Two Year Operating Budget  
for fiscal years ending June 30**

EXPENSES  
TOTAL BUDGET

	<u>FY 2003-04</u>	<u>FY 2004-05</u>	<u>Notes</u>
<b><u>REVENUES</u></b>			
Per Pupil Charter Payments			
Basic Allocation	\$655,500	\$993,100	\$6,555 (Gr. 4-5) and \$6,752 (Gr. 6-8) in 2002
Facility	142,200	213,300	\$1,422 in 2002
Special Education	69,155	103,733	\$5,572 (Level 2) in 2002, 10% of students
LEP/NEP	0	0	\$2,363 in 2002, 0% of students
Federal Entitlements			
Title I	48,000	72,000	\$600 in 2002, 80% of students
Title V	95,000	95,000	based on historical allocation
IDEA	6,972	10,458	\$581 in 2001, 10% of students
Income from Grants and Donations			
Expenses	0	0	as planned
Building	0	0	based on latest building acquisition plan
Activity Fees	0	0	
Other Income			
Cafeteria Revenue	94,500	141,750	\$4.50/student for 210 days
Summer Program	111,400	167,100	\$1,114 in 2002, 100% of students
<b>TOTAL REVENUES</b>	<b>\$1,222,727</b>	<b>\$1,796,441</b>	
 <b><u>EXPENSES</u></b>			
<i>Personnel Salaries and Benefits</i>			
Principal/Executive Salary	\$90,000	\$75,000	Principal and E.D. at \$75,000/yr
Teachers Salaries	324,324	495,495	5 (Yr. 1) and 9 (Yr. 2) at \$45K/yr
Teacher Aides/Assistants Salaries	45,360	59,850	28 hours/day (Yr. 1) and 38 (Yr. 2); \$15/hour for DI
Other Education Professionals Salaries	27,027	45,045	.5 FTE SpEd. Coord., Counselor, and Placement Dir., \$45K/yr
Clerical Salaries	0	0	
Custodial Salaries	0	0	
Other Staff Salaries	0	35,000	Operations Manager at \$35,000/yr
Employee Benefits			
Payroll Taxes	41,370	60,383	9% of salary for all employees
401K Contribution	26,481	39,032	5% of salary for FT employees
Health Insurance	33,600	44,100	\$3,500 health/dental / FT employee
Worker's Comp / Disability	6,814	10,443	\$14/ \$1000 salaries for all employees
Agency Dues	1,100	1,100	Washington Council of Agencies fee
Staff Development Costs	20,750	23,000	estimate, contracted at \$1000/day
Bonuses	0	0	3% of all salaries
Other			
Substitute Teachers	5,460	9,660	98% teacher attendance; sub. for \$200/day
<b>Subtotal: Personnel Costs</b>	<b>\$622,286</b>	<b>\$898,108</b>	
 <i>Direct Student Costs</i>			
Textbooks	\$20,000	\$20,000	\$200 / new student; \$100 / old student
Student Supplies and Materials	20,000	30,000	\$200 / student
Library and Media Center Materials	2,000	3,000	\$15K cap ex (Yr. 1); \$20 / student
Computers and Materials	6,500	15,300	\$40K cap ex (Yr. 1), \$8K cap ex (Yr. 2); 25% repl./yr
Other Instructional Equipment	5,000	7,500	\$5K; 25% repl. / year
Classroom Furnishings and Supplies	33,070	25,314	\$23K cap ex (Yr. 1); \$10K cap ex (Yr. 2); \$100 / stu. / yr
Student Assessment Materials	12,000	18,000	\$120 / student; includes data analysis costs
Contracted Instructional/Student Services	48,000	72,000	\$4000 / special education student; 12% of population
Miscellaneous Student Costs			
Student Uniforms	500	750	free and extra uniforms at \$100 per uniform
Nursing Equipment	3,050	575	\$3K cap ex (Yr. 1); \$500 cap ex (Yr. 2). \$50 / yr expense
Other			

	<u>FY 2003-04</u>	<u>FY 2004-05</u>	<u>Notes</u>
Arts, PE and Other Programs	5,000	7,500	\$50 / student
Field Trips	7,000	7,500	\$50 / student and \$2000 pre-opening summer program
Saturday Program	0	37,650	coordinator, tutors and materials -- see detailed assumptions
<b>Subtotal: Direct Student Costs</b>	<b>\$162,120</b>	<b>\$245,089</b>	
<b>Occupancy Expenses</b>			
Rent	\$158,679	\$170,091	assumes ownership of 701 Edgewood by investors
Mortgage Interest Payments	0	0	
Maintenance and Repairs	4,000	11,130	estimate
Utilities	9,000	25,043	\$1500 / month, proportional to square feet
Janitorial Supplies	4,500	4,674	\$3K cap ex (Yr. 1); \$250 / month, proportional to square feet
Equipment Rental and Maintenance	0	0	
Contracted Building Services	9,000	25,043	\$1500 / month, proportional to square feet
Other			
Cafeteria / Kitchen Furnishings	31,130	5,490	\$31K cap ex (Yr. 1) and \$5K cap ex (Yr. 2)
<b>Subtotal: Occupancy Expenses</b>	<b>\$216,309</b>	<b>\$241,473</b>	
<b>Office Expenses</b>			
Office Supplies and Materials	\$2,550	\$7,000	\$500 / staff member
Office Equipment Rental and Maintenance	5,000	7,500	\$250 / month; proportional to students
Telephone/Telecommunications	12,000	14,400	\$15K; growing at 20%
Legal, Accounting and Payroll Services	15,000	16,500	\$1K/month; growing at 10%
Printing and Copying	5,000	7,500	\$5K; growing proportional to students
Postage and Shipping	3,000	4,500	\$3K; growing proportional to students
Other			
Office Furnishings	4,532	1,324	\$4K cap ex (Yr. 1) and \$1K cap ex (Yr. 2)
Office Technology	22,200	17,100	\$25K cap ex (Yr. 1) and \$15K cap ex (Yr. 2)
Marketing Materials	3,000	4,500	\$50 / student
<b>Subtotal: Office Expenses</b>	<b>\$72,282</b>	<b>\$80,324</b>	
<b>General Expenses</b>			
Insurance	\$20,000	\$23,100	\$20K / year; 3% inflation; plus \$50 per additional student
Interest Expense	0	0	
Transportation	3,000	4,500	estimate
Food Service	94,635	141,750	\$4.50/student for 210 days
Administration Fee	3,989	4,966	.005% of revenue
Other General Expense			
Depreciation	21,030	32,738	see depreciation schedule
Recruiting Services / Expenses	16,471	21,765	estimate; proportional to new staff and faculty hiring
Hiring Expenses	1,700	2,800	\$100 background check for 2x total employees
Travel and Entertainment	5,000	8,235	estimate for staff and faculty travel and celebrations
Building Buyback	0	0	
Contingency	0	8,982	.005% of total revenue
<b>Subtotal: General Expenses</b>	<b>\$165,824</b>	<b>\$248,836</b>	
<b>TOTAL EXPENSES</b>	<b>\$1,238,821</b>	<b>\$1,713,830</b>	
<b>EXCESS / (DEFICIENCY)</b>	<b>-\$16,094</b>	<b>\$82,611</b>	

Note: Expenses in Year One include the pre-opening summer program, as well as the end-of-year summer program. Thus some salaries are greater than the typical annual pay.

## EXHIBIT E

### KEY PERSONNEL

#### Board of Directors

**Terry Eakin** is the former Chair of the D.C. Charter School Resource Center, a non-profit organization charged with providing technical assistance to D.C. charter schools. He is also the Chairman and CEO of Eakin/Youngtob Associates, Inc., a real estate development firm specializing in creating urban residential communities in the Washington area. Over the last ten years, Eakin / Youngtob has received over 85 separate awards including "Best New Residential Development in North America" from the Urban Land Institute, and "America's Best Builder" from the NAHB and Builder Magazine. He has served on the Boards of Sidwell Friends School, the Washington Hospital Center, and the National Rehabilitation Hospital. Eakin is a graduate of Princeton University and the Stanford Graduate School of Business.

**Stephen Goldberg** is founder and president of The Stephen A. Goldberg Company, a real estate development firm. His company and numerous partnerships have been extremely successful and have owned and managed some of the highest quality development projects throughout the East Coast. He received the Sidney Glassman Award from A.O.B.A. in 1992 for his outstanding career in the real estate industry. Goldberg has also become a major Washington area philanthropist. He recently started Children's Hospital's \$250,000,000 capital campaign with a \$25,000,000 pledge through his family foundation. Goldberg also served on the Board of Directors of National Cathedral School and the Beauvoir School, where he was Chair of the Finance Committee. He is a 1963 graduate of the Wharton School of Finance and Commerce and a 1967 graduate of Georgetown University School of Law.

**Ibby Jeppson** is an associate professor of pediatrics at the Uniformed Services University of the Health Sciences. She has more than 25 years experience in education and health policy and has written extensively about parent/professional collaboration and the role of families in shaping their children's educational experiences. Most recently Jeppson was the Director for HIV Programs at The Institute for Family-Centered Care, where she provided training in leadership development and community advocacy to 55 programs nationwide serving children and families affected by HIV. She has a bachelors degree from Hollins College, a masters degree in Early Childhood Development from The Erikson Institute and a doctorate in Special Education from American University.

**Emily Lawson** was one of the original employees and the Vice President of Operations for Victory Schools, a school management company currently running four schools and awarded three additional contract schools in the current Philadelphia, PA restructuring. In that role she coordinated the launch of Sisulu Children's Academy, an elementary school in Harlem and supervised the school's progress after opening. Prior to that, Lawson was a member of the start-up team for The Academy of the Pacific Rim, a charter middle school in Boston, and the director of the school's pre-opening summer program. Pacific Rim is widely admired for its high academic standards and clear discipline policy, which have led to impressive student achievement. Lawson's business career includes three years at The Boston Consulting Group and two years in private equity. She holds a M.B.A. from Harvard Business School and M.P.A. from the Kennedy School of Government, with a focus on education.

**Dr. LaSalle Leffall** is a former President of the American Cancer Society and the current Charles R. Drew Professor of Surgery at Howard University College of Medicine. Dr. Leffall has served on the Howard faculty for 41 years and was the Chairman of the Department of Surgery for 25 years. His professional life has been devoted to the study of cancer, especially as it relates to African-Americans. He has been a Visiting Professor and Guest Lecturer at more than 200 medical institutions, and has authored or coauthored more than 130 articles and chapters. Dr. Leffall is a diplomate of the American Board of the Surgery, a fellow of the American College of Gastroenterology, and past President and fellow of the American College of Surgeons. He holds a B.S. degree from Florida A&M College and a M.D. degree from Howard University College of Medicine.

**Ruth Leffall** has extensive experience in non-profit governance, having served on the boards of 12 D.C. educational and civic organizations. Leffall is a Board member of The Lab School, Planned Parenthood and the Children's Defense Fund (D.C. Advisory Committee). She is a current or former Board member of Southwest House, Greater Washington Research Center, Family & Child Services, the Children's Museum, the SEED Public Charter School, the Shakespeare Summer Festival, the National Symphony Orchestra and Ford's Theater. She has chaired or co-chaired nine benefits for several of those organizations as well as for The Black Student Fund, United Negro College Fund, Reading is Fundamental and Iona House. Leffall received presidential appointments to the Peace Corps and the Kennedy Center Advisory Committee. She graduated from Virginia Union University with a B.A. in History and Education.

**Reverend Donald Robinson** is the Founder and President of Beacon House Community Ministry, Inc., a non-profit providing academically and culturally rich programs for 350 youth living in the Edgewood Terrace community. While at Beacon House, Reverend Robinson mobilized parents and organized drug education programs at local public schools. He has served Washington at-risk and juvenile justice involved youth for over 35 years in different roles within the social service system, working as a teacher, a community youth counselor, a social service representative, a Unitarian Universalist minister and a community organizer. Reverend Robinson received a B.A. from West Virginia State College Institute, a M.A. in Counseling Psychology and Community Psychology from Federal City College (now UDC) and a M.A. from Howard University School of Divinity.

**Valerie Rockefeller** is a special education teacher who taught middle school in Central Park East Secondary School in Harlem, New York for three years. She spent another three years as a reading instructor for 6<sup>th</sup>-8<sup>th</sup> graders in Australian public and private schools. Rockefeller has a M.A.T. in Secondary Social Studies from Columbia University's Teachers College, and an M.Ed. in Special Education from Bank Street College of Education. She serves on the Board of Spelman College, the Asian Cultural Council, and the Rockefeller Brothers Fund (as of 6/03). She graduated from Stanford University and the National Cathedral School in Washington, D.C.

**Robert Silberman** is the President and CEO of Strayer Education, Inc., the public holding company for Strayer University. Strayer operates 17 schools in the D.C regional area and provides education in business and information technology to working adults. Previously, Silberman was the President and Chief Operating Officer of CalEnergy Company, Inc. and Assistant to the Chairman and Chief Executive Officer of International Paper. He served as Assistant Secretary of the Army in the U.S. Department of Defense during the first Bush administration. Silberman is a member of the Council on Foreign Relations and a graduate of Dartmouth College and the Johns Hopkins' School of Advanced International Studies.

**Wayne Williams** is a veteran teacher of St. Albans School and a former Ward 5 resident. Williams has taught 6<sup>th</sup> grade for seven years and 7<sup>th</sup> grade for five years, and served on the Governing Board of St. Albans School from 1996 through 2002. While teaching at St. Albans, Williams has been an Admissions Officer, the Head of Dormitory, a Track and Field Coach, and the Head Wrestling Coach. He was also selected by St. Albans to serve on the regional AIMS Evaluation Team. Williams is a member of the Mu Lambda Chapter of the Alpha Phi Alpha Fraternity, a graduate of St. Albans and Bucknell University, and a Masters' student at Dartmouth College.

### **Leadership**

**Emily K. Lawson, Founder and Executive Director**, was one of the original employees and the Vice President of Operations for Victory Schools, a school management company. Before that, she was a member of the start-up team and the Director of the summer program at the Academy of the Pacific Rim, a Boston charter school. Lawson's business career includes three years at The Boston Consulting Group and two years at the New York private equity firm New Mountain Capital. She holds a M.B.A. from Harvard Business School and a M.P.A., with a focus on education, from the Kennedy School of Government. Lawson attended the University of North Carolina at Chapel Hill as a Morehead Scholar and graduated Phi Beta Kappa. As Executive Director, she will oversee D.C. Prep and be responsible for finance, real estate, governance, and development.

**Deborah Springpeace David, Director of Education**, has worked for 35 years career in teaching and administration. She is currently a principal coach at the KIPP School Leadership Program, a national non-profit organization dedicated to the development of outstanding school leaders. Previously she spent six years with Edison Schools, Inc., three as a Vice-President for Principal Recruiting and a Vice-President for School Operations. Ms. David's first three years with Edison were as Founding Principal of the Seven Hills charter school, serving K-8th graders in Worcester, Massachusetts. That role followed her seven years as Principal at Dake Junior High School, a 7<sup>th</sup>-8<sup>th</sup> grade school serving 700 children in West Irondequoit, New York. As D.C. Prep's Director of Education, Ms. David will act as supervisor to our Principal and oversee the creation of an outstanding educational program.

**Bill Kappenhagen, Principal**, is currently the Assistant Principal at Paul Junior High Public Charter School in Washington. As Assistant Principal and Administrative Intern, he was instrumental in converting Paul from a public school into a public charter school. Prior to entering administration, he taught English at Paul for four years, served as an advisor for the school's newspaper, and won a Goals 2000 grant to connect literature and arts. He began his teaching career with Teach for America at a middle school in Shreveport, Louisiana. Kappenhagen holds a Bachelors degree from Washington University and a Masters degree in Educational Leadership from George Washington University. As Principal, Kappenhagen will act as D.C. Prep's instructional leader, overseeing faculty, ensuring student progress, and interacting with parents.

**EXHIBIT F**

**ARTICLES OF INCORPORATION**

**CERTIFICATE**

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia  
Non-Profit Corporation Act have been complied with and accordingly, this  
CERTIFICATE OF INCORPORATION is hereby issued to:

THE PRESBYTERY SOCIETY

IN WITNESS WHEREOF, I have hereunto set my hand and caused the seal of this  
Office to be hereunto set this 15th day of December, 2011.

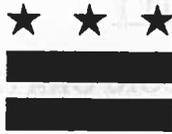
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David Clark  
DIRECTOR

Elizabeth O. Kim  
Administrator  
Business Regulation Administration

Elizabeth A. Forman  
Act. Assistant Secretary of Corporations  
Corporations Division

GOVERNMENT OF THE DISTRICT OF COLUMBIA  
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



**C E R T I F I C A T E**

**THIS IS TO CERTIFY** that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

**D.C. PREPARATORY ACADEMY**

**IN WITNESS WHEREOF I** have hereunto set my hand and caused the seal of this office to be affixed as of the **28th** day of **December, 2001**.

David Clark  
DIRECTOR

Elizabeth O. Kim  
Administrator  
Business Regulation Administration

Eldredge J Fornah  
Act. Assistant Superintendent of Corporations  
Corporations Division

Anthony A. Williams  
Mayor

ARTICLES OF INCORPORATION  
OF  
D.C. PREPARATORY ACADEMY

**FILE**

23

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS  
BUSINESS REGULATION ADMINISTRATION  
CORPORATIONS DIVISION  
941 NORTH CAPITOL STREET, N.E.  
WASHINGTON, D.C. 20005

We, the undersigned persons of the age of twenty-one years or more, acting as incorporators of a corporation under the NON-PROFIT CORPORATION ACT (D.C. Code, 1981 edition, Title 29, Chapter 5), adopt the following Articles of Incorporation:

- FIRST:** The name of the corporation is D.C. Preparatory Academy (hereinafter referred to as the "Corporation").
- SECOND:** The period of duration of the Corporation is perpetual.
- THIRD:** The Corporation is organized for the purpose of establishing and operating a public charter school in the District of Columbia. The school will provide its students with an excellent education in academics, leadership and character.
- FOURTH:** The Corporation shall have no members.
- FIFTH:** The Corporation has not been formed for pecuniary profit or financial gain, and no part of the assets or earnings of the Corporation shall inure to the benefit or, or be distributable to, its members, directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD hereof.
- SIXTH:** The Corporation shall be managed by a Board of Directors. Except as provided in Article NINTH hereof with respect to the initial Board of Directors, the number, manner of election or appointment, and term of office of the Directors shall be as set forth in the bylaws of the Corporation, provided, however, that the number of Directors shall not be less than three.
- SEVENTH:** Upon the dissolution of the Corporation, the Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, dispose of the assets of the Corporation in furtherance of the purposes of the Corporation set forth in Article THIRD

hereof, including distribution of such assets to one or more corporations which have purposes consistent with the purpose set forth in Article THIRD hereof, and which qualify as organizations exempt under Section 501 (c) (3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue law). Any assets of the Corporation not disposed of by the Directors in accordance with this Article shall be disposed of by the Superior Court of the District of Columbia exclusively to one or more organizations, as said Court shall determine, which at the time qualify as exempt organizations under section 501 (c) (3) of the Internal Revenue Code of 1986 as amended (or the corresponding provision of any future United States Internal Revenue law).

**EIGHTH:** The address of the initial registered office of the Corporation is 4511 Cathedral Ave., N.W., Washington, D.C. 20016, and the name of its initial registered agent whose business office is identical with such registered office, is Emily K. Lawson (a District of Columbia resident).

**NINTH:** The initial Board of Directors shall consist of three Directors, such Directors to serve until their successors are elected and qualify as provided in the bylaws of the Corporation. The names and addresses of the initial Directors are as follows:

Emily K. Lawson  
4511 Cathedral Ave., N.W.  
Washington, D.C. 20016

Elizabeth S. Jeppson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

George A. Peterson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

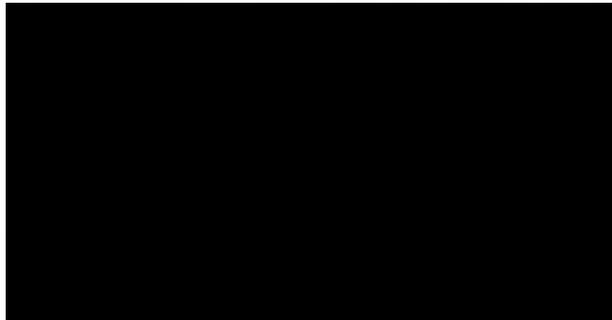
**TENTH:** The names and addresses of the incorporators of the Corporation are:

Emily K. Lawson  
4511 Cathedral Ave., N.W.  
Washington, D.C. 20016

Elizabeth S. Jeppson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

George A. Peterson  
4311 Cathedral Ave., N.W.  
Washington, D.C. 20016

Date: 12/28/01



I, DORIS E. OSBORNE, a Notary Public, hereby certify that on the 28<sup>th</sup> day of Dec, 2001, Emily K. Lawson appeared before me and signed the foregoing document as incorporator, and averred that the statements therein contained are true.

DORIS E. OSBORNE  
Notary Public  
My Commission Expires 6-1-04



Notary Public

I, DORIS E. OSBORNE, a Notary Public, hereby certify that on the 28<sup>th</sup> day of Dec, 2001, Elizabeth S. Jeppson appeared before me and signed the foregoing document as incorporator, and averred that the statements therein contained are true.

DORIS E. OSBORNE  
Notary Public  
My Commission Expires 6-1-04



Notary Public

I, DORIS E. OSBORNE, a Notary Public, hereby certify that on the 28<sup>th</sup> day of Dec, 2001, George A. Peterson appeared before me and signed the foregoing document as incorporator, and averred that the statements therein contained are true.

DORIS E. OSBORNE  
Notary Public  
My Commission Expires 6-1-04



Notary Public

**EXHIBIT G**

**BYLAWS**

*[Faint handwritten signatures and text, possibly names like "WILLIAM" and "J. H. ..."]*

*[Faint handwritten text, possibly a date or name]*

I, James C. [illegible], a Notary Public hereby certify that on the 23rd day of April, 1911, George A. [illegible] and William [illegible] appeared before me and signed the foregoing document as [illegible], and avowed that the statements therein contained are true.

*[Faint handwritten signature]*  
Notary Public

I, James C. [illegible], a Notary Public hereby certify that on the 23rd day of April, 1911, William [illegible] and George A. [illegible] appeared before me and signed the foregoing document as [illegible], and avowed that the statements therein contained are true.

*[Faint handwritten signature]*  
Notary Public

I, James C. [illegible], a Notary Public hereby certify that on the 23rd day of April, 1911, George A. [illegible] and William [illegible] appeared before me and signed the foregoing document as [illegible], and avowed that the statements therein contained are true.

*[Faint handwritten signature]*  
Notary Public

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## D.C. PREPARATORY ACADEMY

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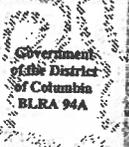
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## CERTIFICATE OF OCCUPANCY

**PERMIT NO.**  
**CO 106716**

THIS PERMIT IS VALID ONLY FOR THE PREMISES  
 OF THE PROJECT ADDRESS

**DATE : 10/28/2005**

<b>ADDRESS :</b> 701 EDGEWOOD ST NE	<b>FLOOR(S):</b> GROUND FL.	<b>PRCLID :</b> (square)	<b>WARD :</b>	<b>ZONE :</b>
--	--------------------------------	-----------------------------	---------------	---------------

<b>PERMISSION IS HEREBY GRANTED TO :</b> <b>CORPORATION : D.C.PREPARATORY ACADEMY</b> <b>ID No.: 214240</b>	<b>TRADING AS:</b>
---	--------------------

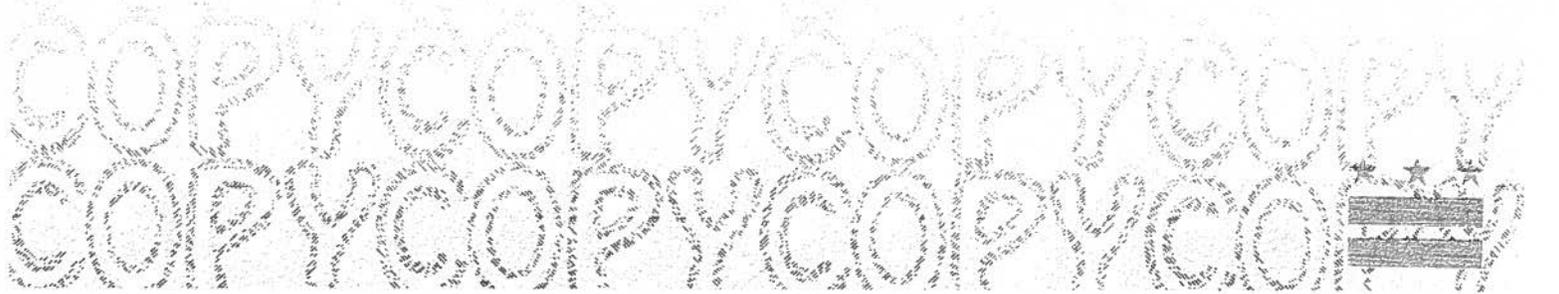
<b>APPROVED USES :</b> PRIVATE SCHOOL	<b>PREVIOUS USES :</b> PRIVATE SCHOOL
--	--

<b>TYPE :</b> NEW C/O	<b>BZA NO. :</b>	<b>OCCUPIED SQ. FOOTAGE:</b> 17,000	<b>OCCUP. LOAD:</b> 110	<b>EXPIRATION DATE:</b> NONE
--------------------------	------------------	--	----------------------------	---------------------------------

<b>DESCRIPTION OF USE:</b> PRIVATE CHARTER SCHOOL 110 STUDENTS & 20 STAFF	<b>FEE :</b> \$123.00
--	--------------------------

**THIS CERTIFICATE SHALL BE POSTED CONSPICUOUSLY ON THE ABOVE PREMISES AT ALL TIMES. IT IS VALID INDEFINITELY, unless an expiration date is stated, VALID ONLY for the premise at the above address or part thereof, and for the purpose(s), indicated above, and IS NOT TRANSFERABLE to another person or premises under ANY conditions. ANY CHANGE in the type of business, ownership of business, or part of premises used therefor, will render this Certificate VOID and a NEW Certificate must be obtained.**

<b>Patrick J. Ganavan, Psy. D.</b> <b>DIRECTOR</b>	<b>PERMIT CLERK:</b> [REDACTED]
---	------------------------------------





# C of O

## CERTIFICATE OF OCCUPANCY

PERMIT NO.

**CO 104907**

THIS PERMIT IS VALID ONLY FOR THE PREMISES  
OF THE PROJECT ADDRESS

DATE: **10/4/2005**

ADDRESS: <b>701 EDGEWOOD ST NE</b>	FLOOR(S): <b>GROUND FLOOR</b>	PRCLD: <small>(square)</small>	WARD: <small>(lot)</small>	ZONE:
---------------------------------------	----------------------------------	-----------------------------------	-------------------------------	-------

PERMISSIONS HEREBY GRANTED TO: <b>CORPORATION: D.G. PREPARATORY ACADEMY ID No.: 214240</b>	TRADING AS:
---	-------------

APPROVED USES: <b>PRIVATE SCHOOL</b>	PREVIOUS USES: <b>OTHER - SEE DESCRIPTION</b>
---	--

TYPE: <b>CONDITIONAL</b>	OCCUPIED SQ. FOOTAGE: <b>110</b>	GROUP LOAD:	EXPIRATION DATE: <b>NONE</b>
-----------------------------	-------------------------------------	-------------	---------------------------------

DESCRIPTION OF USE: <b>CHARTER SCHOOL - 110 STUDENTS &amp; 20 STAFF. THIS PERMIT IS VALID UNTIL THE EXPIRATION DATE WILL EXPIRE OCTOBER 20, 2005.</b>	
--	--

THIS CERTIFICATE SHALL BE POSTED CONSPICUOUSLY ON THE ABOVE PREMISES AT ALL TIMES AND IS VALID INDEFINITELY, UNLESS AN EXPIRATION DATE IS STATED, VALID ONLY FOR THE PREMISES AT THE ABOVE ADDRESS OR PART THEREOF, AND FOR THE PURPOSES INDICATED ABOVE, AND IS NOT TRANSFERABLE TO ANY OTHER PREMISES OR PURPOSES UNDER ANY CONDITIONS. ANY CHANGE IN THE TYPE OF BUSINESS, OWNERSHIP OF BUSINESS, OR USE OF PREMISES AS SET FORTH THEREIN, WILL RENDER THIS CERTIFICATE VOID AND A NEW CERTIFICATE MUST BE OBTAINED.

Patricia J. Caravan, Pay. D. <b>DIRECTOR</b>	PERMIT CLERK: MYRIAN VILCHES <i>Myriam Vilches</i>
---	--







**C of O**

**CERTIFICATE OF OCCUPANCY**

**PERMIT NO.  
CO 104907**

**THIS PERMIT IS VALID ONLY FOR THE PREMISES  
OF THE PROJECT ADDRESS**

**DATE : 10/4/2005**

ADDRESS : <b>701 EDGEWOOD ST NE</b>	FLOOR(S): <b>GROUND FLOOR</b>	PRCLID : (square)	(lot)
		WARD :	ZONE :

PERMISSION IS HEREBY GRANTED TO : <b>CORPORATION : D.C. PREPARATORY ACADEMY ID No.: 214240</b>	TRADING AS:
---	-------------

APPROVED USES : <b>PRIVATE SCHOOL</b>	PREVIOUS USES : <b>OTHER - SEE DESCRIPTION</b>
--	---

TYPE : <b>CONDITIONAL</b>	BZA NO. :	OCCUPIED SQ. FOOTAGE: <b>17,000</b>	OCCUP. LOAD: <b>110</b>	EXPIRATION DATE: <b>NONE</b>
------------------------------	-----------	-------------------------------------	-------------------------	---------------------------------

DESCRIPTION OF USE: <b>CHARTER SCHOOL 110 STUDENTS &amp; 20 STAFF. THIS IS A CONDITIONAL CERTIFICATE WILL EXPIRE OCTOBER 29, 2005.</b>	FEE : <b>\$123.00</b>
---	--------------------------

**THIS CERTIFICATE SHALL BE POSTED CONSPICUOUSLY ON THE ABOVE PREMISES AT ALL TIMES. IT IS VALID INDEFINITELY, unless an expiration date is stated, VALID ONLY for the premise at the above address or part thereof, and for the purpose(s), indicated above, and IS NOT TRANSFERABLE to another person or premises under ANY conditions. ANY CHANGE in the type of business, ownership of business, or part of premises used therefor, will render this Certificate VOID and a NEW Certificate must be obtained.**

<b>Patrick J. Canavan, Psy. D. DIRECTOR</b>	PERMIT CLERK: <b>MYRIAM VILLARROE</b>
---	--

----- BY: \_\_\_\_\_  
**RECEIVED**  
**OCT 07 2005**



DATE: 10/15/2008

C of 0

**CERTIFICATE OF OCCUPANCY**

PERMIT NO. CO 104907

THIS PERMIT IS VALID ONLY FOR THE PREMISES OF THE PROJECT ADDRESS DATE: 10/15/2008

ADDRESS: 701 EDGEWOOD ST NE	FLOOR: GROUND FLOOR	PRCLID: [blank]
WARD: [blank]	ZONE: [blank]	PRE: [blank]

PERMISSION IS HEREBY GRANTED TO CORPORATION: D.C. PREPARATORY ACADEMY  
 ID No. 214240

APPROVED USE: PRIVATE SCHOOL  
 OTHER - SEE DESCRIPTION

TYPE: CONDITIONAL	HSA NO: [blank]	OCCUPIED SQ. FOOTAGE: 17,000	COLOUR LOAD: 110	EXPIRATION DATE: NONE
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DESCRIPTION OF USE: CHARTER SCHOOL 110 STUDENTS & 20 STAFF. THIS IS A CONDITIONAL CERTIFICATE WILL EXPIRE OCTOBER 28, 2008.  
 FEE: \$123.00

THIS CERTIFICATE SHALL BE POSTED CONSPICUOUSLY ON THE ABOVE PREMISES AT ALL TIMES. IT IS VALID INDEFINITELY, UNLESS AN EXPIRATION DATE IS STATED, VALID ONLY FOR THE PREMISES AT THE ABOVE ADDRESS OR FOR THE PREMISES, AS LISTED ABOVE, AND IS NOT TRANSFERABLE TO ANOTHER PREMISE OR PREMISES UNDER ANY CIRCUMSTANCES. ANY CHANGE IN THE TYPE OF BUSINESS, OCCUPANCY OF BUSINESS, OR PART OF BUSINESS MUST BE REPORTED TO THE AGENCIES AND A NEW CERTIFICATE MUST BE OBTAINED.

Patrick J. Garavan, Esq. D. DIRECTOR  
 MYRIAM VILARROBEL PERMIT CLERK



BY: [signature]  
 RECEIVED  
 OCT 15 2008

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# ACORD CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
06/22/04

<b>PRODUCER</b> Rust Insurance Agency, Inc. 910 17th Street, N.W. Washington, DC 20006 202 776-5000	<b>THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.</b>	
	<b>INSURERS AFFORDING COVERAGE</b>	<b>NAIC #</b>
<b>INSURED</b> D. C. Preparatory Academy P.O. Box 11513 Washington, DC 20008	INSURER A: <b>Hartford Ins Group</b>	
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	

### COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR ADD'L LTR	INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A		<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	42UUNUD1721	06/16/04	06/16/05	EACH OCCURRENCE	\$1,000,000
						DAMAGE TO RENTED PREMISES (Ea occurrence)	\$300,000
						MED EXP (Any one person)	\$10,000
						PERSONAL & ADV INJURY	\$1,000,000
						GENERAL AGGREGATE	\$2,000,000
						PRODUCTS - COMP/OP AGG	\$2,000,000
A		<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS	42UUNUD1721	06/16/04	06/16/05	COMBINED SINGLE LIMIT (Ea accident)	\$1,000,000
						BODILY INJURY (Per person)	\$
						BODILY INJURY (Per accident)	\$
						PROPERTY DAMAGE (Per accident)	\$
		<b>GARAGE LIABILITY</b> <input type="checkbox"/> ANY AUTO				AUTO ONLY - EA ACCIDENT	\$
						OTHER THAN AUTO ONLY: EA ACC	\$
						AGG	\$
A		<b>EXCESS/UMBRELLA LIABILITY</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE  DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10000	42RHUUD1742	06/16/04	06/16/05	EACH OCCURRENCE	\$3,000,000
						AGGREGATE	\$3,000,000
							\$
							\$
							\$
A		<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below OTHER	42WCKL1756	06/16/04	06/16/05	WC STATU-TORY LIMITS	OTH-ER
						E.L. EACH ACCIDENT	\$500,000
						E.L. DISEASE - EA EMPLOYEE	\$500,000
						E.L. DISEASE - POLICY LIMIT	\$500,000

### DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS

Additional Insured: Armed Forces Retirement Home & Armed Forces Retirement Home-Washington

### CERTIFICATE HOLDER

Armed Forces Retirement Home  
& Armed Forces Retirement Home  
3700 North Capitol Street NW  
Washington, DC 20006  
Attn: Tim Cox

### CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 030 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE



**ARMED FORCES RETIREMENT HOME -  
FEDERAL DEVELOPMENT ASSOCIATES, LLC**

**LICENSE AGREEMENT  
(Stanley Hall)**

This License Agreement is made as of this 25<sup>th</sup> day of June 2003, by and between the Armed Forces Retirement Home, an agency of the United States of America ("Grantor" or "AFRH") and Federal Development Associates, LLC, a Delaware limited liability company ("Grantee").

**RECITALS**

A. Grantee desires to obtain a license from Grantor permitting (i) ingress and egress to and from, (ii) vehicular parking on, (iii) certain construction activities within and (iv) the use and occupation of, certain portions of the property known as the Armed Forces Retirement Home -Washington located at 3700 North Capitol Street, N.W., Washington, D.C. (the "AFRH-W Campus").

B. The areas located on the AFRH-W Campus with respect to which Grantee desires to obtain a license are depicted on the plan entitled "Designated Parking and Play Areas For DC Prep" attached hereto and made a part hereof as Exhibit A (the "DC Prep Site Plan") and on the plans entitled "DC Preparatory Academy P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington, DC - Alterations" - Revision 2" dated June 2, 2003, including "Sheet H1" prepared by Greenhorne & O'Mara, Inc., dated June 6, 2003 and "Addendum 1" dated June 13, 2003 and "Addendum 2" dated June 18, 2003 prepared by Shinberg Levinas Architectural Design L.L.C. (the "Shinberg Plans"), which are more specifically described in Exhibit B attached hereto and made a part hereof.

C. Grantor is willing to grant such license to Grantee.

**AGREEMENT**

**NOW, THEREFORE**, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. **Grant of License.** Grantor hereby grants the following revocable licenses (collectively, the "License") to Grantee, subject to (i) the terms and conditions of this Agreement and (ii) to rules and regulations relating thereto as prescribed from time to time by AFRH that are communicated to Grantee:

a. A non-exclusive license for pedestrian and vehicular ingress and egress through Eagle Gate and Scale Gate and over and upon the paved roadways and parking lots on the AFRH-W Campus;

- b. An exclusive license to park automobiles and other non-commercial vehicles in that certain asphalt paved parking lot identified as "Primary Parking" on the DC Prep Site Plan through July 31, 2004.
- c. A non-exclusive license to park automobiles and other non-commercial vehicles in that certain asphalt paved parking lot identified as "Overflow Parking" on the DC Prep Site Plan.
- d. An exclusive license to use that area identified as "Play Area" on the DC Prep Site Plan for recreational purposes during school hours from the commencement of the Term (hereinafter defined) through June 30, 2004 and a non-exclusive license to use the Play Area during the remainder of the Term.
- e. An exclusive license to use and occupy those portions of the basement level of the building known as "Stanley Hall" (the "**Building**") on the AFRH-W Campus, with the exception of the "Excluded Areas" (as that term is hereinafter defined, as depicted on Sheet A1 of the Shinberg Plans (the "**Basement Area**"). As used herein, the term "**Excluded Areas**" means (i) the area located to the south of "Classroom 2" and "Classroom 4" for the entire width of the Building and (ii) the areas designated "Electrical Room" and "Mechanical", all as depicted of Sheet A1 of the Shinberg Plans.
- f. A non-exclusive license to use (i) the "Entrance Lobby", "Elevator", and the area bounded by the areas identified as "Storage", "Entrance Lobby" and "Classroom 2" (collectively, the "**Entrance Foyer**") and (ii) the "Men's Toilet" at the front of the Building, all as depicted on Sheet A1 of the Shinberg Plans.
- g. An exclusive license to use that portion of the first floor of the Building depicted as "Office" on Sheet A2 of the Shinberg Plans (the "**Office Area**").
- h. A non-exclusive license to use the stairway and hallway at the rear of the Building providing access to the Office Area from the Basement Area, a non-exclusive license to use the restroom on the first floor of the Building (the "**First Floor Restroom**") and a non-exclusive license to use the stairways and hallways at the front of the Building providing access to the First Floor Restroom from the Basement Area..
- i. A non-exclusive, limited and subordinate license to use the chapel (the "**Chapel Area**") on the first floor of the Building from 8:00 AM to 8:45 AM, Monday through Friday and a non-exclusive, limited and subordinate license for ingress and egress to and from the Basement Area through the canopied entrance at the front of the Building (the "**Canopied Entrance**")
- j. A license to perform the work described in Exhibit C attached hereto and made a part hereof on the AFRH Campus.

The Basement Area and the Office Area are hereinafter referred to, collectively, as the "Premises".

Notwithstanding the foregoing, Grantor reserves to itself the use of the exterior walls of the Building, and the area above and below the Premises together with the right to install, maintain, use, repair, and replace pipes, ducts, conduits, wires and structural elements leading through the Premises and which serve other parts of the Building or the AFRH Campus.

2. **Term.** The term of the License (the "Term") shall commence on June 25, 2003 and shall terminate on July 31, 2004, unless extended or sooner terminated as hereinafter provided.

3. **Grantee's Right to Extend Term of License.** Provided (i) no Event of Default (as that term is hereinafter defined) has occurred and is then continuing, (ii) the "Grant Building Agreement" (as that term is hereinafter defined) has been fully executed by all parties and no default by any party (other than AFRH) under the Grant Building Agreement has occurred and is then continuing, (iii) Grantee shall have submitted to AFRH a fully-executed agreement with a sublicensee that is acceptable to AFRH in its sole and absolute discretion pursuant to which the sublicensee shall have agreed to sublicense the Premises for the entire extension period and (iv) AFRH has not exercised its right to terminate this Agreement, Grantee will have the option to extend the License for four (4) additional periods of one (1) year each upon terms and conditions to be negotiated prior to Grantee's exercise of such option. Grantee shall have the right to exercise only one option to extend per calendar year and Grantee must exercise such option to extend by giving Grantor written notice at least one hundred twenty (120) days prior to the then expiration date of the Term, otherwise, the option to extend the License shall be null and void and of no further force and effect. As used herein, the term "Grant Building Agreement" means that certain to-be-negotiated Agreement to Purchase Improvements and to Lease Underlying Ground by and between AFRH and Grantee's affiliate, Grant Education Associates, LLC ("GEA") or, at AFRH's sole discretion, that certain to-be-executed Ground Lease between AFRH and GEA which, in either case will relate to GEA's proposed purchase, rehabilitation and leasing to public charter schools of the improvements known as "the Grant Building".

In the event that Grantee desires to extend the term of the License, no later than one hundred eighty (180) days prior to the then current expiration date of the License, Grantee shall submit to AFRH a draft sublicense agreement setting forth the identity of the proposed sublicensee and all material business terms. Grantee shall then have a period of sixty (60) days in which to negotiate both (i) a sublicense agreement that is in form and substance acceptable to AFRH in its sole and absolute discretion and (ii) an amendment of this Agreement that is in form and substance acceptable to AFRH in its sole and absolute discretion.

AFRH agrees that the Sublicense Agreement dated of even date herewith (the "DC Prep Agreement") between Grantee and D.C. Preparatory Academy ("DC Prep") is acceptable in form and substance and that, in the event that DC Prep exercises its right to extend the term of the DC Prep Agreement, Grantee shall have the right to extend the term of the License for one (1) year with no change in the terms and conditions of this Agreement.

**4. Conditions Precedent.**

The following shall be conditions precedent to the rights and obligations of the parties under this Agreement:

(a) Grantee's sublicensee shall have obtained the District of Columbia Public Charter School Board's approval to open and operate a public charter school on the Premises.

(b) AFRH or Grantee shall have obtained all permits and approvals that are required from governmental or quasi-governmental agencies in order to permit Grantee's Work to be performed and to permit the operation of a public charter school on the Premises.

Grantor and Grantee agree to work diligently to satisfy the foregoing conditions precedent. However, in the event that the condition precedent described in subsection 4(a) shall not have been satisfied (or waived by Grantee) by August 15, 2003, or in the event that the conditions precedent described in subsection 4(b) shall not have been satisfied (or waived by AFRH) by August 15, 2003 this Agreement and the License shall be null and void and neither party shall have any rights or obligations hereunder.

**5. Grantor's Right to Terminate Without Cause After Commencement of Term.** Grantor shall have the right to terminate this Agreement and the License without cause (i) as of July 31 of any calendar year after 2003, upon not less than one hundred twenty (120) days' prior written notice to Grantee or (ii) if the AFRH License Agreement is terminated in the interest of national security, as of any other date, upon such prior written notice to Grantee as is reasonable under the circumstances.

**6. License Fee.** Commencing on July 25, 2003, Grantee shall pay Grantor a fee (the "License Fee") equal to Seven Thousand Five Hundred Eighty-three and 33/100 Dollars (\$7,583.33) per month, which amount shall be payable in advance, on or before the first day of each and every calendar month during the Term. The Sublicense Fee shall be pro-rated daily based upon the actual number of days in the month; i.e., the Sublicense Fee for the period July 25, 2003 - July 31, 2003 will be \$1,467.74. The Grantee's Work Deposit (as that term is defined in Section 8 below) plus a developer's fee and interest in the amount of \$9,396.11 (i.e., an aggregate \$79,071.11) will be credited against installments of the License Fee that are due and payable during the first thirteen (13) months of the term of this Agreement in reverse order of maturity.

7. **Utilities.** Grantor shall cause electricity, heat, air-conditioning, water and sanitary sewer services to be provided to the Premises and Grantee shall pay, in addition to the License Fee, One Thousand Dollars (\$1,000.00) per month (the "Utilities Fee") for such services, which amount shall be payable in advance, on or before the first day of each and every calendar month during the Term. Except to the extent caused by Grantor or Grantor's agents or employees, failure of any utility or service serving the Premises shall not render Grantor liable for damages to either person or property, shall not be construed as an eviction of Grantee, shall not give rise to, cause or justify an abatement of either the License Fee or the Utilities Fee, and shall not relieve Grantee from fulfillment of any covenant or agreement hereof.

8. **Grantee's Work; Grantee Deposits; Acceptance of License and Premises.** Grantee agrees to provide all work described in Exhibits B and C attached hereto ("Grantee's Work") at Grantee's sole cost and expense. Grantee's Work shall be performed only by contractors approved by AFRH and shall be secured by performance and payment bonds acceptable in form and substance to AFRH that name AFRH and the United States Government as co-obligees. Prior to the commencement of the Term, Grantee shall deposit with Grantor (i) \$30,000.00 (the "Initial Grantee's Work Deposit") plus (i) \$10,000.00 (the "Grantee's Performance Deposit"). The Initial Grantee's Work Deposit and the Grantee's Performance Deposit will be delivered to AFRH and held by AFRH in accordance with the terms of this Agreement. On or before August 6, 2003, Grantee will deposit with AFRH the sum of \$40,625.00 (the "Additional Grantee's Work Deposit") (The Initial Grantee's Work Deposit and the Additional Grantee's Work Deposit are hereinafter referred to, collectively, as the "Grantee's Work Deposit. The Grantee's Work Deposit shall be held, without interest, and shall be applied to the payment of the cost of Grantee's Work and the Grantee's Performance Deposit will be held, without interest, by Grantor to secure Grantee's performance of its obligations under this Agreement and will be released to Grantee, or applied to the payment of invoices received from Grantee's contractors and suppliers, upon Grantee's vacation of the Premises and Grantee's completion of its repair and restoration of the Premises following termination of this License (as required pursuant to Section 10 below). Grantor shall have no obligation to perform any work in or about the Premises as a condition of Grantee's acceptance of the License and the Premises and Grantee agrees to accept the Premises in their "as-is" condition without any representations or warranties whatsoever. Upon completion of Grantee's Work (or repair and restoration of the Premises following termination of the Sublicense), Grantee shall submit to Grantor invoices received from Grantee's contractors and suppliers. Grantor shall, not later than fourteen (14) days after certification by AFRH that the work described in such invoices has been completed in a good and workmanlike manner, using first quality materials and in accordance with all applicable legal and contractual requirements, make payments directly to the contractors and suppliers whose work has been so certified by AFRH.

The following items shall be included within the definition of Grantee's Work, but the cost thereof will be excluded from Grantee's Work Deposit, will not be credited against the License Fee and will be paid separately by Grantee: (i) an environmental assessment to determine how much it would cost to make the Premises suitable for K-12

use, (ii) removal of the stove from the kitchen (if necessary) and (iii) installation of interior communications connections (for phone, fax, cable television and Internet connectivity).

In the event a change in Grantees' Work is required or desired by Grantee, and such change results in additional cost, Grantee will immediately deposit with Grantor an amount equal to such additional cost. If such change in Grantees' Work is required because of the existence of a "Latent Condition" (as that term is hereinafter defined), such additional deposit shall be added to Grantees' Work Deposit and Grantee shall receive a corresponding increase in the amount credited against the Sublicense Fee. If, however, such change is not the result of a "Latent Condition", such additional deposit will be held separately and apart from Grantee's Work Deposit, Grantee will receive no additional credit against the Sublicense Fee and the amount so deposited will be applied to the payment of the additional cost.

As used herein, the term "Latent Condition" shall mean either of the following: (i) a subsurface or latent physical condition on the Premises that differs materially from the conditions indicated in the plans and specifications for Grantee's Work or (ii) a physical condition on the Premises, unknown as of the date of the commencement of the Term, that is of an unusual nature that differs materially from conditions ordinarily encountered and generally recognized as inherent in work of the same general character as Grantee's Work.

Grantee expressly acknowledges and agrees that it has reviewed the environmental assessment of the Premises dated May 19, 2003 prepared by Greenhorne & O'Mara, Inc.

**9. Use; Compliance With Laws; Compliance with AFRH Rules and Regulations; Certain Restrictions on Use.**

(a) Grantee shall use and occupy the Premises solely for the purpose(s) of a public charter school and for no other purpose. Grantee, at Grantee's sole cost and expense, shall comply with all laws, rules, orders, regulations, and requirements of all federal, state and municipal governments, courts, departments, commissions, boards, and officers having jurisdiction over the Premises and/or requiring the obtainment of permits, licenses and the like, as well as all lawful rules, orders, and regulations of the board of fire underwriters having jurisdiction over the Premises (hereinafter collectively referred to as "Law" or "Laws"), but only to the extent they apply to Grantee's particular use of the Premises. Grantee shall not commit waste, perform any acts, or carry on any practices, which may injure any improvements on the AFRH-W Campus or be a nuisance or menace to AFRH employees or residents. Grantee shall comply with all rules and regulations adopted from time to time by AFRH that are communicated to Grantee. In addition, except as herein otherwise provided for, Grantee agrees that it will pay before delinquency any and all taxes, assessments and public charges levied, assessed or imposed upon any business conducted in or from the Premises or upon Grantee's fixtures, furnishings or equipment on the Premises, and pay before and as due all license fees,

permit fees and the like necessary for the conduct by Grantee of any business conducted in or from the Premises.

(b) Grantee's license to use the Chapel Area, the Entrance Foyer and the Canopied Entrance are expressly subject and subordinate to the use thereof by AFRH and its employees, residents, invitees and designees (collectively the "AFRH Services Group") for funeral services or other non-regularly scheduled events. During periods when the Chapel Area, the Entrance Foyer or the Canopied Entrance is in use by one or more members of the AFRH Services Group for such a service or event,, Grantee's license with respect to the Chapel Area, the Entrance Foyer or the Canopied Entrance (as applicable) shall be temporarily withdrawn. Grantor agrees to use reasonable efforts to provide Grantee with at least two (2) days' advance notice of any scheduled use of the Chapel Area, the Entrance Foyer or the Canopied Entrance by a member of the AFRH Services Group that would restrict or prohibit Grantee's license to use the Chapel Area, the Entrance Foyer or the Canopied Entrance, but the failure by Grantor provide any such notice shall not impair or affect the superior rights of use held by members of the AFRH Services Group.

(c) During all periods when the Play Area is being used by children, such use shall be supervised and monitored by adults with the requisite training and qualifications to perform such duties.

#### 10. Maintenance; Repairs; Alterations; Equipment.

(a) Except for those maintenance items that are Grantee's responsibility as provided below and the provisions of this Agreement relating to damage or destruction, Grantor will maintain the Building in good order, condition and repair including, without limitation, all plumbing, heating, air conditioning, sprinkler and electrical systems, roof, foundation, walls, floors and ceilings. Grantor shall also be responsible for the providing the following services in accordance with AFRH standards: snow removal, trash removal from Grantor-designated trash receptacles, exterior pest control, exterior security, exterior maintenance of the Building, maintenance of parking and landscaped areas. Notwithstanding any other provision of this Agreement, in no event shall Grantor be responsible for repairing any damage to, or performing any maintenance when any such damage and/or maintenance is caused or necessitated by (i) any gross negligence or willful misconduct of Grantee or any of Grantee's employees, agents, customers, invitees or licensees, (ii) any fixtures, equipment or other item installed in or placed in the Premises by Grantee, or (iii) any use of the Premises not permitted under the terms of this Agreement.

(b) Grantee shall, at its own expense, keep the Premises in a clean, sanitary and safe condition and shall maintain all equipment and other improvements placed on the Premises by Grantee in good condition and repair. All cleaning, repairs and maintenance required to be performed by Grantee shall be made or performed immediately upon the occurrence of the necessity therefor, and shall be made or performed in a first class manner, using first class materials, in accordance with (i) all

laws and all applicable governmental codes and requirements, and (ii) applicable insurance requirements. Notwithstanding that the same shall be a default hereunder (on account of which Grantor has other, additional remedies), if Grantee refuses or neglects to promptly commence and complete any cleaning, repairs or maintenance necessary to satisfy the provisions of this Section, after receipt of notice from Grantor requesting same and reasonable opportunity to perform same, the Grantor may, but shall not be required to, make and complete said repairs or maintenance and Grantee shall pay the reasonable cost therefor to Grantor upon demand.

(c) Grantee shall not make or cause to be made any alterations, additions, modifications, renovations or improvements (collectively "Alterations") to the Premises without the prior written consent of Grantor, which Grantor reserves the right to withhold in its absolute discretion. In the event Grantor shall give written consent to Grantee's making any such Alterations, such written consent shall not be deemed to be an agreement or consent by Grantor to subject Grantor's interest in the Premises to any mechanics' or materialmen's liens which may be filed in respect of any such Alterations and Grantee covenants and agrees to save and hold harmless Grantor from, and against any such lien or claim of lien. Notwithstanding that the same shall be a default hereunder (on account of which Grantor has other, additional remedies), if any Alterations are made without the prior written consent of Grantor, Grantor may correct and/or remove the same, and Grantee shall be liable for any and all expenses incurred by Grantor in correcting and/or removing the same. If Grantor grants its consent to the making of Alterations, such Alterations shall be made at Grantee's sole expense. In addition, all Alterations shall be performed in a good and workmanlike manner and in accordance with (i) plans and specifications approved by Grantor, (ii) all applicable legal requirements, and (iii) insurance requirements. Any work performed by Grantee, irrespective of cost, shall be performed in a first class manner and shall be subject to Grantor's inspection and approval after completion to determine whether the same complies with the requirements of this Agreement. Grantor hereby consents to Grantee's Work.

(d) Grantee will not install or operate in the Premises any electrically operated equipment or other machinery, except electrical equipment normally and typically used in an office or school environment, without first obtaining the prior written consent of Grantor, who may condition such consent upon payment by Grantee of additional compensation for additional consumption of utilities. If any portion or all of the Grantee's equipment, alone or in combination with other Grantees' equipment, shall result in an electrical demand in excess of the Building's electrical system, additional transformers, distribution panels and wiring may be required and, if so required, shall be installed by Grantor at the expense of Grantee. Grantee shall not install any equipment of any kind and nature whatsoever, including, but not limited to, equipment permitted by this Section to be used on or in the Premises, which will necessitate any changes, replacements, or additions to, the water system, heating system, plumbing system, air conditioning or electrical system of the Premises or the Building without first obtaining the prior written consent of Grantor. Machines and equipment belonging to Grantee which cause noise, vibration or electrical interference that may be transmitted to the structure of the Building

or to any space therein to such a degree to be objectionable to Grantor or to any Grantee in the Building shall be installed and maintained by Grantee, at Grantee's expense, on vibration eliminators or other devices sufficient to eliminate such noise or vibration.

(e) At the termination of this License, Grantee shall repair and restore the Premises to the same condition as existed as of the date of this Agreement, reasonable wear and tear excepted. Notwithstanding the foregoing, Grantee will not be required to remove any alterations included in Grantee's Work. Grantee's obligation to observe or perform this covenant shall survive the expiration or other termination of the License. Any personal property of Grantee not removed by the date of termination or expiration shall, at Grantor's option, become the property of Grantor.

(f) Prior to the commencement of the Term, Grantor and Grantee shall inspect the Building, prepare a list of AFRH's fixtures, equipment and personal property that will remain in the Premises during the term of this Agreement and determine if there is any existing damage. Upon completion of Grantee's Work, the parties shall re-inspect the Building and AFRH's fixtures, equipment and personal property for damage. Such inspections shall be documented by photographs and memoranda signed by both parties. Within thirty (30) days following Grantee's vacation of the Premises, the parties shall again inspect the Premises, the balance of the Building and AFRH's fixtures, equipment and personal property and shall jointly sign a memorandum identifying the damages, if any, actually caused thereto by Grantee or its agents, contractors, subcontractors or employees (hereinafter referred to as "Grantee's Damages"). Grantee shall be responsible for repairing at its sole cost and expense, all Grantee's Damages. In the event Grantee fails to diligently pursue completion of the repairs, Grantor may, at its option, following written notice to Grantee and ten (10) days opportunity to cure, proceed to repair Grantee's Damages. Grantor shall be entitled to draw upon Grantee's Performance Deposit to pay the cost of repair of Grantee's Damages and, to the extent sufficient funds are not available therein, Grantee shall promptly reimburse Grantor for the balance of such costs.

(g) Grantor or Grantor's agents shall have the right to enter the Premises at all reasonable times and in a reasonable manner to examine the same and to make such repairs, alterations, improvements or additions as Grantor may deem necessary or desirable, and Grantor shall be allowed to take all material into and upon the Premises that may be required therefore without the same constituting an eviction of Grantee in whole or in part and the License Fee shall in no way abate while said repairs, alteration, improvements, or additions are being made, by reason of loss or interruption of business of Grantee, or otherwise. If Grantee shall not be personally present to open and permit an entry into the Premises at any time, when for any reason an entry therein shall be necessary or permissible, Grantor or Grantor's agents may enter the same by a master key, or may forcibly enter the same, without rendering Grantor or such agents liable therefor, except with respect to any damage or loss caused by the willful or grossly negligent acts or omissions of Grantor or such agents, and without in any manner affecting the obligations and covenants of this License.

**11. Insurance and Indemnification.**

(a) Grantee shall keep in full force and effect policies of public liability and property damage insurance with respect to the business operated by Grantee in the Premises and the matters against which Grantee is required to indemnify Grantor with a single limit of not less than Two Million Dollars (\$2,000,000)

(b) Grantee shall procure and maintain at the Grantee's cost a standard fire and extended coverage insurance policy or policies on the Grantee's possessions in the Premises to the full insurable value thereof. The insurance policy shall provide that in the event of loss thereunder, the proceeds of the policy or policies shall be payable to the Grantee to be used solely for the repair, restoration or replacement of the property damage or destroyed. Nothing herein contained shall be construed as an obligation upon the Grantor to repair, restore or replace the Premises, the Building or any part thereof.

(c) All insurance policies shall be issued by responsible companies satisfactory to Grantor, shall name Grantor and Grantee as insureds and shall provide that they will not be subject to cancellation, termination or change except after at least thirty (30) days prior written notice to Grantor. The policies and duly executed certificates for the same, together with satisfactory evidence of the payment of the premiums thereon, shall be deposited with Grantor on the day Grantee begins Grantee's Work, and upon renewal of any such policy, not less than thirty (30) days prior to the expiration of the term of such coverage.

(d) Grantor shall not be liable for any damage to property of Grantee or others located on the Premises or the AFRH-W Campus, nor for the loss of or damage to any property of Grantee or of others by theft or otherwise. Grantor shall not be liable for any injury or damage to persons or property resulting from fire, explosion, falling material, steam, gas, electricity, water, rain or snow or leaks from any part of the Premises or the AFRH-W Campus or from the pipes, appliances or plumbing works or from the roof, street or subsurface or from any other place or by dampness or by any other cause of whatsoever nature. Grantor shall not be liable for any such damage caused by other persons on the Premises, occupants of adjacent property, of the AFRH-W Campus, or the public, or caused by operations in construction of any private, public or quasi-public work. Grantor shall not be liable for any latent defect in the Premises or in the building of which they form a part. All property of Grantee kept or stored on the Premises shall be so kept or stored at the risk of Grantee only and Grantee shall hold Grantor harmless from and hereby waive any claims arising out of damage to the same or damage to Grantee's business, including subrogation claims by Grantee's insurance carrier. As used in this subsection 11(d) the term "Grantor" is intended to refer only to "Armed Forces Retirement Home, an agency of the United States of America" and not to any other governmental or quasi-governmental instrumentality or agency.

(e) Grantee will indemnify Grantor, its representatives, agents and assigns and save Grantor harmless from and against any and all claims, actions, damages, liability and expense (including without limitation, claims in connection with loss of life, personal

injury and/or damage to property) arising from or out of any occurrence in, around, upon or at the Premises, or the occupancy or use by Grantee of the Premises and the AFRH-W Campus or any part thereof, or occasioned wholly or in part by any act or omission of Grantee, its agents, contractors, subcontractors, employees, invitees, customers, servants, lessees or concessionaires. In case Grantor shall, without fault on its part be made a party to any litigation commenced by or against Grantee, then Grantee shall protect and hold Grantor harmless and shall pay all costs, expenses and reasonable attorney's fees incurred or paid by Grantor in connection with such litigation. Grantee shall also pay all costs, expenses, and reasonable attorney's fees that may be incurred or paid by Grantor in enforcing the covenants and agreements in this License.

12. **Damage or Destruction.** In the event that the Premises are damaged to the extent that they are rendered untenable or totally destroyed by fire, explosion or any other casualty, Grantor shall have no obligation to repair or restore the Premises and, unless Grantor and Grantee otherwise agree in writing, this License shall absolutely cease and terminate as of the date of the damage or destruction.

13. **Assignment.** Grantee will not voluntarily or involuntarily assign, mortgage, pledge, hypothecate or sublet this Agreement in whole or in part, nor license, franchise or sublet all or any part of the Premises without the prior written consent of Grantor in each instance which consent Grantor may withhold in its absolute discretion.

14. **Hazardous Substances.** Grantee shall not conduct nor permit on the Premises or the AFRH-W Campus either the generation, treatment, storage or disposal of any Hazardous Substances of any kind and shall prohibit its assignees and Licensees and their employees, agents and contractors (collectively, "Permittees") from doing so. Grantee shall indemnify, defend and hold Grantor and its agents and partners harmless from all loss, costs, foreseeable and unforeseeable direct or consequential damages, liability, fines, prosecutions, judgments, litigation, and expenses including, but not limited to, clean-up costs, court costs and reasonable attorneys' fees, arising out of any violation of the provisions of this section by Grantee or its Permittees. For purposes of this Section, "Hazardous Substance" means any hazardous, toxic or dangerous waste, substance or material as defined for purposes of the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, or any other applicable law, any petroleum, petroleum products, natural or synthetic gas, asbestos, urea formaldehyde, radon gas, polychlorinated biphenyls, and all other substances or materials which may be hazardous to the health or safety of any person, including any substance which is regulated under any present or future federal, state or local statute, ordinance, rule, regulation or other law relating to environmental protection, contamination or cleanup.

15. **Default and Remedies.**

(a) Each of the following events shall constitute an "Event of Default" by Grantee under this Agreement:

(i) Grantee shall fail to pay the License Fee or any other charge, fee or monies to be paid by Grantee to Grantor under this Agreement within five (5) days after receipt of written notice from Grantor that the same is due and unpaid .

(ii) Grantee shall breach or fail to keep, observe or perform any other of the terms, conditions, covenants or agreements herein contained on the part of the Grantee to be kept, observed or performed (other than the payment of monies) and shall fail to commence to cure or remedy the same and diligently pursue completion of such cure or remedy within fifteen (15) days after written notice thereof from the Grantor.

(iii) Any action or proceedings are instituted by the Grantee or by any other party including, without limitation, any court or governmental body of competent jurisdiction for the dissolution, winding up or liquidation of the Grantee or the assets thereof;

(iv) A seizure, execution, attachment or similar process is issued against the Grantee whereby any of the improvements, fixtures, furniture, equipment or inventory in or relating to the Premises or any portion thereof or the interest of the Grantee therein or in this License or any business conducted in or from the Premises shall be taken or attempted to be taken;

(v) Grantee allows a receiver, receiver and manager, custodian or any party having similar powers to be appointed for all or a portion of the property or business of the Grantee, any assignee, concessionaire, licensee or occupant of the Premises:

(vi) Grantee makes the sale in bulk of any of its assets, other than a sale in bulk to an assignee pursuant to a permitted assignment hereunder;

(vii) Grantee shall fail to maintain any type of insurance or level of insurance coverage required hereunder (and in the event the Grantee has failed to remedy such failure within two (2) days after notice thereof from the Grantor, Grantor may effect such coverage and recover the cost thereof immediately from Grantee);

(viii) Grantee purports to make an assignment, subletting, or other transfer, other than in compliance with the provisions hereof; or

(ix) Grantee shall breach or fail to keep, observe or perform any of the terms, conditions, covenants or agreements contained in any other agreement between the Grantor and the Grantee on the part of the Grantee to be kept, observed or performed;

(b) Upon the happening of any Event of Default, Grantor shall have the right, at its sole option, to terminate the License and Grantee's rights to possession of the Premises by notice to Grantee. Upon such notice, Grantee's rights to occupy the Premises shall cease and terminate and Grantor may re-enter the Premises and remove Grantee, and any occupants therein, together with any of their property, by summary dispossession

proceedings, suitable action or proceeding at law, and/or by force or otherwise. In the event of such termination, Grantor may repossess and enjoy the Premises. Grantor shall be entitled to the benefits of all provisions of law respecting the speedy recovery of lands and tenements held over and/or proceedings for forcible entry and/or detainer. ANY NOTICE TO CURE OR VACATE OR TO QUIT THE PREMISES, OR OF GRANTOR'S INTENTION TO RE-ENTER THE PREMISES IS HEREBY EXPRESSLY WAIVED BY GRANTEE. Grantor shall not be liable in any way in connection with any action it takes pursuant to the foregoing. Notwithstanding any such termination, Grantee shall remain liable for the full License Fee and all other obligations of Grantee hereunder to the date of such re-taking and thereafter until the expiration of the Term, and for any other damages sustained by Grantor in respect of this Agreement, whether occurring prior to said termination or subsequent thereto. In addition, Grantee shall pay Grantor's attorneys' fees incurred by Grantor with respect to any lawsuit or action instituted by Grantor to enforce the provisions hereof. Further, Grantor shall be entitled to receive from Grantee all expenses incurred by Grantor in correcting an Event of Default and in re-entering, repossessing, repairing, painting, altering, and reletting the Premises, (including all attorneys', marshals' and brokerage fees). Grantor shall have the right to relet the whole or any part of the Premises for the unexpired Term, or longer, or for any shorter period, for any rental; and rental actually received by Grantor shall be offset against Grantee's obligation for the continued payment of the full License Fee, as required hereinabove. Grantor shall be under no obligation to relet the Premises. In the event of re-entry, repossession or termination of Grantee's rights, as set forth hereinabove, if Grantor at its sole option so elects, Grantee shall pay to Grantor, on demand, as liquidated agreed final damages, the rent and all other charges which would have been payable from the date last paid through and until the date when this Agreement would have expired if it had not been terminated as aforesaid, less the fair rental value of the Premises for the same period, or Grantor may bring separate actions, from time to time, as said damage shall have been made more easily ascertainable by successive, or, at Grantor's further option, Grantor may defer any action until the expiration of the Term, in which event the cause of action shall not be deemed to have accrued until the date of expiration of the Term. Grantee expressly waives (to the extent legally permissible) for itself and all persons claiming by, through or under it, any right of redemption or for the restoration of the operation of this Agreement under any present or future law in the event Grantor obtains possession of the Premises as herein provided.

(c) All of the remedies hereinbefore given to Grantor and all rights and remedies given to it by law and equity shall be cumulative and concurrent.

**16. [RESERVED]**

**17. Notices.** All notices given or required to be given hereunder must be sent either (i) by personal delivery, (ii) by a recognized overnight courier or similar professional delivery service or, if addressed to Grantee only, a notice may be sent by registered or certified mail-return receipt requested, postage prepaid, to the respective addresses hereinafter set forth:

If to Grantor:

Armed Forces Retirement Home  
3700 North Capitol Street, NW  
Washington, DC 20317  
Attention: Chief Operating Officer

If to Grantee:

Federal Development Associates, LLC,  
The Ronald Reagan Building  
1300 Pennsylvania Ave. NW, Suite 700  
Washington, DC 20004

Such addresses may be changed from time to time by serving notice as provided. Any such notice shall be deemed given, if mailed as aforesaid, one business day after the date of deposit in the United States mail, or, if given by personal delivery or professional courier upon receipt or refusal.

18. **Non-discrimination.** Grantee shall not discriminate against any person or persons or exclude them from participation in the Grantee's operations, programs or activities because of race, color, religion, sex, age, handicap, national origin in the conduct of operations on the premises. The Grantee will comply with the Americans with Disabilities Act and attendant Americans with Disabilities Act Accessibility Guidelines (ADAAG) published by the Architectural and Transportation Barriers Compliance Board.

19. **Quiet Enjoyment.** Upon the observance and performance of all the covenants, terms and conditions on Grantee's part to be observed and performed, Grantee shall peaceably and quietly hold and enjoy the Premises for the Term without hindrance or interruption by Grantor or any other person or persons lawfully or equitably claiming by, through or under Grantor, subject, nevertheless, to the terms and conditions of this Agreement.

20. **Waivers.** The waiver by Grantor of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of monies hereunder by Grantor shall not be deemed to be a waiver of any preceding breach by Grantee of any term, covenant or condition of this Agreement, other than the failure of Grantee to pay the particular amount so accepted, regardless of Grantor's knowledge of such preceding breach at the time of such acceptance. No covenant, terms, or conditions of this Agreement shall be deemed to have been waived by Grantor, unless such waiver is in writing by Grantor.

21. **Partial Invalidity.** If any term, covenant or condition of this Agreement or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder of this Agreement, or the application of such term, covenant or condition to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term, covenant or condition of this Agreement shall be valid and be enforced to the fullest extent permitted by Law.

22. **Entire Agreement.** This Agreement and the Exhibits attached hereto and forming a part hereof, set forth all the covenants, promises, agreements, conditions and understandings between Grantor and Grantee concerning the Premises and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between them other than as are herein set forth. Except as herein otherwise provided, no subsequent alterations, amendment, change or addition to this Agreement shall be binding upon Grantor or Grantee unless reduced to writing and signed by them.

23. **Holding Over.** In the event Grantee remains in possession of the Premises after the expiration or termination of the License, Grantee, at the option of Grantor, shall be deemed to be occupying the Premises from month to month, at one hundred fifty percent (150%) of the License Fee and Utilities Fee subject to all the other conditions, provisions and obligations of this Agreement insofar as the same are applicable to a month-to-month License.

24. **Guaranty.** The obligations of Grantee under this License shall be personally guaranteed by John D. Infantino.

**IN WITNESS WHEREOF**, the parties below have set their hands and seals as of the date first above written.

Grantor:

**ARMED FORCES RETIREMENT HOME,**  
an agency of the United States of America

By:  (SEAL)

Timothy C. Cox  
Chief Operating Officer

Grantee:

**FEDERAL DEVELOPMENT ASSOCIATES, LLC,**  
a District of Columbia limited liability company

By:  (SEAL)

Name: John D. Infantino  
Title: Chief Executive Manager

**Exhibit A**

Exhibit A attached to the AFRH License Agreement is incorporated herein by reference.

**Exhibit B**

Exhibit B attached to the AFRH License Agreement is incorporated herein by reference.

**Exhibit C**

Exhibit C attached to the AFRH License Agreement is incorporated herein by reference.

EXHIBITS

EXHIBIT

EXHIBIT 1 - [Illegible text]

# EXHIBITS

## **Table of contents**

**Exhibit A - Site Plan**

**Exhibit B - Project plans/drawings**

**Table 1 - Attached Plans/Drawings List**

**Exhibit C - Scope of work**

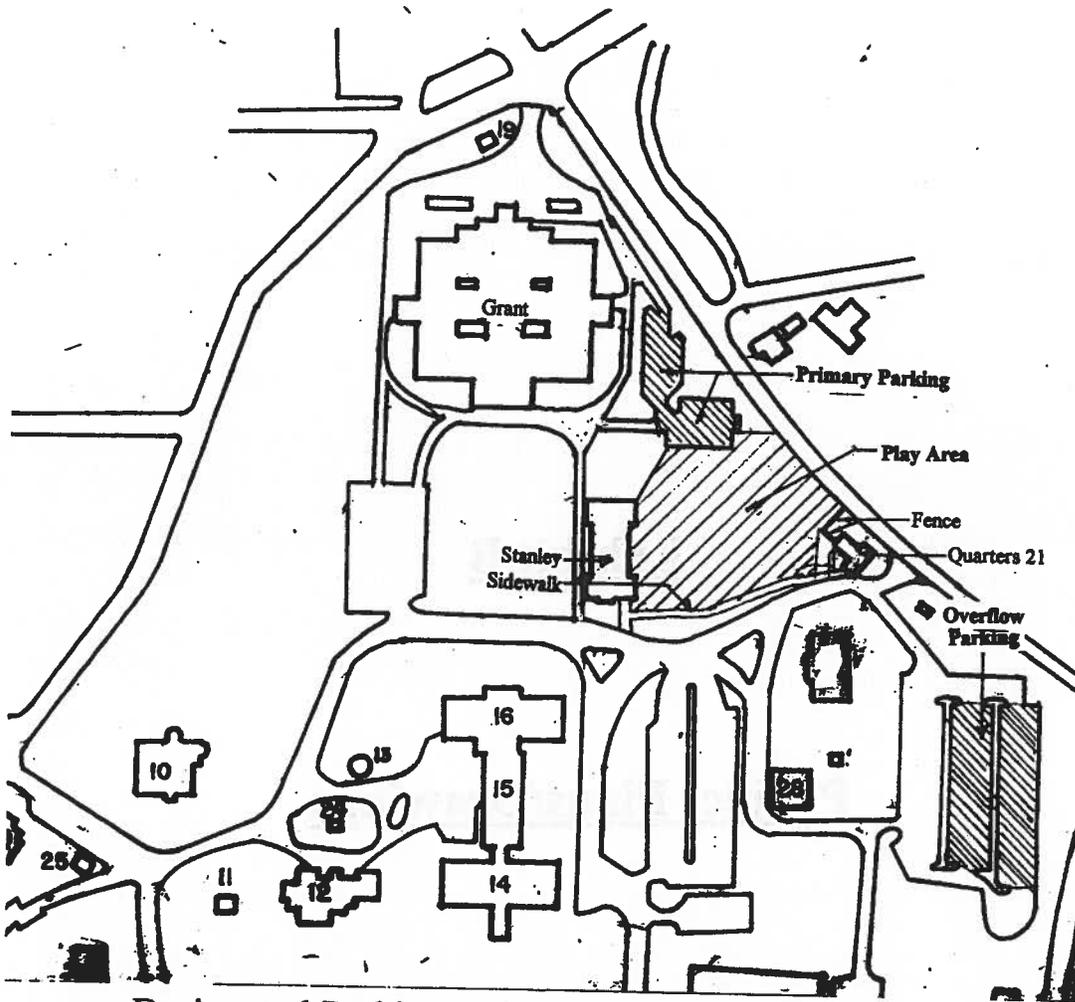
**Table 2 - Scope of work description**

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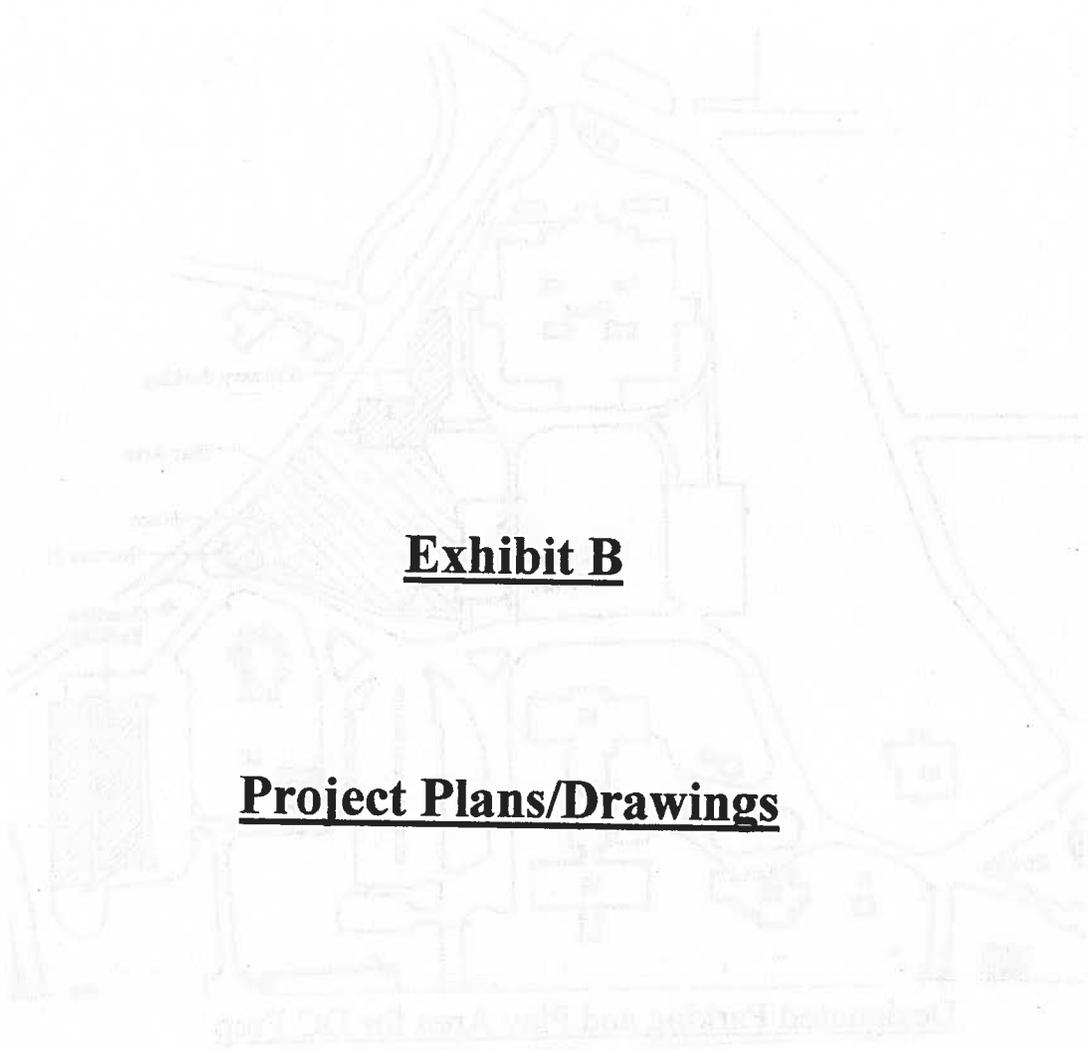
## Exhibit A

Exhibit A - Site Plan  
Exhibit B - Project description  
Table 1 - Attached Plans  
Exhibit C - Scope of work  
Table 2 - Scope of work description

## Site Plan



Designated Parking and Play Area for DC Prep



**Exhibit B**

**Project Plans/Drawings**

**Table 1 Attached Plans/Drawings List\***

<i>Document</i>	<i>Name</i>	<i>Date</i>	<i>Prepared by</i>	<i>Description</i>
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	<i>Sheet A0 - Cover Sheet</i>	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a location map, a vicinity map, a list of general notes and a list of AFRH standard requirements
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	<i>Sheet A1 - Basement Level Demo, Floor, RCP</i>	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the demolition and new floor at the basement level and a plan of the reflected ceiling at the basement plan with the indication new lighting fixture position.
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	<i>Sheet A2 - First Floor Plan Demo and New, RCP</i>	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of demolition and new floor at the first level, a plan of the reflected ceiling plan at the first floor and a section at the entry stair in the main lobby area.
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	<i>Sheet A3 - Door Schedule, RCP</i>	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a detailed list of the doors to be replaced and /or removed.
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	<i>Sheet H1 - Basement Level, HAZ MAT</i>	June 06, 2003	Shinberg Levinas Architectural Design L.L.C. and Greenhorne & O'Mara	Includes a plan with the description of the lead abatement work to be performed and the specifications for the lead abatement work
Addendum 1	<i>Addendum List</i>	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a detailed list of the items included in the Addendum #1

\* Plans/Drawing are attached at the end of the document

<i>Document</i>	<i>Name</i>	<i>Date</i>	<i>Prepared by</i>	<i>Description</i>
Addendum 1	<i>AD-1A</i>	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the new electrical outlets to be added - basement floor
Addendum 1	<i>AD-1B</i>	June 13, 2003	Shinberg Levinas	Includes a plan of the new electrical outlets to be added - basement floor

Addendum 1	AD-1C	June 13, 2003	Architectural Design L.L.C Shinberg Levinas Architectural Design L.L.C	Includes a plan of the new electrical outlets to be added - basement floor
Addendum 1	AD-2	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the new electrical outlets to be added - first floor
Addendum 1	AD-3	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the sings to be added in the women toilets - basement floor
Addendum 1	AD-4	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the accent color to be added at the basement floor
Addendum 1	AD-5A	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the homasote to be added at the basement floor

<i>Document</i>	<i>Name</i>	<i>Date</i>	<i>Prepared by</i>	<i>Description</i>
Addendum 1	AD-5B	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the homasote to be added at the first floor
Addendum 1	AD-14A	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the telecommunication work to be performed at the basement floor
Addendum 1	AD-14B	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the telecommunication work to be performed at the first floor
Addendum 1	AD-25	June 13, 2003	Shinberg Levinas	Includes a description of the new opening in front of the kitchen at the basement floor

				Architectural Design L.L.C	
Addendum 1	AD-29	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the light fixtures at the basement floor	
Addendum 2	Addendum list	June 18, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a detailed list of the items included in the Addendum #2, and elimination of certain addenda listed above	
Lead Abatement Specs	Section 13082	June 13, 2003	Greenhorne & O'Mara	Includes a list of all the specification for the lead abatement work	

## Exhibit C

### Scope of work

Task / Description	Start Date	End Date	Duration	Resources	Notes
Task 1: [Illegible]	2005-11-01	2005-11-30	30 days	[Illegible]	[Illegible]
Task 2: [Illegible]	2005-12-01	2005-12-31	31 days	[Illegible]	[Illegible]
Task 3: [Illegible]	2006-01-01	2006-01-31	31 days	[Illegible]	[Illegible]
Task 4: [Illegible]	2006-02-01	2006-02-28	28 days	[Illegible]	[Illegible]

The alteration work to be performed on the Staley Hall Chapel is briefly described by the table shown below. For further details, please refer to **Exhibit B**

**Table 2 Scope of work description**

<b>Work Category</b>	<b>Description</b>
<i>Lead Abatement</i>	Lead Abatement work in areas to be abated (walls, ceilings, piping, conduit, column, doors and windows), per plans and addendum described in <b>Exhibit B</b>
<i>Lead Abatement/Painting</i>	Apply primer, top coat and encapsulant coating to the abated areas, per plans and addendum described in <b>Exhibit B</b>
<i>New Construction</i>	Install framing, electrical and new dry wall in the basement floor, wrap existing columns, per plans and addendum described in <b>Exhibit B</b>
<i>New Construction/Abatement</i>	Paint all the new constructed dry wall and wrapped columns, per plans and addendum described in <b>Exhibit B</b>
<i>Doors</i>	Remove and/or replace doors, per plans and addendum described in <b>Exhibit B</b>
<i>Flooring</i>	Remove and/or replace existing tiles and finishes, per plans and addendum described in <b>Exhibit B</b>
<i>Signage</i>	Remove and/or replace old signs, per plans and addendum described in <b>Exhibit B</b>
<i>Plumbing</i>	Replace existing urinal, per plans and addendum described in <b>Exhibit B</b>
<i>Electrical</i>	Remove light fixture, relocate thermostat, install new light fixture, install strobes, smoke/heat detector, electrical panel and outlets, per plans and addendum described in <b>Exhibit B</b>
<i>Telecommunication</i>	Install equipment and connect wiring for the new telecommunication system, per plans and addendum described in <b>Exhibit B</b> as an alternate to be paid outside of base contract amount.

**FEDERAL DEVELOPMENT ASSOCIATES, LLC -  
D.C. PREPARATORY ACADEMY**

**SUBLICENSE AGREEMENT**

This Sublicense Agreement is made as of this 25<sup>th</sup> day of June 2003, by and between Federal Development Associates, LLC, a Delaware limited liability company ("Grantor") and D.C. Preparatory Academy, a District of Columbia non-profit corporation ("Grantee")

**RECITALS**

A. Grantor and the Armed Forces Retirement Home, an independent agency of the United States of America ("AFRH") have entered into that certain License Agreement dated as of June 25, 2003 (the "AFRH License Agreement") pursuant to which Grantor is the holder of a license permitting (i) ingress and egress to and from, (ii) vehicular parking on, (iii) certain construction activities within and (iv) the use and occupation of, certain portions of the property known as the Armed Forces Retirement Home - Washington located at 3700 North Capitol Street, N.W., Washington, D.C. ("the AFRH-W Campus").

B. The areas located on the AFRH-W Campus described in the AFRH License Agreement are depicted on the plan entitled "Designated Parking and Play Areas For DC Prep" attached hereto and made a part hereof as Exhibit A (the "DC Prep Site Plan") and on the plans entitled "DC Preparatory Academy P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington, DC - Alterations" - Revision 2" dated June 2, 2003, including "Sheet H1" prepared by Greenhorne & O'Mara, Inc., dated June 6, 2003 and "Addendum 1" dated June 13, 2003 and "Addendum 2" dated June 18, 2003 prepared by Shinberg Levinas Architectural Design L.L.C. (the "Shinberg Plans"), which are more specifically described in Exhibit B attached hereto and made a part hereof.

C. Grantee wishes to obtain a sublicense from Grantor under which Grantee would have the right to certain of Grantor's benefits, and would assume certain of Grantor's burdens, under the AFRH License Agreement and Grantor is willing to grant such sublicense.

**AGREEMENT**

**NOW, THEREFORE**, in consideration of the foregoing and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. **Grant of Sublicense.** Grantor hereby grants the following revocable licenses (collectively, the "Sublicense") to Grantee, subject to (i) the terms and conditions of the AFRH License Agreement, the terms of which are incorporated herein

by reference, (ii) the terms and conditions of this Sublicense Agreement and (iii) to rules and regulations relating thereto as prescribed from time to time by AFRH that are communicated to Grantee:

- a. A non-exclusive license for pedestrian and vehicular ingress and egress through Eagle Gate and Scale Gate and over and upon the paved roadways and parking lots on the AFRH-W Campus;
- b. An exclusive license to park automobiles and other non-commercial vehicles in that certain asphalt paved parking lot identified as "Primary Parking" on the DC Prep Site Plan through July 31, 2004.
- c. A non-exclusive license to park automobiles and other non-commercial vehicles in that certain asphalt paved parking lot identified as "Overflow Parking" on the DC Prep Site Plan.
- d. An exclusive license to use that area identified as "Play Area" on the DC Prep Site Plan for recreational purposes during school hours from the commencement of the Term (hereinafter defined) through June 30, 2004 and a non-exclusive license to use the Play Area during the remainder of the Term .
- e. An exclusive license to use and occupy those portions of the basement level of the building known as "Stanley Hall" (the "**Building**") on the AFRH-W Campus, with the exception of the "Excluded Areas" (as that term is hereinafer defined,, as depicted on Sheet A1 of the Shinberg Plans (the "**Basement Area**") . As used herein, the term "**Excluded Areas**" means (i) the area located to the south of "Classroom 2" and "Classroom 4" for the entire width of the Building and (ii) the areas designated "Electrical Room" and "Mechanical", all as depicted of Sheet A1 of the Shinberg Plans.
- f. A non-exclusive license to use (i) the "Entrance Lobby", "Elevator", and the area bounded by the areas identified as "Storage", "Entrance Lobby" and "Classroom 2" (collectively, the "**Entrance Foyer**") and (ii) the "Men's Toilet" at the front of the Building, all as depicted on Sheet A1 of the Shinberg Plans.
- g. An exclusive license to use that portion of the first floor of the Building depicted as "Office" on Sheet A2 of the Shinberg Plans (the "**Office Area**").
- h. A non-exclusive license to use the stairways and hallways at the rear of the Building providing access to the Office Area from the Basement Area, a non-exclusive license to use the restroom on the first floor of the Building (the "**First Floor Restroom**") and a non-exclusive license to use the stairways and hallways at the front of the Building providing access to the First Floor Restroom from the Basement Area.

i. A non-exclusive, limited and subordinate license to use the chapel (the "Chapel Area") on the first floor of the Building from 8:00 AM to 8:45 AM, Monday through Friday and a non-exclusive, limited and subordinate license for ingress and egress to and from the Basement Area through the canopied entrance at the front of the Building (the "Canopied Entrance").

j. A license to perform the work described in Exhibit C attached hereto and made a part hereof on the AFRH-W Campus.

The Basement Area and the Office Area are hereinafter referred to, collectively, as the "Premises".

Notwithstanding the foregoing, Grantor reserves to itself the use of the exterior walls of the Building and the area above and below the Premises together with the right to install, maintain, use, repair, and replace pipes, ducts, conduits, wires and structural elements leading through the Premises and which serve other parts of the Building or the AFRH-W Campus.

2. **Term.** The term of the Sublicense (the "Term") shall commence on June 25, 2003 and shall terminate on July 31, 2004, unless extended or sooner terminated as hereinafter provided.

3. **Grantee's Right to Extend Term of Sublicense.** Provided (i) no Event of Default (as that term is hereinafter defined) has occurred and is then continuing, (ii) the "Grant Building Agreement" (as that term is hereinafter defined) has been fully executed by all parties and no default by any party (other than AFRH) under the Grant Building Agreement has occurred and is then continuing and (iii) AFRH has not exercised its right to terminate the AFRH License Agreement, Grantee will have the option to extend the Sublicense for one (1) year with no change in any of the terms and conditions of this Agreement. Grantee shall have the right to exercise only one option to extend per calendar year and Grantee must exercise such option to extend by giving Grantor written notice on or before March 15, 2004, otherwise, the option to extend the Sublicense shall be null and void and of no further force and effect. As used herein, the term "Grant Building Agreement" means that certain to-be-negotiated Agreement to Purchase Improvements and to Lease Underlying Ground by and between AFRH and Grantor's affiliate, Grant Education Associates, LLC ("GEA") or, at AFRH's sole discretion, that certain to-be-executed Ground Lease between AFRH and GEA which, in either case will relate to GEA's proposed purchase, rehabilitation and leasing to public charter schools of the improvements known as "the Grant Building".

4. **Conditions Precedent.**

The following shall be conditions precedent to the rights and obligations of the parties under this Agreement:

(a) Grantee shall have obtained the District of Columbia Public Charter School Board's approval to open and operate a public charter school on the Premises.

(b) AFRH or Grantor shall have obtained all permits and approvals that are required from governmental or quasi-governmental agencies in order to permit Grantee's Work to be performed and to permit the operation of a public charter school on the Premises.

Grantor and Grantee agree to work diligently to satisfy the foregoing conditions precedent. However, in the event that the condition precedent described in subsection 4(a) shall not have been satisfied (or waived by Grantee) by August 15, 2003, or in the event that the conditions precedent described in subsection 4(b) shall not have been satisfied (or waived by Grantor and AFRH) by August 15, 2003, this Agreement and the Sublicense shall be null and void and neither party shall have any rights or obligations hereunder.

5. **Grantor's Right to Terminate Without Cause After Commencement of Term.** Grantor shall have the right to terminate this Agreement and the Sublicense without cause (i) as of July 31 of any calendar year after 2003, upon not less than one hundred twenty (120) days' prior written notice to Grantee or (ii) if required in the interest of national security, as of any other date, upon such prior written notice to Grantee as is reasonable under the circumstances

6. **Sublicense Fee.** Commencing on July 25, 2003, Grantee shall pay Grantor a fee (the "Sublicense Fee") equal to Eight Thousand Eight Hundred Thirty-three and 33/100 Dollars (\$8,833.33) per month, which amount shall be payable in advance, on or before the first day of each and every calendar month during the Term. The Sublicense Fee shall be pro-rated daily based upon the actual number of days in the month; i.e., the Sublicense Fee for the period July 25, 2003 - July 31, 2003 will be \$1,709.68. The Grantee's Work Deposit (as that term is defined in Section 8 below) plus a developer's fee and interest in the amount of \$9,396.11 (i.e., an aggregate \$79,071.00) will be credited against installments of the Sublicense Fee that are due and payable during the first thirteen (13) months of the term of this Agreement in reverse order of maturity

7. **Utilities.** Grantor shall cause electricity, heat, air-conditioning, water and sanitary sewer services to be provided to the Premises and Grantee shall pay, in addition to the Sublicense Fee, One Thousand Dollars (\$1,000.00) per month (the "Utilities Fee") for such services, which amount shall be payable in advance, on or before the first day of each and every calendar month during the Term. Except to the extent caused by Grantor or Grantor's agents or employees, failure of any utility or service serving the Premises shall not render Grantor liable for damages to either person or property, shall not be construed as an eviction of Grantee, shall not give rise to, cause or justify an abatement of either the Sublicense Fee or the Utilities Fee, and shall not relieve Grantee from fulfillment of any covenant or agreement hereof.

**8. Grantee's Work; Grantee Deposits; Acceptance of Sublicense and Premises.** Grantor agrees to provide all work described in Exhibits B and C attached hereto ("Grantee's Work") at Grantee's sole cost and expense. Grantee's Work shall be performed only by contractors approved by AFRH and shall be secured by performance and payment bonds acceptable in form and substance to AFRH that name AFRH and the United States Government as co-obligees. Prior to the commencement of the Term, Grantee shall deposit with Grantor (i) \$30,000.00 (the "Initial Grantee's Work Deposit") plus (ii) \$10,000.00 (the "Grantee's Performance Deposit"). The Initial Grantee's Work Deposit and the Grantee's Performance Deposit will be delivered to AFRH and held by AFRH in accordance with the terms of the AFRH License Agreement. On or before August 6, 2003, Grantor, in accordance with the provisions of the AFRH License Agreement, will deposit with AFRH the sum of \$40,625.00 (the "Additional Grantee's Work Deposit") (The Initial Grantee's Work Deposit and the Additional Grantee's Work Deposit are hereinafter referred to, collectively, as the "Grantee's Work Deposit. The Grantee's Work Deposit shall be held without interest and shall be applied to the payment of the cost of Grantee's Work and the Grantee's Performance Deposit will be held, without interest, by to secure Grantee's performance of its obligations under this Agreement and will be released to Grantee, or applied to the payment of invoices received from Grantee's contractors and suppliers, upon Grantee's vacation of the Premises and Grantee's completion of its repair and restoration of the Premises following termination of the Sublicense (as required pursuant to Section 10 below). Grantor shall have no obligation to perform any work in or about the Premises, other than Grantee's Work, as a condition of Grantee's acceptance of the Sublicense and the Premises and except for Grantee's Work, Grantee agrees to accept the Premises in their "as-is" condition without any representations or warranties whatsoever. Upon completion of Grantee's Work (or repair and restoration of the Premises following termination of the Sublicense), Grantee shall submit to Grantor invoices received from Grantee's contractors and suppliers. Grantor shall, not later than fourteen (14) days after certification by AFRH that the work described in such invoices has been completed in a good and workmanlike manner, using first quality materials and in accordance with all applicable legal and contractual requirements, make payments directly to the contractors and suppliers whose work has been so certified by AFRH. The following items shall be included within the definition of Grantee's Work, but the cost thereof will be excluded from Grantee's Work Deposit, will not be credited against the Sublicense Fee and will be paid separately by Grantee: (i) an environmental assessment to determine how much it would cost to make the Premises suitable for K-12 use, (ii) removal of the stove from the kitchen (if necessary) and (iii) installation of interior communications connections (for phone, fax, cable television and Internet connectivity).

In the event a change in Grantees' Work is required or desired by Grantee, and such change results in additional cost, Grantee will immediately deposit with Grantor an amount equal to such additional cost. If such change in Grantees' Work is required because of the existence of a "Latent Condition" (as that term is hereinafter defined), such additional deposit shall be added to Grantees' Work Deposit and Grantee shall receive a corresponding increase in the amount credited against the Sublicense Fee. If, however, such change is not the result of a "Latent Condition", such additional deposit

will be held separately and apart from Grantee's Work Deposit, Grantee will receive no additional credit against the Sublicense Fee and the amount so deposited will be applied to the payment of the additional cost.

As used herein, the term "Latent Condition" shall mean either of the following: (i) a subsurface or latent physical condition on the Premises that differs materially from the conditions indicated in the plans and specifications for Grantee's Work or (ii) a physical condition on the Premises, unknown as of the date of the commencement of the Term, that is of an unusual nature that differs materially from conditions ordinarily encountered and generally recognized as inherent in work of the same general character as Grantee's Work.

Grantee expressly acknowledges and agrees that it has reviewed the environmental assessment of the Premises dated May 19, 2003 prepared by Greenhorne & O'Mara, Inc.

**9. Use; Compliance With Laws; Compliance with AFRH Rules and Regulations; Certain Restrictions on Use.**

(a) Grantee shall use and occupy the Premises solely for the purpose(s) of a public charter school and for no other purpose. Grantee, at Grantee's sole cost and expense, shall comply with all laws, rules, orders, regulations, and requirements of all federal, state and municipal governments, courts, departments, commissions, boards, and officers having jurisdiction over the Premises and/or requiring the obtainment of permits, licenses and the like, as well as all lawful rules, orders, and regulations of the board of fire underwriters having jurisdiction over the Premises (hereinafter collectively referred to as "Law" or "Laws"), but only to the extent they apply to Grantee's particular use of the Premises. Grantee shall not commit waste, perform any acts, or carry on any practices, which may injure any improvements on the AFRH-W Campus or be a nuisance or menace to AFRH employees or residents. Grantee shall comply with all rules and regulations adopted from time to time by AFRH that are communicated to Grantee. In addition, except as herein otherwise provided for, Grantee agrees that it will pay before delinquency any and all taxes, assessments and public charges levied, assessed or imposed upon any business conducted in or from the Premises or upon Grantee's fixtures, furnishings or equipment on the Premises, and pay before and as due all license fees, permit fees and the like necessary for the conduct by Grantee of any business conducted in or from the Premises.

(b) Grantee's license to use the Chapel Area, the Entrance Foyer and the Canopied Entrance are expressly subject and subordinate to the use thereof by AFRH and its employees, residents, invitees and designees (collectively the "AFRH Services Group") for funeral services or other non-regularly scheduled events. During periods when the Chapel Area, the Entrance Foyer or the Canopied Entrance Area are in use by one or more members of the AFRH Services Group for such a service or event, Grantee's license with respect to the Chapel Area, the Entrance Foyer or the Canopied Entrance (as applicable) shall be temporarily withdrawn. Grantor agrees to use reasonable efforts to provide Grantee with at least two (2) days' advance notice of any scheduled use of the

Chapel Area, the Entrance Foyer or Canopied Entrance by a member of the AFRH Services Group that would restrict or prohibit Grantee's license to use the Chapel Area, the Entrance Foyer or Canopied Entrance, but the failure by Grantor provide any such notice shall not impair or affect the superior rights of use held by members of the AFRH Services Group.

(c) During all periods when the Play Area is being used by Grantee's students, such use shall be supervised and monitored by adults with the requisite training and qualifications to perform such duties.

**10. Maintenance; Repairs; Alterations; Equipment.**

(a) Except for those maintenance items that are Grantee's responsibility as provided below and the provisions of this Agreement relating to damage or destruction, Grantor will maintain the Building in good order, condition and repair including, without limitation, all plumbing, heating, air conditioning, sprinkler and electrical systems, roof, foundation, walls, floors and ceilings. Grantor shall also be responsible for the providing the following services in accordance with AFRH standards: snow removal, trash removal from Grantor-designated trash receptacles, exterior pest control, exterior security, exterior maintenance of the Building, maintenance of parking and landscaped areas. Notwithstanding any other provision of this Agreement, in no event shall Grantor be responsible for repairing any damage to, or performing any maintenance when any such damage and/or maintenance is caused or necessitated by (i) any gross negligence or willful misconduct of Grantee or any of Grantee's employees, agents, customers, invitees or licensees, (ii) any fixtures, equipment or other item installed in or placed in the Premises by Grantee, or (iii) any use of the Premises not permitted under the terms of this Agreement.

(b) Grantee shall, at its own expense, keep the Premises in a clean, sanitary and safe condition and shall maintain all equipment and other improvements placed on the Premises by Grantee in good condition and repair. All cleaning, repairs and maintenance required to be performed by Grantee shall be made or performed immediately upon the occurrence of the necessity therefor, and shall be made or performed in a first class manner, using first class materials, in accordance with (i) all laws and all applicable governmental codes and requirements, and (ii) applicable insurance requirements. Notwithstanding that the same shall be a default hereunder (on account of which Grantor has other, additional remedies), if Grantee refuses or neglects to promptly commence and complete any cleaning, repairs or maintenance necessary to satisfy the provisions of this Section, after receipt of notice from Grantor requesting same and reasonable opportunity to perform same, the Grantor may, but shall not be required to, make and complete said repairs or maintenance and Grantee shall pay the reasonable cost therefor to Grantor upon demand.

(c) Grantee shall not make or cause to be made any alterations, additions, modifications, renovations or improvements (collectively "Alterations") to the Premises without the prior written consent of Grantor, which Grantor reserves the right to withhold

in its absolute discretion. In the event Grantor shall give written consent to Grantee's making any such Alterations, such written consent shall not be deemed to be an agreement or consent by Grantor to subject Grantor's interest in the Premises to any mechanics' or materialmen's liens which may be filed in respect of any such Alterations and Grantee covenants and agrees to save and hold harmless Grantor from, and against any such lien or claim of lien. Notwithstanding that the same shall be a default hereunder (on account of which Grantor has other, additional remedies), if any Alterations are made without the prior written consent of Grantor, Grantor may correct and/or remove the same, and Grantee shall be liable for any and all expenses incurred by Grantor in correcting and/or removing the same. If Grantor grants its consent to the making of Alterations, such Alterations shall be made at Grantee's sole expense. In addition, all Alterations shall be performed in a good and workmanlike manner and in accordance with (i) plans and specifications approved by Grantor, (ii) all applicable legal requirements, and (iii) insurance requirements. Any work performed by Grantee, irrespective of cost, shall be performed in a first class manner and shall be subject to Grantor's inspection and approval after completion to determine whether the same complies with the requirements of this Agreement. Grantor hereby consents to Grantee's Work.

(d) Grantee will not install or operate in the Premises any electrically operated equipment or other machinery, except electrical equipment normally and typically used in an office or school environment, without first obtaining the prior written consent of Grantor, who may condition such consent upon payment by Grantee of additional compensation for additional consumption of utilities. If any portion or all of the Grantee's equipment, alone or in combination with other Grantees' equipment, shall result in an electrical demand in excess of the Building's electrical system, additional transformers, distribution panels and wiring may be required and, if so required, shall be installed by Grantor at the expense of Grantee. Grantee shall not install any equipment of any kind and nature whatsoever, including, but not limited to, equipment permitted by this Section to be used on or in the Premises, which will necessitate any changes, replacements, or additions to, the water system, heating system, plumbing system, air conditioning or electrical system of the Premises or the Building without first obtaining the prior written consent of Grantor. Machines and equipment belonging to Grantee which cause noise, vibration or electrical interference that may be transmitted to the structure of the Building or to any space therein to such a degree to be objectionable to Grantor or to any Grantee in the Building shall be installed and maintained by Grantee, at Grantee's expense, on vibration eliminators or other devices sufficient to eliminate such noise or vibration.

(e) At the termination of this Sublicense, Grantee shall repair and restore the Premises to the same condition as existed as of the date of this Agreement, reasonable wear and tear excepted. Notwithstanding the foregoing, Grantee will not be required to remove any alterations included in Grantee's Work. Grantee's obligation to observe or perform this covenant shall survive the expiration or other termination of the License. Any personal property of Grantee not removed by the date of termination or expiration shall, at Grantor's option, become the property of Grantor.

(f) Prior to the commencement of the Term, Grantor and Grantee shall inspect the Building, prepare a list of AFRH's fixtures, equipment and personal property that will remain in the Premises during the term of this Agreement and determine if there is any existing damage. Upon completion of Grantee's Work, the parties shall re-inspect the Building and AFRH's fixtures, equipment and personal property for damage. Such inspections shall be documented by photographs and memoranda signed by both parties. Within thirty (30) days following Grantee's vacation of the Premises, the parties shall again inspect the Premises, the balance of the Building and AFRH's fixtures, equipment and personal property and shall jointly sign a memorandum identifying the damages, if any, actually caused thereto by Grantee or its agents, contractors, subcontractors or employees (hereinafter referred to as "Grantee's Damages"). Grantee shall be responsible for repairing at its sole cost and expense, all Grantee's Damages. In the event Grantee fails to diligently pursue completion of the repairs, Grantor may, at its option, following written notice to Grantee and ten (10) days opportunity to cure, proceed to repair Grantee's Damages. Grantor shall be entitled to draw upon Grantee's Performance Deposit to pay the cost of repair of Grantee's Damages and, to the extent sufficient funds are not available therein, Grantee shall promptly reimburse Grantor for the balance of such costs.

(g) Grantor or Grantor's agents shall have the right to enter the Premises at all reasonable times and in a reasonable manner to examine the same and to make such repairs, alterations, improvements or additions as Grantor may deem necessary or desirable, and Grantor shall be allowed to take all material into and upon the Premises that may be required therefore without the same constituting an eviction of Grantee in whole or in part and the Sublicense Fee shall in no way abate while said repairs, alteration, improvements, or additions are being made, by reason of loss or interruption of business of Grantee, or otherwise. If Grantee shall not be personally present to open and permit an entry into the Premises at any time, when for any reason an entry therein shall be necessary or permissible, Grantor or Grantor's agents may enter the same by a master key, or may forcibly enter the same, without rendering Grantor or such agents liable therefor, except with respect to any damage or loss caused by the willful or grossly negligent acts or omissions of Grantor or such agents, and without in any manner affecting the obligations and covenants of this Sublicense.

#### **11. Insurance and Indemnification**

(a) Grantee shall keep in full force and effect policies of public liability and property damage insurance with respect to the business operated by Grantee in the Premises and the matters against which Grantee is required to indemnify Grantor with a single limit of not less than Two Million Dollars (\$2,000,000)

(b) Grantee shall procure and maintain at the Grantee's cost a standard fire and extended coverage insurance policy or policies on the Grantee's possessions in the Premises to the full insurable value thereof. The insurance policy shall provide that in the event of loss thereunder, the proceeds of the policy or policies shall be payable to the Grantee to be used solely for the repair, restoration or replacement of the property

damage or destroyed. Nothing herein contained shall be construed as an obligation upon the Grantor to repair, restore or replace the Premises, the Building or any part thereof.

(c) All insurance policies shall be issued by responsible companies satisfactory to Grantor, shall name AFRH, Grantor and Grantee as insureds and shall provide that they will not be subject to cancellation, termination or change except after at least thirty (30) days prior written notice to AFRH and Grantor. The policies and duly executed certificates for the same, together with satisfactory evidence of the payment of the premiums thereon, shall be deposited with AFRH and Grantor on the day Grantor begins Grantee's Work, and upon renewal of any such policy, not less than thirty (30) days prior to the expiration of the term of such coverage.

(d) Grantor shall not be liable for any damage to property of Grantee or others located on the Premises or the AFRH-W Campus, nor for the loss of or damage to any property of Grantee or of others by theft or otherwise. Grantor shall not be liable for any injury or damage to persons or property resulting from fire, explosion, falling material, steam, gas, electricity, water, rain or snow or leaks from any part of the Premises or the AFRH-W Campus or from the pipes, appliances or plumbing works or from the roof, street or subsurface or from any other place or by dampness or by any other cause of whatsoever nature. Grantor shall not be liable for any such damage caused by other persons on the Premises, occupants of adjacent property, of the AFRH-W Campus, or the public, or caused by operations in construction of any private, public or quasi-public work. Grantor shall not be liable for any latent defect in the Premises or in the building of which they form a part. All property of Grantee kept or stored on the Premises shall be so kept or stored at the risk of Grantee only and Grantee shall hold Grantor harmless from and hereby waive any claims arising out of damage to the same or damage to Grantee's business, including subrogation claims by Grantee's insurance carrier. As used in this subparagraph 11(d) the term "Grantor" is intended to refer only to "Armed Forces Retirement Home, an agency of the United States of America" and not to any other governmental or quasi-governmental instrumentality or agency.

(e) Grantee will indemnify Grantor, its representatives, agents and assigns and save Grantor harmless from and against any and all claims, actions, damages, liability and expense (including without limitation, claims in connection with loss of life, personal injury and/or damage to property) arising from or out of any occurrence in, around, upon or at the Premises, or the occupancy or use by Grantee of the Premises and the AFRH-W Campus or any part thereof, or occasioned wholly or in part by any act or omission of Grantee, its agents, contractors, subcontractors, employees, invitees, customers, servants, lessees or concessionaires. In case Grantor shall, without fault on its part be made a party to any litigation commenced by or against Grantee, then Grantee shall protect and hold Grantor harmless and shall pay all costs, expenses and reasonable attorney's fees incurred or paid by Grantor in connection with such litigation. Grantee shall also pay all costs, expenses, and reasonable attorney's fees that may be incurred or paid by Grantor in enforcing the covenants and agreements in this License.

12. **Damage or Destruction.** In the event that the Premises are damaged to the extent that they are rendered untenable or totally destroyed by fire, explosion or any other casualty, Grantor shall have no obligation to repair or restore the Premises and, unless Grantor and Grantee otherwise agree in writing, this License shall absolutely cease and terminate as of the date of the damage or destruction.

13. **Assignment.** Grantee will not voluntarily or involuntarily assign, mortgage, pledge, hypothecate or sublet this Agreement in whole or in part, nor license, franchise or sublet all or any part of the Premises without the prior written consent of Grantor in each instance which consent Grantor may withhold in its absolute discretion.

14. **Hazardous Substances.** Grantee shall not conduct nor permit on the Premises or the AFRH-W Campus either the generation, treatment, storage or disposal of any Hazardous Substances of any kind and shall prohibit its assignees and sublicensees and their employees, agents and contractors (collectively, "Permittees") from doing so. Grantee shall indemnify, defend and hold Grantor and its agents and partners harmless from all loss, costs, foreseeable and unforeseeable direct or consequential damages, liability, fines, prosecutions, judgments, litigation, and expenses including, but not limited to, clean-up costs, court costs and reasonable attorneys' fees, arising out of any violation of the provisions of this section by Grantee or its Permittees. For purposes of this Section, "Hazardous Substance" means any hazardous, toxic or dangerous waste, substance or material as defined for purposes of the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, or any other applicable law, any petroleum, petroleum products, natural or synthetic gas, asbestos, urea formaldehyde, radon gas, polychlorinated biphenyls, and all other substances or materials which may be hazardous to the health or safety of any person, including any substance which is regulated under any present or future federal, state or local statute, ordinance, rule, regulation or other law relating to environmental protection, contamination or cleanup.

15. **Default and Remedies.**

(a) Each of the following events shall constitute an "Event of Default" by Grantee under this Agreement:

(i) Grantee shall fail to pay the Sublicense Fee or any other charge, fee or monies to be paid by Grantee to Grantor under this Agreement within five (5) days after receipt of written notice from Grantor that the same is due and unpaid.

(ii) Grantee shall breach or fail to keep, observe or perform any other of the terms, conditions, covenants or agreements herein contained on the part of the Grantee to be kept, observed or performed (other than the payment of monies) and shall fail to commence to cure or remedy the same and diligently pursue completion of such cure or remedy within fifteen (15) days after written notice thereof from the Grantor.

(iii) Any action or proceedings are instituted by the Grantee or by any other party including, without limitation, any court or governmental body of competent jurisdiction for the dissolution, winding up or liquidation of the Grantee or the assets thereof;

(iv) A seizure, execution, attachment or similar process is issued against the Grantee whereby any of the improvements, fixtures, furniture, equipment or inventory in or relating to the Premises or any portion thereof or the interest of the Grantee therein or in this Sublicense or any business conducted in or from the Premises shall be taken or attempted to be taken;

(v) Grantee allows a receiver, receiver and manager, custodian or any party having similar powers to be appointed for all or a portion of the property or business of the Grantee, any assignee, concessionaire, licensee or occupant of the Premises:

(vi) Grantee makes the sale in bulk of any of its assets, other than a sale in bulk to an assignee pursuant to a permitted assignment hereunder;

(vii) Grantee shall fail to maintain any type of insurance or level of insurance coverage required hereunder (and in the event the Grantee has failed to remedy such failure within two (2) days after notice thereof from the Grantor, Grantor may effect such coverage and recover the cost thereof immediately from Grantee);

(viii) Grantee purports to make an assignment, subletting, or other transfer, other than in compliance with the provisions hereof; or

(ix) Grantee shall breach or fail to keep, observe or perform any of the terms, conditions, covenants or agreements contained in any other agreement between the Grantor and the Grantee on the part of the Grantee to be kept, observed or performed;

(b) Upon the happening of any Event of Default, Grantor shall have the right, at its sole option, to terminate the Sublicense and Grantee's rights to possession of the Premises by notice to Grantee. Upon such notice, Grantee's rights to occupy the Premises shall cease and terminate and Grantor may re-enter the Premises and remove Grantee, and any occupants therein, together with any of their property, by summary dispossession proceedings, suitable action or proceeding at law, and/or by force or otherwise. In the event of such termination, Grantor may repossess and enjoy the Premises. Grantor shall be entitled to the benefits of all provisions of law respecting the speedy recovery of lands and tenements held over and/or proceedings for forcible entry and/or detainer. ANY NOTICE TO CURE OR VACATE OR TO QUIT THE PREMISES, OR OF GRANTOR'S INTENTION TO RE-ENTER THE PREMISES IS HEREBY EXPRESSLY WAIVED BY GRANTEE. Grantor shall not be liable in any way in connection with any action it takes pursuant to the foregoing. Notwithstanding any such termination, Grantee shall remain liable for the full Sublicense Fee and all other obligations of Grantee hereunder to the date of such re-taking and thereafter until the

expiration of the Term, and for any other damages sustained by Grantor in respect of this Agreement, whether occurring prior to said termination or subsequent thereto. In addition, Grantee shall pay Grantor's attorneys' fees incurred by Grantor with respect to any lawsuit or action instituted by Grantor to enforce the provisions hereof. Further, Grantor shall be entitled to receive from Grantee all expenses incurred by Grantor in correcting an Event of Default and in re-entering, repossessing, repairing, painting, altering, and reletting the Premises, (including all attorneys', marshals' and brokerage fees). Grantor shall have the right to relet the whole or any part of the Premises for the unexpired Term, or longer, or for any shorter period, for any rental; and rental actually received by Grantor shall be offset against Grantee's obligation for the continued payment of the full Sublicense Fee, as required hereinabove. Grantor shall be under no obligation to relet the Premises. In the event of re-entry, repossession or termination of Grantee's rights, as set forth hereinabove, if Grantor at its sole option so elects, Grantee shall pay to Grantor, on demand, as liquidated agreed final damages, the rent and all other charges which would have been payable from the date last paid through and until the date when this Agreement would have expired if it had not been terminated as aforesaid, less the fair rental value of the Premises for the same period, or Grantor may bring separate actions, from time to time, as said damage shall have been made more easily ascertainable by successive, or, at Grantor's further option, Grantor may defer any action until the expiration of the Term, in which event the cause of action shall not be deemed to have accrued until the date of expiration of the Term. Grantee expressly waives (to the extent legally permissible) for itself and all persons claiming by, through or under it, any right of redemption or for the restoration of the operation of this Agreement under any present or future law in the event Grantor obtains possession of the Premises as herein provided.

(c) All of the remedies hereinbefore given to Grantor and all rights and remedies given to it by law and equity shall be cumulative and concurrent.

**16. Effect of Termination of AFRH License Agreement.**

This Sublicense is expressly subject to the terms and conditions of the AFRH License Agreement and any termination of the AFRH License Agreement will automatically result in a termination of this Sublicense. Accordingly, Grantor shall not amend or voluntarily agree to any termination of the AFRH License Agreement without Grantee's prior written consent.

**17. Notices.** All notices given or required to be given hereunder must be sent either (i) by personal delivery, (ii) by a recognized overnight courier or similar professional delivery service or (iii) if to any party other than AFTH, by registered or certified mail-return receipt requested, postage prepaid, to the respective addresses hereinafter set forth:

If to Grantor:

Federal Development Associates, LLC,  
The Ronald Reagan Building  
1300 Pennsylvania Ave. NW, Suite 700  
Washington, DC 20004

With a copy by personal delivery or courier to:

Armed Forces Retirement Home  
3700 North Capitol Street, NW  
Washington, DC 20317

Attention: Chief Operating Officer

If to Grantee:

D.C. Preparatory Academy  
4511 Cathedral Avenue, N.W.  
Washington DC 20016  
Attention: Emily Lawson

Such addresses may be changed from time to time by serving notice as provided. Any such notice shall be deemed given, if mailed as aforesaid, one business day after the date of deposit in the United States mail, or, if given by personal delivery or professional courier upon receipt or refusal.

18. **Non-discrimination.** Grantee shall not discriminate against any person or persons or exclude them from participation in the Grantee's operations, programs or activities because of race, color, religion, sex, age, handicap, national origin in the conduct of operations on the premises. The Grantee will comply with the Americans with Disabilities Act and attendant Americans with Disabilities Act Accessibility Guidelines (ADAAG) published by the Architectural and Transportation Barriers Compliance Board.

19. **Quiet Enjoyment.** Upon the observance and performance of all the covenants, terms and conditions on Grantee's part to be observed and performed, Grantee shall peaceably and quietly hold and enjoy the Premises for the Term without hindrance or interruption by Grantor or any other person or persons lawfully or equitably claiming by, through or under Grantor, subject, nevertheless, to the terms and conditions of this Agreement.

20. **Waivers.** The waiver by Grantor of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant or condition or any subsequent breach of the same or any other term, covenant or condition herein contained. The subsequent acceptance of monies hereunder by Grantor

shall not be deemed to be a waiver of any preceding breach by Grantee of any term, covenant or condition of this Agreement, other than the failure of Grantee to pay the particular amount so accepted, regardless of Grantor's knowledge of such preceding breach at the time of such acceptance. No covenant, terms, or conditions of this Agreement shall be deemed to have been waived by Grantor, unless such waiver is in writing by Grantor.

21. **Partial Invalidity.** If any term, covenant or condition of this Agreement or the application thereof to any person or circumstance shall, to any extent, be invalid or unenforceable, the remainder of this Agreement, or the application of such term, covenant or condition to persons or circumstances other than those as to which it is held invalid or unenforceable, shall not be affected thereby and each term, covenant or condition of this Agreement shall be valid and be enforced to the fullest extent permitted by Law.

22. **Entire Agreement.** This Agreement and the Exhibits attached hereto and forming a part hereof, set forth all the covenants, promises, agreements, conditions and understandings between Grantor and Grantee concerning the Premises and there are no covenants, promises, agreements, conditions or understandings, either oral or written, between them other than as are herein set forth. Except as herein otherwise provided, no subsequent alterations, amendment, change or addition to this Agreement shall be binding upon Grantor or Grantee unless reduced to writing and signed by them.

23. **Holding Over.** In the event Grantee remains in possession of the Premises after the expiration or termination of the Sublicense, Grantee, at the option of Grantor, shall be deemed to be occupying the Premises from month to month, at one hundred fifty percent (150%) of the Sublicense Fee and Utilities Fee subject to all the other conditions, provisions and obligations of this Agreement insofar as the same are applicable to a month-to-month sublicense.

24. **Attornment.** After notice is given by AFRH that a default has occurred under the AFRH License Agreement and that payments to be made by Grantee under this Agreement should be paid to AFRH, Grantee will attorn to AFRH and will pay to AFRH, or in accordance with the directions of AFRH, all monies due and to become due to Grantor under this Agreement or otherwise in respect to the Premises and such payments will be made regardless of any right of set-off, counterclaim or other defense which Grantee may have against Grantor.

**IN WITNESS WHEREOF**, the parties below have set their hands and seals as of the date first above written.

Grantor:

**FEDERAL DEVELOPMENT ASSOCIATES, LLC,**  
a District of Columbia limited liability company

By: \_\_\_\_\_ (SEAL)

Name: John D. Infantino  
Title: Chief Executive Manager

Grantee:

**DC PREPARATORY ACADEMY,**  
a District of Columbia non-profit corporation

By: \_\_\_\_\_ (SEAL)

Name: Emily K. Lawson  
Title: Executive Director

**CONSENT OF AFRH:**

AFRH hereby consents to the foregoing Sublicense Agreement dated as of June 25, 2003 (the "Sublicense Agreement") by and between Federal Development Associates, LLC ("FDA") and DC Preparatory Academy. AFRH further agrees that, in the event of a termination of the AFRH License Agreement for a default thereunder by FDA, so long as no Event of Default by Grantee exists under the Sublicense Agreement, Grantee will have the right to continue its occupancy of the Premises and to continue to exercise its rights under the Sublicense in accordance with the terms of the Sublicense Agreement.

**ARMED FORCES RETIREMENT HOME,**  
an agency of the United States of America

By: \_\_\_\_\_ (SEAL)

Timothy Q. Cox  
Chief Operating Officer

**PROJECT MANAGEMENT AGREEMENT BETWEEN FEDERAL DEVELOPMENT  
ASSOCIATES LLC AND D.C. PREPARATORY ACADEMY**

The following terms and conditions shall apply to the services to be provided by FEDERAL DEVELOPMENT ASSOCIATES LLC (hereinafter "Project Manager") in connection with the renovation of the lower level of Stanley Hall located on the Armed Forces Retirement Home-Washington according to the plans and specifications specified in Exhibit A attached hereto and made a part thereof. undertaken on behalf of D.C. PREPARATORY ACADEMY (hereinafter "Client").

Project Manager shall provide project management services to the Client in connection with the performance of any construction work at Stanley Hall (hereinafter, the "Project"). All personnel necessary or appropriate to the project management services required of Project Manager shall be obtained by Project Manager and not by the Client. However, notwithstanding anything to the contrary stated or implied herein, in no event shall Project Manager be obligated to undertake any work additional to that planned in Exhibits A and B unless and until the Client has demonstrated sufficient funds are available to pay for that work in full.

1. **SERVICES TO BE PROVIDED.** The Client hereby appoints, engages and employs Project Manager to provide the following services and perform the following functions:

(a) **General.** Project Manager shall be responsible to coordinate all activities, services and contracts required to develop and construct improvements for the Client agreed upon pursuant to **Exhibit B** and equip, furnish and deliver the Projects ready for occupancy by the Client subject to and in accordance with the approved budget and the plans and specifications approved by the Client and the Armed Forces Retirement Home (hereinafter, the "Owner") as being in accord with the design, specification and construction criteria. The services to be provided by Project Manager shall include, but not be limited to: retaining in its own name a general contractor on a not-to-exceed guaranteed maximum cost basis (hereinafter, the "GMP"); coordinating the design, construction and delivery of the Project; and using diligent efforts to carry out and complete such services and activities in accordance with the Project schedule. All such services, together with all other services enumerated in this Agreement to be provided by Project Manager, are collectively referred to herein as the "**Development Management Services.**"

**Scope of Work.** Project Manager shall cause the Project to be developed, constructed, equipped, furnished and delivered in accordance with the approved plans and specifications. As for the design process, Project Management is not responsible for developing the construction drawings. The Project architect, engaged by the Client, is accountable for all the services necessary to develop the construction drawings in accordance with Client's and Owner's requirements. However, Project Manager shall cause Project architect and general contractor to work closely with the Client and Owner through the design process and to respond in a timely manner to all of the Client's and Owner's comments, questions and other input.

(b) **Finish Selections.** All finish selections for the Project shall be made by the Client or by the Project architect in accordance with the GMP. The construction drawings

shall include finish schedules that shall designate all areas to receive the Dc Prep selected interior finishes and the type and quality of such finishes.

(c) Shop Drawings. Project Manager shall keep on the Property a copy of the construction drawings and all shop drawings and shall at all times give the Client access thereto..

(d) "As-Built" Drawings. Project Manager or its general contractor shall provide to the Client the as-built construction drawings for Project.

(e) Project Schedule. The work shall be carried out by Project Manager generally in accordance with the Project schedule as established at the beginning of the Project. The Project schedule will set forth milestone activities with an anticipated completion date of July 15, 2003. The Project schedule shall be updated by Project Manager from time to time as requested by the Client, but no less often than weekly, to show the then current status of the work.

Retention of Design Professionals and Construction Contractor. All contractors and other service providers for Projects shall be contractors and other service providers engaged by Project Manager at the expense of the Client as provided for in the Project budget approved by Owner and by Client. Subject to the prior consent of the Owner and Client, which consent shall not be unreasonably withheld, conditioned or delayed, Project Manager shall determine who shall be so engaged and the terms under which they shall be engaged. From the amount paid to it, Project Manager shall pay all contractors and other service providers. (At its option, Project Manager may engage all contractors and other service providers on payment terms that make payment to them contingent upon Project Manager's receipt of payment from the Client or Owner.) It is also understood that Project Manager, the general contractor, or a sub-contractor of the general contractor may enter into a "design-build" agreement with a telecommunications consultant to provide the design and installation of the telecommunications and data cabling and equipment required to be provided for the Project. Project Manager or the general contractor shall retain any other consultants as are required or appropriate and may retain such other consultants or design professionals (including but not limited to testing, fire protection or environmental) that Project Manager determines are necessary to implement the scope of work. However, in no event shall Project Manager or any subcontractor to Project Manager, including but not limited to the general contractor, retain any party who is debarred from participating in federal or District of Columbia design and construction projects

(f) Warranties of Construction. Project Manager makes no warranty of habitability, marketability or fitness for a particular purpose, or any other warranty of any sort relating to the work, all such warranties being expressly disclaimed. With respect to all warranties, express or implied, from the general contractor, subcontractors, manufacturers or suppliers for work performed and materials furnished under this Exhibit, Project Manager shall obtain all warranties that would be given in normal commercial construction practice, such warranty being, in the case of the general contractor. Project Manager shall, to the full extent of its legal capacity, either require all construction warranties to be issued for the benefit of the Owner or assign to the Owner all construction-related warranties relating to the work and equipment installed in or pertaining to the Project provided by third parties promptly upon

completion of the work, and thereafter Project Manager shall cooperate with and diligently assist the Owner and Client to secure the benefits of such warranties.

(g) Limitations of Project Manager's Liability. Project Manager shall not be obligated to undertake any work for which Project Manager and the Client and Owner have not agreed on a budget and/or on plans and specifications. Project Manager may provide its professional input into the preparation of the budget and/or the plans and specifications but, absent professional negligence on its part in doing so, shall not bear any responsibility for the quality, sufficiency or other suitability of either the budget or the plans and specifications, nor shall Project Manager be responsible for the method of construction (which is under the control of the general contractor). Without limiting the foregoing, Project Manager shall have no liability or obligation with respect to pre-existing environmental. Project Manager's obligation shall be solely to use its professional efforts to oversee the construction of a Project in accord with the plans and specifications agreed to by - the Owner and within the scheduling and budgetary constraints imposed by Owner, but no guaranty of completion is given by Project Manager. The General Contractor is fully responsible for the respect of the scheduled completion. Project Manager makes no warranty of habitability, marketability or fitness for a particular purpose, or any other warranty of any sort regarding the work, all of such warranties being expressly disclaimed, but the General Contractor shall be required to warrant its work according to the terms of the General Contract between Project Manager and General Contractor. Project Manager shall not be responsible for applying for or obtaining any license or permit that is related to the construction of the Project, or that is incident to the Client's nature as a Charter School.

2. FINANCIAL OBLIGATIONS. In consideration of performance of the Development Management Services, the parties agree:

(a) Payments. The Client shall pay to Project Manager the funds necessary to pay for the actual costs incurred by Project Manager as specified in the Sub-License Agreement between Project Manager and Client dated 6/25/03. EKLEKL

(b) Open Book Provisions. In connection with the conduct of the work by Project Manager, the parties agree that the work shall be carried out by Project Manager on an "open book" basis. As part of this open book process, the Owner and Client shall have the right to review bidders' lists, contract awards, all contracts and subcontracts entered into by Project Manager or any of its first tier contractors and such other project management and financial information as may be pertinent to the Project and the scope of work to be provided pursuant to this Agreement. It is understood and agreed that the right to review such information does not imply or confer upon the Owner or Client any approval rights with respect such information, including the right to approve bidders' lists or selected bidders, to attend bid openings or negotiations with contractors or subcontractors, or the process or procedure for selecting bidders.

(c) Project Manager's Financial Responsibility. Project Manager shall have no obligation to advance its own moneys to fund the cost of the work other than providing a construction loan for interim payment of services until sufficient license payments are received to repay the construction loan. If funds made available pursuant to Exhibit C prove to be insufficient to complete the work, the Client shall be solely responsible for funding all costs to

complete the same except to the extent that the Project Manger's breach of its obligations is responsible for any cost overrun.

### 3. DRAW PROCEDURES

(a) Monthly Requisitions. The Owner shall be responsible for approval of all requisitions for payment by Project manager subject only to the inspection by the owner's designated Project Engineer or Owner's architect.

### 4. CHANGES TO THE SCOPE OF WORK OF THIS AGREEMENT.

(a) Written Changes. Project Manager shall be obligated to cause Project to be developed, constructed, equipped and furnished substantially in accordance with approved plans and specifications attached hereto. To the extent the Client or Owner desires to make changes to the approved plans and specifications or changes to the design documents for the Project which constitute a change from the approved plans and specifications, a written modification shall be executed by the Owner and Client or by the Project architect - which will set forth the agreed - upon cost of the change and any adjustment to the Project cost and/or the projected substantial completion date resulting from such change before Project Manager shall be required to implement such change. As part of the authorization of any change order, Client shall represent to Project Manager and the general contractor that sufficient monies are available to fund the cost of such change order.

(b) Changes in Scope. To the extent Project Manager becomes aware that design review comments of the Owner or Client may result in a change to the scope of work required to be provided by Project Manager pursuant to the terms of this Exhibit, Project Manager shall notify the Owner or Client in writing of such fact within five (5) calendar days after the time Project Manager becomes aware or should have been aware of the change. Changes in scope shall be approved by Owner, Client or by Project architect. Project Manager shall be not responsible for any cost overrun or project delay caused by changes in scope.

(c) Disputes. In the event of a dispute among Project Manager and/or the general contractor, on the one hand, and the Owner or Client, on the other, regarding whether any item involves or constitutes a change in the scope of work required by this Agreement or the plans and specifications, the dispute shall be submitted to a third party to be mutually selected by the parties (the "Agreed Decision Maker"). The Agreed Decision Maker will resolve all disputes submitted to it as soon as possible, but in no event later than seventy-two (72) hours after submission. All decisions of the Agreed Decision Maker will be final and binding on the parties and not subject to appeal. If the Agreed Decision Maker determines that the work in question is a change in the scope of work required hereunder, the Owner or Client will decide within seven (7) days whether to proceed with the item or items constituting the change, in which case such items shall be treated as a change as provided in subparagraph (a) above.

### 5. PROJECT SCHEDULE.

(a) Timely Completion of the Work. Project Manager agrees to use its diligent efforts to substantially complete the Project and have the Project ready for occupancy by

the Client in accordance with the Project schedule (as such date may be modified in accordance with the terms and provisions of this Agreement).

(b) Substantial Completion. In order for the work to be considered substantially complete, all of the conditions in the agreement between Project Manager and the general contractor required for the Project to be considered substantially complete in accordance with that agreement shall have occurred or been obtained, final utilities shall be connected and operating at the Project, all building systems, including HVAC, plumbing, fire protection and electrical, and the telephone and data cabling and equipment required to be provided by Project Manager as part of the work are to be installed, functional and operating, all other furniture and equipment to be provided by Project Manager shall have been delivered and installed, and a certificate of substantial completion shall have been issued by the third party. Project Engineer as designated by the Owner.

(c) Final Completion. Project Manager shall achieve final completion of the work four days (4) days following the substantial completion of the work, provided. In order to be considered finally complete, all of the conditions in the agreement between Project Manager and the general contractor required for the Project to be considered finally complete in accordance with that agreement shall have occurred or been obtained, Project Manager shall have completed or caused to be completed all punchlist work identified by the Project Manager, Owner and Client at the time of substantial completion of the work, and the general contractor shall have delivered to the Owner a record set of the construction drawings reflecting the actual final construction of the Project.

(d) Required Substantial Completion Date. The completion date shall be extended to the extent of any excusable delay (including mitigation, inspections, remediation of environmental hazards described in paragraph 7(c) below), changes to the scope of work (as paragraph 4(b) above) requiring an extension of the required substantial completion date approved by the Client by the Project architect or by the Owner, or failure of the Owner or Client or of the Project Architect or Environmental Consultant to timely carry out its review and approval obligations as shown on the Project schedule or any more detailed schedule developed in accordance with the terms and conditions of this Agreement or any related Agreement. In the event of any occurrence or circumstance resulting or potentially resulting in an extension of the required substantial completion date for the work, Project Manager shall give notice to the Client of the facts and circumstances giving rise to the extension in the required substantial completion date within five (5) calendar days of the date that Project Manager knows of such possible delay, and shall include an analysis of the impact of such delay based on the Project schedule.

6. **INSURANCE**. Project Manager shall cause the general contractor and each of the general contractor's subcontractors and each member of the Project design team to carry the types and amounts of insurance as specified in their contracts. All such insurance shall name the Owner and Client and any trust for its benefit hereunder as additional insured. The cost of all insurance shall be a project cost.

7. GENERAL PROVISIONS

(a) Project Manager's Right Of Entry. Project Manager and all of its contractors shall have full and free access to the Owner's property to carry out and perform the Development Management Services and the scope of work. Project Manager will assist contractors in meeting the Owner's standard requirement for contract work at the Project site. However, Project Manager is not responsible for any delay in the authorization procedures caused by Owner or by its contractors. In addition, Project Managers is not responsible for providing the coordination of all required incoming utilities into the building from the Main Building Electrical Switch.

(b) Project Manager Staff. Project Manager and its staff shall devote so much of its time, effort and resources to the Project as is necessary to insure the orderly and timely implementation and completion of the work. Project Manager shall assign a Supervisor to the Project who shall be obligated to devote as much of his or her time to the Development Management Services as are necessary and appropriate to insure the orderly and timely implementation of the Project.

(c) Environmental Hazards. Project Manager shall have no obligation or responsibility in connection with any environmental hazard, hazardous substance or unknown subsurface condition affecting the Owner's property and not previously disclosed in writing to Project Manager. In the event any such condition is uncovered, Project Manager shall immediately stop the work and give notice of such condition to the Owner and Client. At such time as the condition in question has been fully mitigated, Project Manager shall resume the work and the required substantial completion date shall be extended to the extent of the period during which the work was suspended as a result of such condition of the Owner's property.

Agreed to this 27<sup>th</sup> Day of June, 2003:

Grantor:

**FEDERAL DEVELOPMENT ASSOCIATES, LLC,**  
a District of Columbia limited liability company

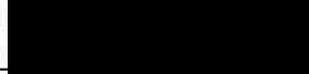
By:  (SEAL)

Name: John D. Infantino

Title: Chief Executive Manager

Grantee:

**DC PREPARATORY ACADEMY,**  
a District of Columbia non-profit corporation

By:  (SEAL)

Name: Emmitt K. Lawson

Title: EXECUTIVE Director



**Table 1 Attached Plans/Drawings List\***

<b>Document</b>	<b>Name</b>	<b>Date</b>	<b>Prepared by</b>	<b>Description</b>
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	Sheet A0 - Cover Sheet	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a location map, a vicinity map, a list of general notes and a list of AFRH standard requirements
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	Sheet A1 - Basement Level Demo, Floor, RCP	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the demolition and new floor at the basement level and a plan of the reflected ceiling at the basement plan with the indication new lighting fixture position.
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	Sheet A2 - First Floor Plan Demo and New, RCP	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of demolition and new floor at the first level, a plan of the reflected ceiling plan at the first floor and a section at the entry stair in the main lobby area.
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	Sheet A3 - Door Schedule, RCP	June 02, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a detailed list of the doors to be replaced and /or removed.
DC Preparatory Academic P.C.S. - Stanley Hall - Armed Forces Retirement Home, Washington DC - Alterations - Revision 2	Sheet H1 - Basement Level, HAZ MAT	June 06, 2003	Shinberg Levinas Architectural Design L.L.C. and Greenhome & O'Mara	Includes a plan with the description of the lead abatement work to be performed and the specifications for the lead abatement work
Addendum 1	Addendum List	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a detailed list of the items included in the Addendum #1
* Plans/Drawing are attached at the end of the document				
<b>Document</b>	<b>Name</b>	<b>Date</b>	<b>Prepared by</b>	<b>Description</b>
Addendum 1	AD-1A	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the new electrical outlets to be added - basement floor
Addendum 1	AD-1B	June 13, 2003	Shinberg Levinas	Includes a plan of the new electrical outlets to be added - basement floor

				Architectural Design L.L.C	
Addendum 1	AD-1C	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the new electrical outlets to be added - basement floor	
Addendum 1	AD-2	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the new electrical outlets to be added - first floor	
Addendum 1	AD-3	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the sings to be added in the women toilets - basement floor	
Addendum 1	AD-4	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the accent color to be added at the basement floor	
Addendum 1	AD-5A	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the homasote to be added at the basement floor	

<b>Document</b>	<b>Name</b>	<b>Date</b>	<b>Prepared by</b>	<b>Description</b>
Addendum 1	AD-5B	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a plan of the homasote to be added at the first floor
Addendum 1	AD-14A	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the telecommunication work to be performed at the basement floor
Addendum 1	AD-14B	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the telecommunication work to be performed at the first floor
Addendum 1	AD-25	June 13, 2003	Shinberg Levinas	Includes a description of the new opening in front of the kitchen at the basement floor

				Architectural Design L.L.C	
Addendum 1	AD-29	June 13, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a description of the light fixtures at the basement floor	
Addendum 2	Addendum list	June 18, 2003	Shinberg Levinas Architectural Design L.L.C	Includes a detailed list of the items included in the Addendum #2, and elimination of certain addenda listed above	
Lead Abatement Specs	Section 13082	June 13, 2003	Greenhorne & O'Mara	Includes a list of all the specification for the lead abatement work	



The alteration work to be performed on the Staley Hall Chapel is briefly described by the table shown below. For further details, please refer to **Exhibit B**

**Table 2 Scope of work description**

<b>Work Category</b>	<b>Description</b>
<b>Lead Abatement</b>	Lead Abatement work in areas to be abated (walls, ceilings, piping, conduit, column, doors and windows), per plans and addendum described in <b>Exhibit B</b>
<i>Lead Abatement/Painting</i>	Apply primer, top coat and encapsulant coating to the abated areas, per plans and addendum described in <b>Exhibit B</b>
<i>New Construction</i>	Install framing, electrical and new dry wall in the basement floor, wrap existing columns, per plans and addendum described in <b>Exhibit B</b>
<i>New Construction/Abatement</i>	Paint all the new constructed dry wall and wrapped columns, per plans and addendum described in <b>Exhibit B</b>
<i>Doors</i>	Remove and/or replace doors, per plans and addendum described in <b>Exhibit B</b>
<i>Flooring</i>	Remove and/or replace existing tiles and finishes, per plans and addendum described in <b>Exhibit B</b>
<i>Signage</i>	Remove and/or replace old signs, per plans and addendum described in <b>Exhibit B</b>
<i>Plumbing</i>	Replace existing urinal, per plans and addendum described in <b>Exhibit B</b>
<i>Electrical</i>	Remove light fixture, relocate thermostat, install new light fixture, install strobes, smoke/heat detector, electrical panel and outlets, per plans and addendum described in <b>Exhibit B</b>
<i>Telecommunication</i>	Install equipment and connect wiring for the new telecommunication system, per plans and addendum described in <b>Exhibit B</b> as an alternate to be paid outside of base contract amount.



**DC Preparatory Academy deposit \$30,000**

**Federal Development LLC Construction Loan \$40,625**

EXHIBIT C







July 7, 2003

Emily K. Lawson  
Founder and Executive Director  
D.C. Preparatory Academy  
4511 Cathedral Ave, NW  
Washington, DC 20016

Re: Proposed Lease Agreement between D.C. Preparatory Academy  
and Armed Forces Retirement Home

Dear Ms. Lawson:

This letter is in response to your submission of a contract for a lease agreement with Armed Forces Retirement Home. Our review of your submission was completed on Thursday, July 3, 2003.

Our records show that you submitted a complete contract package to our office on Monday, June 30, 2003. According to the DC Appropriations Act of 2001, Section 120(a), a contract "shall become effective 10 days after the date the school makes the submission...or the effective date specified in the contract, whichever is later." In accordance with the Act, we completed our review of the contract within 10 business days.

If you have any questions concerning this letter, please contact Ino Okoawo at (202) 328-2668.

Sincerely,

  
Josephine Baker  
Executive Director

cc: LeRoy "Terry" Eakin, III



# D.C. PREPARATORY ACADEMY

4511 Cathedral Ave., N.W. Washington, D.C. 20016  
(202) 362-7441 (p) (202) 686-9734 (f)

## FAX COVER SHEET

**TO:** JOHN INFANTINO 202.408.5504

**CC:**

**FROM:** EMILY LAWSON

**DATE:** 7/1/03

**PAGES:** 2 (to follow)

---

DC PREPARATORY ACADEMY  
4511 CATHEDRAL AVENUE, N.W.  
WASHINGTON, DC 20016

307  
7-163/520 MD  
2163

Date 6/27/03

Pay to the  
Order of Armed Forces Retirement Home \$ 30,000.00  
thirty thousand and 00 / 100 Dollars  Security features  
are included.  
Details on back.

**Bank of America.** 

ACH R/T 052001833  
For Stanley Hall  
work deposit / payment   MP

©Clarke American GUARDIAN® SAFETY BLUE DEBL

DC PREPARATORY ACADEMY  
4511 CATHEDRAL AVENUE, N.W.  
WASHINGTON, DC 20016

306  
7-163/520 MD  
2163

Date 6/27/03

Pay to the  
Order of Armed Forces Retirement Home \$ 10,000.00  
ten thousand and 00 / 100 Dollars  Security features  
are included.  
Details on back.

**Bank of America.** 

ACH R/T 052001833  
For Stanley Hall  
deposit   MP

©Clarke American GUARDIAN® SAFETY BLUE DEBL



# **Appendix D**

## **5-Year Review**

## **Preliminary Charter Review Analysis - DC PREP Public Charter School Based on Charter Review Framework**

### **Executive Summary**

After four years of operation, DC PREP Public Charter School met all non-academic and organizational performance standards; however, the school did not meet the overall academic performance standard. **Therefore, based on the standards of the Charter Review Framework the school is a candidate for Charter Warning. DC Prep's most recent Program Development Review was conducted in October 2007 See fig.1.1.**

### **Academic**

**DC PREP Public Charter School met 1 of 3 academic performance standards; thus, the school does not meet the standards for academic performance.**

DC PREP has performed on a comparatively moderately high level; although, both test administration practices and results have fluctuated. More specifically, the SAT-9 was not administered during the '06-'07 academic year. Therefore, the school missed all 4 of the academic targets dependent upon the SAT-9 (out of a total 8) and did not meet the majority of the academic targets.

DC Prep is in its first year of school improvement. The school did, however, meet and/or exceed statewide AYP targets for all subgroups in mathematics. In reading it fell short of the statewide target by two students in one subgroup (Economically Disadvantaged). However, the school's DC CAS p-value scores increased by 6.5% in mathematics and 6% in reading.

### **Non-Academic**

**DC PREP Public Charter School met 4 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.**

DC PREP Public Charter School met 10 of 10 non-academic targets; thus, the school met the standards for non-academic performance.

### **Organizational – Governance**

**DC PREP Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance.** DC PREP Public Charter School's board has performed admirably in governing the school, especially as it relates to garnering resources, submitting exceptional Annual Reports, and paying attention to operational and fiscal performance. However, there seems to be a comparatively high focus on organizational expansion vs. establishing and maintaining high levels teaching, learning and measurable achievement within the student population being served at this time. The school leadership is doing a solid job of establishing high quality data collection, tracking and utilization systems in efforts to improve teaching and learning. The board could further its performance by revisiting/reaffirming its mission and building more formal detailed academic reports into its meeting (i.e., minimally on a quarterly basis) and establishing a committee strictly focused on supporting curriculum, instruction and disaggregated achievement (in terms of both baseline assessments and accountability plan targets).

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

**Organizational – Compliance**

**DC PREP Public Charter School demonstrated an operational to exemplary level of compliance in 7 of 7 categories and meets this standard for organizational performance.** Overall, DC PREP Public Charter School’s performance has been substantially in compliance with applicable rules, laws, and regulations. Areas of concern have been related to full compliance with NCLB’s highly qualified teacher requirements, timely background checks and the lack of a full-time nurse given the number of students and available resources.

**Organizational – Fiscal Management**

**Based on the information available, PCSB believes that the DC Prep Public Charter School has solid fiscal management processes in place.** The school’s audit reports reflect sound accounting and internal controls policies with the exception of a few issues. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. The annual budgets are extremely thoughtful and reflect careful planning and financial savvy. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

**Figure 1.1: SUMMARY OF FINDINGS**

The following provides a summary of the PDR team’s findings for each area of the Rubric.

<b>Curriculum and Standards</b>	<b>FINDING</b>
1.1 The school has a clearly defined, quality curriculum in place that is aligned with the state standards and the school's mission and goals.	<b>Satisfactory</b>
1.2 The school's curriculum is implemented with fidelity. Materials are available to support the implementation of the curriculum.	<b>Satisfactory</b>
1.3 There are clear and regular procedures in place to review and update the curriculum.	<b>Satisfactory</b>
<b>Instruction</b>	<b>FINDING</b>
2.1 Instruction utilizes effective strategies that provide opportunities for student learning and active engagement in the learning process.	<b>Satisfactory</b>
2.2 The school has strategies in place to meet the needs of students at risk of academic failure or students not making reasonable progress toward achieving school goals.	<b>Satisfactory</b>
2.3 The school has strategies in place to meet the needs of English Language Learners.	<b>Satisfactory</b>
2.4 Strategies are in place to ensure that students with IEPs are making progress in meeting school goals and IEP goals.	<b>Satisfactory</b>
2.5 Time is made available throughout the year for planning and professional development.	<b>High</b>
2.6 The school helps teachers meet accountability plan goals, and addresses any identified shortcomings in student learning.	<b>High</b>
2.7 Extra support is in place to support new teachers and those not designated as "highly qualified."	<b>Satisfactory</b>
<b>Assessment</b>	<b>FINDING</b>
3.1 The school has assessment and evaluation data, such as standardized and internal assessments results and accountability plan performance outcomes.	<b>Satisfactory</b>
3.2 The school tracks and reports student performance data to determine whether the school's academic and non-academic goals are being achieved.	<b>Satisfactory</b>
3.3 Assessments and evaluation data are used to monitor student learning, instructional effectiveness, and instructional decisions. Ongoing, informal assessments are used to provide increased instructional opportunities.	<b>Satisfactory</b>
<b>School Climate and Parents</b>	<b>FINDING</b>
4.1 Quality instruction is promoted through fostering an academic learning climate and actively supporting teaching and learning.	<b>High</b>
4.2 The school is a safe and orderly learning environment.	<b>Satisfactory</b>
4.3 Parents/guardians and students are satisfied with the school.	<b>High</b>
<b>Governance and Management</b>	<b>FINDING</b>
5.1 The Board and school administrators govern and manage in a manner consistent with the school's design and mission.	<b>Satisfactory</b>
5.2 The Board and the school's administration ensure adequate resources to further the academic and organizational success of the school, including but not limited to adequate facilities, appropriate professional development, services for special needs students, and additional funding.	<b>High</b>
5.3 The Board has ensured strong and stable school leadership.	<b>High</b>

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

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**ACADEMIC PERFORMANCE**

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*A school becomes a candidate for the Charter Warning List if it fails to meet 2 of the 3 academic standards below:*

**Criterion #1:** The school must attain the majority of the fourth year academic performance targets.

DC PREP Public Charter School has 8 academic targets. The school made 4 out of 8 academic targets. The chosen internal assessment, SAT-9, comprised for 4 of the 8 academic goals but was not administered during the 2006-2007 academic year.

**Overall, DC PREP Public Charter School did not meet this criterion.**

**Criterion #2:** The school must achieve no less than a school-wide average of middle performance levels in reading and mathematics on the DC CAS.

DC PREP Public Charter School met the DC CAS middle performance level requirements in both reading and mathematics.

**Overall, DC PREP Public Charter School met this criterion.**

**Criterion #3:** The school currently meets the State Education Agency's standard for AYP in reading and math.

DC Prep is in its first year of school improvement. The school met or exceeded statewide AYP targets for all subgroups in mathematics; however, in reading it fell short of the statewide target by two students in one subgroup (Economically Disadvantaged).

**Overall, DC PREP Public Charter School did not meet the 2006-2007 AYP targets for reading and math.**

**OUTCOME: DC PREP Public Charter School met 1 of 3 academic standards; thus, the school does not meet the standards for academic performance.**

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

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**NON-ACADEMIC PERFORMANCE**

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*A school becomes a candidate for a Charter Warning if it fails to meet 2 of the 4 non-academic standards below:*

**Criterion #1:** For non-academic student outcomes, the school-wide average should meet or exceed 80 percent of the annual targets.

DC PREP Public Charter School has 10 non-academic targets. The school met or exceeded all 10 targets.

**Overall, DC PREP Public Charter School met this criterion.**

**Criterion #2:** The school must attain the attendance targets set in its accountability plan.

DC PREP Public Charter School's annual attendance target was 90-95%. The school had an attendance rate of 93%; therefore the school met the attendance rate target.

**Overall, DC PREP Public Charter School met this criterion.**

**Criterion #3:** Enrollment levels must be sufficient to sustain the economic viability of the school.

DC PREP Public Charter School's enrollment is stable and should not threaten the fiscal viability of the school.

**Overall, DC PREP Public Charter School met this criterion.**

**Criterion #4:** Re-enrollment of eligible students should average 75 percent or higher for the past two years.

DC PREP Public Charter School's student re-enrollment numbers average 80%+ and should sustain the fiscal viability of the school.

**Overall, DC PREP Public Charter School did meet this criterion.**

**OUTCOME: DC PREP Public Charter School met 4 of the 4 non-academic standards; thus the school meets the standards for non-academic performance.**

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

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**ORGANIZATIONAL PERFORMANCE - GOVERNANCE**

---

**Criterion:** A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

<b>Category</b>	<b>Performance Level/Rating</b>
Meetings and Board Structure	3.0
PCSB Action	4
Annual Reporting	3.0
Adequate Resources	3.5
Implementation of School Design	3.5
Leadership	3.5
Operating within Bylaws	4

**OUTCOME:** DC PREP Public Charter School demonstrated fully functioning or exemplary performance in 7 of 7 categories; thus the school meets this standard for organizational performance.

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

---

**ORGANIZATIONAL PERFORMANCE - COMPLIANCE**

---

**Criterion:** A school will be a candidate for a Charter Warning if it demonstrates limited or low levels of development in 4 of 7 categories based on the following scale.

<u>Performance Level</u>	<u>Rating</u>
Exemplary	4
Fully Functioning	3
Limited/Partial Development	2
Low Level/No Evidence of Development	1

<b>Category</b>	<b>Performance Level/Rating</b>
Health and Safety Regulations	3
Certificate of Occupancy	4
Insurance Certificates	4
Background Checks	3
Inventory of School's Assets	4
Open Enrollment Process	4
NCLB Requirements	3

**OUTCOME: DC PREP Public Charter School demonstrated a fully functioning to exemplary level of compliance in 7 of 7 categories; thus, the school meets this standard for organizational performance.**

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

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**ORGANIZATIONAL PERFORMANCE – FISCAL MANAGEMENT**

---

**Fiscal Management Criterion:** A school will be a candidate for revocation of its charter if it demonstrates substandard or poor performance in any 2 of 5 categories based on the following scale:

<u>Performance Level</u>	<u>Rating</u>
Above Average	5
Satisfactory	4
Watch – Improvements Required	3
Substandard – Probation	2
Poor – Revocation	1

<b>Category</b>	<b>Performance Level/Rating</b>
1. Accounting Policies	5.00
2. Financial Reporting	4.50
3. Internal Controls	5.00
4. Transparency of Financial Management	5.00
5. Fiscal Prudence	4.50

**OUTCOME: DC Prep Public Charter School demonstrated above average or satisfactory performance in 5 out of 5 categories, and thus meets this standard for organizational performance.**

**Preliminary Charter Review Analysis - DC PREP Public Charter School  
Based on Charter Review Framework**

**Summary**

**Organizational – Fiscal Management**

Based on the information available, PCSB believes that the DC Prep Public Charter School has solid fiscal management processes in place. The school's audit reports reflect sound accounting and internal controls policies with the exception of a few issues. The school has done an extremely good job submitting all necessary documents to PCSB for review when required. The annual budgets are extremely thoughtful and reflect careful planning and financial savvy. As with any not-for-profit organization, the school should seek to continuously improve its fiscal management and internal controls.

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

<b>ACADEMIC PERFORMANCE STANDARDS</b>						
<b>Annual Year Target</b>	<b>Performance/Data Provided</b>				<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
Students make adequate annual progress in math (as measured by SAT-9 gains) Annual Target: NCE gains of 0 or greater annually	+5.2 NCEs	+5.2 NCEs	-2.5 NCEs	No Data Provided		<b>X</b>
Students make adequate annual progress in math (as measured by % of students achieving annual NCE gains of 0 or greater) Annual Target: 50% or more of all students taking the SAT-9 math subtests	65%	65%	40%	No Data Provided		<b>X</b>
Students make adequate annual progress in reading (as measured by SAT-9 gains). Annual Target: NCE gains of 0 or greater annually	-4 NCEs	-4 NCEs	+1.7 NCEs	No Data Provided		<b>X</b>
Students make adequate annual progress in reading (as measured by % of students achieving NCE gains or 0 or greater) Annual Target: 50% or more of all students taking the SAT-9 reading subtests	39%	39%	57%	No Data Provided		<b>X</b>
Students must attain no less than a school-wide average of middle performance levels (50-70% of questions answered correctly) on the DC CAS math assessments <sup>1</sup>	N/A	N/A	54.78	61.30	<b>X</b>	
Students must attain no less than a school-wide average of middle performance levels (50-70% of questions answered correctly) on the DC CAS reading assessments <sup>1</sup>	N/A	N/A	57.00	63.00	<b>X</b>	
DC CAS Writing Assessment/Topic Development - Average score for students on the annual writing challenges after three years or more at the school as scored on a holistic 6-point writing rubric <sup>2</sup> Annual Target: $\geq 3.0$	3.45	N/A	3.45	3.15	<b>X</b>	
DC CAS Writing Assessment/Language Convention - Average score for students on the annual writing challenges after three years or more at the school as scored on a holistic 4-point writing rubric <sup>2</sup> Annual Target: $\geq 2.00$	2.85	N/A	2.85	2.70	<b>X</b>	
Attained majority of Annual academic performance goals?						<b>X</b>
Achieved no less than the middle performance level on DC CAS in reading and math?					<b>X</b>	
Currently meets the State Education Agency's standard for AYP in reading and math?						<b>X</b>

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**Comments:**

- The school met 1 out of 3 academic performance standards.

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<sup>1</sup> In its December 2006 monthly meeting, the PCSB approved final revisions to the Charter Review Framework for schools undergoing Charter Review. Using DC CAS P-Value, the percentage of items answered correctly, the PCSB established that a school undergoing Charter Review must achieve no less than a school-wide average of middle performance level (50-70% of questions answered correctly) on the DC CAS in reading and mathematics.

<sup>2</sup> Formal changes to the accountability plan were to be proposed in fall 2005 to replace the internal writing assessment with the new standardized state assessment – DCCAS and collect baseline data in spring 2006.

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Provided</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
Students have excellent attendance: 90 — 95% of students will attend school daily	95%	93%	<b>X</b>	
Students are on time: 80 — 85% of students arrive on time	87%	84%	<b>X</b>	
Students complete nightly homework (as indicator of positive behavior): 70 — 80% of students complete nightly homework	82%	82%	<b>X</b>	
Students are named to Principal’s Cabinet (as indicator of positive behavior): 60 — 70% of students will make Principal’s Cabinet at least once	75%	82%	<b>X</b>	
Average rating given D.C. Prep by teachers on a 1-5 scale, 5 being best (as indicator of teacher satisfaction): 3.5 or greater rating by teachers	4.2	3.7	<b>X</b>	
Percentage of faculty rating DC Prep with a score of 4 or better on a 5 point scale (as indicator of teacher satisfaction): 50%	80%	60%	<b>X</b>	
Average rating given DC Prep by parents on a 1-5 scale (as indicator of parent satisfaction): 3.5 or greater rating by parents	4.9	4.8	<b>X</b>	
Percentage of parents rating DC Prep with a score of 4 or better on a 5 point scale (as indicator of parent satisfaction): 65%	100%	88%	<b>X</b>	
Average rating given D.C. Prep as a school by students on a 1-5 scale, 5 being best (as indicator of student satisfaction): 3.5 or greater rating by students	4.2	3.8	<b>X</b>	
Percentage of students annually rating D.C. Prep with a composite score of 4 or better on a 5 point scale (as indicator of student satisfaction): 50%	69%	63%	<b>X</b>	

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

<b>NON-ACADEMIC PERFORMANCE STANDARDS</b>				
<b>Annual Target</b>	<b>Performance/Data Provided</b>		<b>Target Met?</b>	
	<b>Baseline</b>	<b>Year 4</b>	<b>Y</b>	<b>N</b>
School-wide average within 80% of annual targets?			<b>X</b>	
Attendance targets met?			<b>X</b>	
Enrollment levels sufficient to sustain the economic viability of the school?			<b>X</b>	
Re-enrollment of eligible students average 75% or higher for the past two years? 2006 – 2007 re-enrollment rate = 81% 2005 – 2006 re-enrollment rate = 80%			<b>X</b>	

**Comments:**

- The school met 4 out of 4 non-academic performance standards.

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - MEETINGS AND BOARD STRUCTURE**

4	3	2	1
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
<p>The board holds regular meetings with sufficient membership to meet a quorum and submits copies of all minutes to the PCSB as required. The minutes reflect exceptional governance practices in areas such as policy making and oversight of academic and financial performance through the effective use of committees.</p>	<p>The board meets regularly and submits a majority of the minutes to the PCSB as required, which demonstrate sufficient membership to meet a quorum. The minutes reflect appropriate governance practices, such as policy making, and oversight of academic, operational, and financial performance. The minutes demonstrate the Board’s awareness of the school’s performance, and that appropriate action is taken, as warranted, with or without a committee structure in place.</p>	<p>The board meets sporadically and submits some of the minutes to the PCSB as required, which inconsistently demonstrate membership to meet a quorum. The minutes provide limited evidence of the Board’s familiarity with the school’s performance as it relates to academic, operational, and/or financial performance. Committees, if in place, play a limited role in the oversight of assigned responsibilities. The Board does not give full attention to all issues confronting the school, but focuses on only one or two.</p>	<p>The board meets infrequently, and most often with low attendance, and submits few, if any, copies of minutes to the PCSB as required. The minutes reflect poor governance practices in the face of serious academic, operational, and/or financial problems. In particular, the minutes do not reflect evidence of sound decision-making at the Board level to effectively address issues facing the school. Committees are not in place, or are not used effectively. The Board’s composition and membership have not been modified to address the school’s challenges.</p>

**Comments:** The Board and Executive Director of DC Preparatory Academy Public Charter School have met regularly to monitor present school functions, financial performance and future planning. Moreover, adjustments were made to both the annual meeting schedule and committee structures based on a self-assessment which serve as evidence of a high functioning Board. The Board can continue to further its goals for the body as well as the school by increasing the focus on actual student performance data both quarterly and annually in order to make better informed decisions as to areas in need of attention and support.

**PERFORMANCE LEVEL: 3.0**

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - REQUIREMENT FOR PCSB ACTION**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The school has demonstrated exceptional performance, thereby requiring no remedial action from the PCSB.	The school has demonstrated above average to average performance, requiring minimal remedial action from the PCSB. The school has provided satisfactory responses to the remedial action within the designated timeframe.	The school has demonstrated below average performance, requiring substantial and/or repeated remedial action from the PCSB. The school has provided weak and/or incomplete responses to the conditions set by the Public Charter School Board, thereby failing to adequately respond within the designated timeframe. Given time, the school is able to provide a satisfactory response.	The school has demonstrated failing performance, requiring increasingly substantial remedial action over an extended period of time from the PCSB for issues for which the school has not provided an adequate response. Examples of inadequate responses include failure to submit a response within the designated timeframe, weak and/or incomplete responses that fail to fully respond to the conditions.

**Comments:** DC Preparatory Academy Public Charter School has received no remedial action from the PCSB.

**PERFORMANCE LEVEL: 4.0**

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE - ANNUAL REPORTING**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board submits timely Annual Reports that fully describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with all accountability plan targets.	The board submits timely Annual Reports that describe the school's performance in relation to the targets established in its accountability plan. Quantitative evidence of performance is presented and aligned with the majority of accountability plan targets.	Although not timely, the board submits Annual Reports within a reasonable amount of time from the due date that describes the school's performance in relation to the targets established in its accountability plan on a limited basis. Quantitative evidence of performance is available for some of the accountability plan targets and/or evidence is aligned with some of the accountability plan targets.	The board submits late Annual Reports that largely fail to describe the school's performance in relation to the targets in its established accountability plan. Quantitative evidence of performance is lacking substantially, either due to a failure to report performance or a failure to present evidence that is aligned with the accountability plan targets. School may have been required to submit an amended or supplemental report.

**Comments:** DC Preparatory Academy Public Charter School has regularly submitted timely Annual Reports that describes the school's academic and non-academic performance in relation to the targets established in its accountability plan. However, the 2006-07 Annual Report was incomplete because the SAT-9 not being administered. Therefore there was no evidence of its performance as it relates to 4 of the 8 academic accountability plan targets.

**PERFORMANCE LEVEL: 3.0**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – ADEQUATE RESOURCES**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board and the school’s administration deploy resources effectively to further the academic and organizational success of the school.	The board and administration deploy resources that further the academic and organizational success of the school.	The school’s deployment of resources at times contributes to the academic and organizational success of the school.	There is little or no evidence that the school’s board and administration work to deploy resources in a way that supports the academic and organizational work of the school.

**Comments:** The Board and Executive Director of DC Preparatory Academy Public Charter School have done an excellent job of securing resources, partnerships and collaborations to support teaching, learning and social development. Likewise, it has devoted much time and attention to its goals of future expansion. The same level of focus on its current internal and accountability plan goals would serve the school community well.

**PERFORMANCE LEVEL: 3.5**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – IMPLEMENTATION OF SCHOOL DESIGN**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
Administrators and board members have a strong understanding of the school design and refer to it regularly in managing and governing the school.	Administrators and board members understand the school design, but minimally use it to manage and govern the school.	Most board members and school administrators understand the school’s design, but evidence of its use in the management and governance of the school is lacking substantially.	Board members and administrators fail to demonstrate an understanding of the school’s design and/or they have failed to use the design in the management and governance of the school.

**Comments:** DC Preparatory Academy Public Charter School continues to make needed adjustments to its curricula and instruction in efforts towards reaching its school-wide academic and social goals.

**PERFORMANCE LEVEL: 3.5**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – LEADERSHIP**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board has established a school that maintains exceptional performance and stability through its school leader. Changes in the school leader either lead to exceptional performance or have not negatively impacted the school’s exceptional performance.	The board has established a school that maintains above average to average performance and stability through its school leader. Changes in the school leader either lead to improved performance or have not negatively impacted the school’s existing performance.	The board has established a school that maintains below average performance and lacks stability through its school leader. Changes in school leadership have not led to an appreciable improvement in performance.	The board has established a school that is unstable and maintains failing performance through its school leader. There have been no changes in school leadership in an attempt to improve performance.

**Comments:** DC Preparatory Academy Public Charter School’s leadership has been stable and continues to strive for effective leadership in its efforts towards measurable academic achievement for all of its students.

**PERFORMANCE LEVEL: 3.5**

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: GOVERNANCE – OPERATING WITHIN BYLAWS**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Fully functioning and operational level of implementation</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed on a regular basis to ensure alignment between operations and bylaws. Appropriate changes are made as needed.	The board’s composition and operations are substantially in keeping with its bylaws. Bylaws are reviewed occasionally to ensure alignment between operations and the bylaws. Appropriate changes are made as needed.	The board’s composition and/or operations are largely not in keeping with its bylaws. Bylaws are reviewed sporadically, if at all, but do not result in changes to ensure alignment between operations and the bylaws.	The board’s composition and operations are not in keeping with its bylaws. Bylaws are not reviewed or consulted as it relates to the board’s composition and operations.

**Comments:** DC Preparatory Academy Public Charter School’s minutes indicate that the board reviews the bylaws to ensure alignment between operations and the bylaws.

**PERFORMANCE LEVEL: 4.0**

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: COMPLIANCE WITH APPLICABLE LAWS, RULES AND REGULATIONS**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Exemplary level of development and implementation</b>	<b>Operational level of implementation and development</b>	<b>Limited development and/or partial implementation</b>	<b>Low level or no evidence of development and implementation</b>
School has an exemplary record of compliance with applicable laws, rules and regulations, maintains highly effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of substantial compliance with applicable laws, rules and regulations, maintains effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a record of partial compliance with applicable laws, rules and regulations, maintains inconsistently effective systems and controls for ensuring that legal requirements are met, and is currently in substantial compliance with relevant authorities.	School has a poor record of compliance with applicable laws, rules and regulations, has ineffective or non-existent systems and controls in place for ensuring that legal requirements are met, and is currently out of compliance with relevant authorities.

**Comments:** Compliance reviews have shown that DC Prep is in substantial compliance with applicable laws, rules and regulations. The board and administration have clearly worked together in attempts to ensure that legal requirements are met.

**PERFORMANCE LEVEL: 3.5**

**DC Preparatory Academy Public Charter School demonstrated exemplary or operational level performance in 7 of 7 compliance categories, and thus meets the standard for organizational performance in compliance.**

## Accountability Plan Performance Analysis

School: DC Prep Public Charter School

### ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – ACCOUNTING POLICIES

1. Accounting Policies				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School follows PCSB accounting guidelines. Guidelines include 1) using approved auditors as required; 2) following audit policies; 3) maintaining records under accrual basis of accounting; 4) and reporting financial statements according to GAAP.	With minor exceptions, school follows PCSB accounting guidelines.	The school has failed to follow PCSB accounting guidelines for one audit cycle. School has implemented a corrective plan.	The school has failed to follow PCSB accounting guidelines for more than one audit cycle and/or the school has committed a significant breach in one cycle. A corrective plan is in development.	The school has failed to follow all PCSB accounting guidelines for more than one audit cycle. A corrective plan was not developed or was never followed.

**Comments:** Based on its interim financial reports and annual financial audits, DC Prep has adhered to GAAP. Key results of the FY07 financial audit are...

- Financial statements conform to accounting principles generally accepted in the United States of America.
- No matters involving the internal control over financial reporting that are considered to be weaknesses.
- No instances of noncompliance which are required to be reported under Government Auditing Standards.

Overall, DC Prep has been efficient in administering accounting policies which follow PCSB accounting guidelines.

<b>GRADE FOR ACCOUNTING POLICIES: <u>5.00</u></b>
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**Accountability Plan Performance Analysis  
School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting a. Audited Statements</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management displays a high level of transparency and an interest in continuous improvement of financial management.	Audits are submitted on a timely basis. Annual audit receives an unqualified opinion with no findings. Management letter reflects minimal need for changes in financial management. Any changes are implemented immediately.	Audits are submitted on time or with slight delay due to specific circumstances. Audit findings show need for significant improvement; school implements changes immediately. Procedures are tracked to ensure compliance with auditor’s recommendations.	At least one audit has been significantly delayed. Annual audit receives a qualified opinion. Audit report or management letter indicates significant financial problems; changes not implemented from prior year’s findings. School develops realistic plan based on auditor’s recommendations to be implemented over the next year.	Audits have been significantly delayed for more than one cycle and/or not submitted at all. Annual audit receives a qualified opinion for two years or more. Audit report or management letter indicates significant financial problems for which turnaround is not feasible; changes not implemented from prior year’s management letter.

**Comments:** DC Prep has submitted its annual audits to the PCSB in a timely fashion. Each of the school’s audits received an unqualified opinion. The following audit findings were disclosed in the FY2007 audit:

- The school did not record imputed interest on the below market rate loan or capitalize the interest costs incurred in connection with the financing for the purchase of the new building and land of its elementary school.

**GRADE FOR FINANCIAL REPORTING (Audited Statements): 4.00**

**Accountability Plan Performance Analysis  
School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting</b>				
<b>b. Budgets and Interim Financials</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Budgets and interim financials are submitted on time and follow the PCSB template. No significant problems identified in reports.	Budgets and interim financials are submitted on time and follow the PCSB template with few exceptions. Only minor spending variances or other problems are reported.	Budgets and interim financials are submitted late and/or do not follow the PCSB template. Significant variances or other problems are reported, but they have reasonable justifications and do not necessarily jeopardize the school’s financial health.	Budgets and interim financials have not been submitted one or two times. Or, significant variances or other problems are reported without reasonable justifications. The school’s financial health is potentially weakened.	Budgets and interim financials have not been submitted on several occasions. Or significant variances or other problems are reported, considerably jeopardizing the school’s ability to operate as a going-concern.

**Comments:** DC Prep has submitted its annual budgets and interim financial statements to the PCSB on time with no material problems identified. The school’s budgets tend to be conservative reflections of management’s cash flow expectations.

**GRADE FOR FINANCIAL REPORTING (Budgets and Interim Financials): 5.00**

**Accountability Plan Performance Analysis  
School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FINANCIAL REPORTING**

<b>2. Financial Reporting c. Taxes and Insurance</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Required IRS forms are filed and evidence of adequate insurance coverage is provided. All documentation is adequately maintained.	Required IRS forms are filed and evidence of minimal insurance coverage is provided. All documentation is adequately maintained, with minor exceptions.	Required IRS forms are filed, but have been late once or twice. Evidence of insurance is provided. Documentation is not properly filed or maintained.	Required IRS forms are consistently filed late. The school shows no evidence of adequate insurance coverage. Documentation is not properly filed or maintained.	Required IRS forms are not filed. The school does not have adequate insurance coverage. Adequate documentation is lacking.

**Comments:** The PCSB has not previously monitored schools’ submission of filings to the Internal Revenue Service, so data are not available to confirm or deny that forms have been filed. Similarly, historical data on schools’ level of insurance coverage are incomplete, as this criterion was previously checked onsite without documenting specific levels.

**GRADE FOR FINANCIAL REPORTING (Taxes and Insurance): n/a**

<b>OVERALL GRADE FOR FINANCIAL REPORTING (AVERAGE): <u>4.50</u></b>
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**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS**

<b>3. Internal Controls</b>				
<b>a. Establishment and Adherence to Internal Controls Policy</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
Based on PCSB review and annual audit, school has clear, written internal controls in place to provide checks and balances. Audit indicates that all internal control policies are followed.	School has clear, written internal controls in place to provide checks and balances, with minor exceptions. Weaknesses identified by PCSB or auditor are minor and can be addressed immediately.	School has some internal controls in place. Weaknesses identified by PCSB or an auditor can be addressed over the course of the fiscal year.	School lacks some major internal controls. Weaknesses identified by PCSB or auditor need one to two years to be addressed. School is developing a corrective action plan.	School lacks basic internal controls and there is evidence of financial mismanagement.

**Comments:** The PCSB has not previously directly monitored schools’ adoption of internal controls, so the PCSB lacks data to affirm the existence of written policies other than what is reported by an independent auditor. The school has engaged thorough audits and appears to have responded to recommendations for improvements to internal controls and as stated earlier, no matters involving the internal control over financial reporting that are considered to be weaknesses were presented in the school’s latest audit.

**GRADE FOR INTERNAL CONTROLS (Internal Controls Policy): 5.00**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – INTERNAL CONTROLS**

<b>3. Internal Controls</b>				
<b>b. Procurement</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School is in compliance with PCSB’s contracting / procurement requirements.	School is in compliance with PCSB’s contracting / procurement requirements, with minor exceptions noted.	School has had some violations of PCSB’s contracting / procurement requirements over the course of the year. Violations were reasonably justified. Policies and procedures are in place to preclude future violations.	School has had consistent violations of PCSB’s contracting / procurement requirements. A corrective plan is in development.	School has had consistent violations of PCSB’s contracting / procurement requirements. Management lacks capacity to assure compliance.

**Comments:** DC Prep regularly submits appropriate documentation of contracts to the PCSB for review. The PCSB believes that the school has been compliant in following procurement requirements.

**GRADE FOR INTERNAL CONTROLS (Procurement): 5.00**

<b>OVERALL GRADE FOR INTERNAL CONTROLS (AVERAGE): <u>5.00</u></b>
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**Accountability Plan Performance Analysis  
School: DC Prep Public Charter School**

<b>ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT</b>
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<b>4. Transparency of Financial Management</b>				
<b>a. Annual Budgets</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
<p>The schools prepares an annual operating budget, a cash flow projection and, when required, a capital budget by June 1 each year. Budget reflects thoughtful planning and detailed assumptions. These documents are certified by the Board of Trustees. Modifications are made as necessary and are submitted to PCSB.</p>	<p>With some exceptions, school regularly prepares annual operating budget, cash flow projection and, as required, a capital budget. Budget reflects thoughtful planning. These documents are certified by the Board of Trustees. Modifications occur as necessary and are submitted to PCSB.</p>	<p>The school does not consistently submit budgets and/or modifications of budgets to PCSB. Budget lacks planning and/or clear assumptions. There appears to be a lack of consensus or understanding of the budget by board members. Corrective plans are in process and will be implemented within a fiscal quarter.</p>	<p>Budgets are not submitted on time and/or do not have board’s approval. Clear budget policies are in development.</p>	<p>School lacks budget policies and procedures. The board and staff lack capacity to implement standard budgeting procedures.</p>

**Comments:** DC Prep has been very proactive in revising its budget as needed and providing updates to the PCSB. Budgets are thoughtful, show detail and provide relevant explanations. Budgets have been submitted to the PCSB on time.

**GRADE FOR TRANSPARENCY (Annual Budgets): 5.00**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>b. Management Organizations</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair.	School accurately discloses relationships with its management organization. Contracts are provided to PCSB and are deemed reasonable and fair with few exceptions.	School does not adequately disclose relationship with organization upfront. Information is provided at PCSB’s request. Contracts are unclear or present concerns in terms of financial and /or management control. There are indications of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. Information is not easily obtained by PCSB. There is evidence of poor relationship between school and management organization.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information.

**Comments:** Not applicable to this school.

**GRADE FOR TRANSPARENCY (Management Organizations): n/a**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – TRANSPARENCY OF FINANCIAL MANAGEMENT**

<b>4. Transparency of Financial Management</b>				
<b>c. Related Party Transactions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School accurately discloses transactions with related parties, as required by PCSB’s guidelines.	School accurately discloses transactions with related parties, with minor exceptions.	School fails to disclose related party transactions. Information is provided at PCSB’s request.	School fails to disclose related party transactions. Information is not easily obtained by PCSB. There is evidence of inadvertent mismanagement.	School does not disclose relationship with organization upfront. PCSB cannot obtain satisfactory information and/or there is evidence of unethical behavior and mismanagement.

**Comments:** Based on the information available, the PCSB believes that the school discloses all related party transactions as required.

**GRADE FOR TRANSPARENCY (Related Party Transactions): 5.00**

<b>OVERALL GRADE FOR TRANSPARENCY (AVERAGE ): <u>5.00</u></b>
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**Accountability Plan Performance Analysis  
School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence a. Balanced Budget</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
The school has a balanced budget, based on reasonable assumptions, for the upcoming fiscal year. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Budgeting is thoughtfully aligned with long-term financial goals.	The school has a balanced budget using reasonable assumptions. Expenses are less than revenues, or there is a reasonable explanation for deficit spending. Current spending plans will contribute to long-term financial goals.	The school has a balanced budget using some questionable assumptions. Expenses are greater than revenues for one or more years.	The school does not have a balanced budget nor has one with questionable assumptions. Expenses have exceeded revenues more often than not.	The school has no prepared budget. Expenses consistently exceed revenues.

**Comments:** With the exception of FY06, DC Prep has concluded each of its fiscal periods with positive net income balances, enabling the school to amass an adequate net asset reserve (see table).

<b>Fiscal period</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Net Income</b>	\$ 486,293	\$ 1,519,648	\$ (202,275)	\$ 2,366,676
<b>Net Assets</b>	\$ 894,372	\$ 2,414,020	\$ 2,211,745	\$ 4,578,421

**GRADE FOR FISCAL PRUDENCE (Balanced Budget): 4.00**

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>b. Debt Capacity</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school takes on debt only with very thoughtful planning and well within its debt service capacity. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school stays within its debt service capacity as required by the lender. Standard policies are in place to prevent unnecessary and/or onerous borrowing.	According to financial statements, school has significant debt and has exceeded its debt service capacity, potentially violating loan covenants. School and lender are implementing remedies. Policies were in place and were followed but extraordinary circumstances led to the current situation.	According to financial statements, school has significant debt and/or has defaulted on its loan. Lender has school on a watch list. School and lender are discussing remedies. Policies were not in place or were not followed.	According to financial statements, school has significant debt and defaulted on its loan. The lender has called the loan. No remedies are possible.

**Comments:** In June 2005, the District of Columbia issued \$5,500,000 of Tax Exempt Variable Rate Demand Revenue Bonds (the Series 2005 Bonds), the proceeds of which were loaned to DC Prep. DC Prep is required to make deposits into a sinking fund, which are used for redemption of the Series 2005 Bonds. The sinking funds are to be held in a trust and invested in money market funds. Principal payments, funded through the sinking fund, are payable every first business day in June and commence in 2008 in the amount of \$120,000. The payments increase each year to a final payment of \$360,000 in 2032. Interest is payable monthly and is calculated on a floating seven-day rate currently based on the Bond Market Association (BMA) Index. The bond proceeds were used in part to repay the outstanding notes payable used to finance the purchase and initial renovation of DC Prep’s first middle school building. In June 2007, the District of Columbia issued \$9,580,000 of Tax Exempt Variable Rate Demand Revenue Bonds (the Series 2007 Bonds) and loaned the proceeds to DC Prep to fund the acquisition of a building and renovation costs for a new preschool/elementary school. The new building is adjacent to DC Prep’s existing middle school building. The Series 2007 Bonds are interest-only for two years, depending on construction periods. The Series 2007 Bonds will then amortize with an optional redemption over 25 years. The first sinking fund payment for principal will be November 2008; the first payment to bond holders will be November 2009 in the amount of \$210,000 with annual increases through November 2033 which includes a final payment of \$630,000. Interest is payable monthly and is calculated on a floating seven-day rate currently based on the Bond Market Association (BMA) Index. Over the past year, interest rates ranged from approximately 3.5% to 4.0%. The Series 2005 and the Series 2007 Bonds are secured by the land, building, and improvements of DC Prep. In order to provide enhanced security and liquidity for the weekly remarketing of the Series 2005 and Series 2007 Bonds, DC Prep entered into two separate letter of credit agreements with M & T Bank, which are co-terminus in 2009. Under the terms of the letter of credit agreements, the bank is obligated to lend funds to DC Prep in amounts sufficient to pay the purchase price of any bonds tendered for purchase that cannot be successfully remarketed. These letter of credit agreements have debt service reserve and credit enhancement requirements. The letters of credit also have various financial covenants including maintaining a certain debt service coverage ratio and a minimum liquidity. As of June 30, 2007, DC Prep was in compliance with all of the covenants. DC Prep purchased an interest rate cap for the Series 2005 Bonds and entered into two interest rate swap agreements for the Series 2007 Bonds to reduce its exposure to interest rate risk on its variable rate debt. These hedging instruments are required by the letter of credit agreement. The interest rate cap covers \$1,650,000 of the \$5,500,000 Series 2005 Bonds. The two interest rate swaps each cover \$2,375,000 of the \$9,580,000 Series 2007 Bonds (representing nearly 50% of the bond issuance as required by the letter of credit agreement).

**Accountability Plan Performance Analysis**  
**School: DC Prep Public Charter School**

DC Prep bears the interest rate risk on the uncovered balances of the two variable rate bond issuances at \$3,850,000 and \$4,830,000, respectively. The interest rate cap agreements required DC Prep to pay M & T Bank a fixed fee of \$15,400 at the inception of the agreement. In exchange, DC Prep will receive reimbursement of interest payments that exceed 5%, should the variable rate on the Series 2005 Bonds exceed this value. The fair value of the interest rate cap at June 30, 2007 was \$1,023. The fair value of the swaps, with maturities in June 2009 and June 2012 are \$(119) and \$10,973, respectively. The value of these hedging instruments are not reported in the accompanying financial statements due to their immateriality. In conjunction with the Series 2005 Bonds, DC Prep entered into a reimbursement agreement with Building Hope, a related entity of DC Prep. The President of Building Hope is on the Board of Directors of DC Prep. This agreement calls for Building Hope to provide M & T Bank with a guarantee of payment and performance to the bank of certain of DC Prep's obligations under the letter of credit agreement associated with the Series 2005 Bonds. The aggregate amount of indebtedness for which Building Hope shall be liable shall not exceed \$570,000.

In conjunction with the Series 2007 Bonds, DC Prep entered into an agreement with America's Charter School Finance Corporation (now a subsidiary of Building Hope) to provide a guarantee for five years with a maximum obligation of \$465,000 through October 2008 and decreasing to \$150,000 by November 2010. Also, the District of Columbia Office of Public Charter School Finance and Support has provided a credit enhancement facility of \$2,000,000 for a period of five years, decreasing in amount beginning in 2009. Both guarantees require certain periodic payments by DC Prep. In October 2006, DC Prep entered into a promissory note with Building Hope for a principal amount of \$2,000,000. The note is due in October 2011, 60 months from the effective date of the note, and bears interest at a rate of 4% on the principal each year based on a 25 year principal amortization with a balloon payment due on the maturity date. In the first year, interest only is payable. Starting in November 2007, DC Prep will pay principal and interest. As the Building Hope note payable has a below market interest rate of 4%, DC Prep has discounted the note payable by \$317,332, using an effective interest rate of 8%. This amount has been recorded as contribution revenue in the accompanying statement of activities. DC Prep has amortized the discount and capitalized the interest expense of \$37,270 for the year ended June 30, 2007. As of June 30, 2007, aggregate principal payments on the revenue bonds and the promissory note over the next five years and thereafter are as follows:

For the Years Ending	
June 30,	
	2008 \$ 151,486
	2009 383,828
	2010 405,819
	2011 422,887
	2012 2,200,980
	Thereafter 13,515,000
	Total \$ 17,080,000

Interest of \$417,302 was incurred on the debt in addition to the imputed interest of \$37,270. Of this total, \$245,352 was capitalized and is included in construction in process in the accompanying statement of financial position as of June 30, 2007.

**GRADE FOR FISCAL PRUDENCE (Debt Capacity): 4.50**

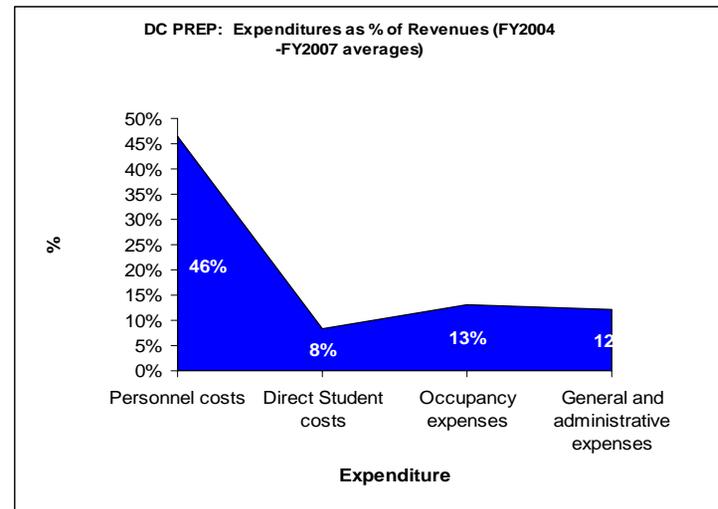
**Accountability Plan Performance Analysis  
School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>c. Appropriate Spending Decisions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs, in particular, are in line with industry comparables. Minor variances from industry standards are well explained and justified.	School makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are slightly out of line with industry comparables, but with reasonable justifications.	School makes some inappropriate spending decisions, inadvertently. Salaries and occupancy costs are out of line with industry comparables but still have sufficient justifications. A corrective plan is being implemented.	School has a record of inappropriate spending decisions, with some reasonable justification. Salaries and occupancy costs are considerably out of line with industry comparables. A corrective plan is in development.	School has a record of inappropriate spending decisions which adversely impact programming, with no rational justifications. There is evidence of unethical behavior and fiscal mismanagement. Salaries and occupancy costs are egregiously out of line with industry comparables. No corrective plan is feasible.

**Comments:**

DC Prep makes spending decisions appropriate for the management of educational programs. Salaries and occupancy costs are in line with industry comparables and PCSB financial metrics. As indicated by the chart below, the school’s five-year average salary and occupancy expenditures expressed as a percentage of total revenue are 46% and 13% respectively; well below PCSB established thresholds of 50% for salary and 25% for occupancy.



**GRADE FOR FISCAL PRUDENCE (Appropriate Spending): 5.00**

**Accountability Plan Performance Analysis**

**School: DC Prep Public Charter School**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE**

<b>5. Fiscal Prudence</b>				
<b>d. Investment Decisions</b>				
Above Average 5	Satisfactory 4	Watch – Improvements Required 3	Substandard – Probation 2	Poor – Revocation 1
According to financial statements, school has significant liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets and manages them prudently, prioritizing safety over level of return. Clear written policies with board approval address how assets should be invested.	According to financial statements, school has minimal liquid assets but their management is questionable; investment decisions appear somewhat risky.	According to financial statements, school has minimal to no liquid assets. Any assets invested are in high-risk/questionable areas.	According to financial statements, school has no liquid assets or minimal assets with no track record of investment decisions.

**Comments:** DC Prep has been able to successfully manage its working capital needs and with the exception of FY07 has been able to generate positive working capital balances at the conclusion of each fiscal period (see table below).

Fiscal period	2004	2005	2006	2007
Net working capital	\$ -	\$ 1,788,846	\$ 606,045	\$ 4,771,208
Liquidity ratio	#DIV/0!	2.54	2.35	3.80

**GRADE FOR FISCAL PRUDENCE (Investment Decisions): 4.50**

<b>OVERALL GRADE FOR FISCAL PRUDENCE (AVERAGE ): <u>4.50</u></b>
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**Fourth Year Review - Accountability Plan Performance Analysis**  
**School: DC Preparatory Academy**

**ORGANIZATIONAL PERFORMANCE STANDARDS: FISCAL MANAGEMENT – FISCAL PRUDENCE (SUPPORTING DOCUMENTATION)**

**Fourth Year Review - Accountability Plan Performance Analysis**  
**School: DC Preparatory Academy**

<b>DC PREP: 4-YEAR BALANCE SHEET ANALYSIS</b>						
	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	
<b>Assets</b>						
<b>Current Assets:</b>						
Cash	\$ -	\$ 2,769,747	\$ 787,347	\$ 5,596,171	\$ -	
Other current assets	\$ -	\$ 180,213	\$ 266,702	\$ 877,729	\$ -	
<b>Total Current Assets</b>	<b>\$ -</b>	<b>\$ 2,949,960</b>	<b>\$ 1,054,049</b>	<b>\$ 6,473,900</b>	<b>\$ -</b>	
<b>Others Assets</b>						
Fixed Assets,net	\$ -	\$ 5,808,166	\$ 6,216,277	\$ 14,966,147	\$ -	
Grants and contributions receivable	\$ -	\$ -	\$ -	\$ 757,790	\$ -	
Deferred financing costs, net	\$ -	\$ 317,008	\$ 305,638	\$ 589,868	\$ -	
Deposits	\$ -	\$ -	\$ 583,785	\$ 141,860	\$ -	
<b>Total Other Assets</b>	<b>\$ -</b>	<b>\$ 6,125,174</b>	<b>\$ 7,105,700</b>	<b>\$ 16,455,665</b>	<b>\$ -</b>	
<b>Total assets</b>	<b>\$ -</b>	<b>\$ 9,075,134</b>	<b>\$ 8,159,749</b>	<b>\$ 22,929,565</b>	<b>\$ -</b>	
<b>Liabilities and Net Assets</b>						
<b>Current liabilities</b>						
Accounts payable	\$ -	\$ 162,614	\$ 56,971	\$ 148,338	\$ -	
Accrued payroll and benefits	\$ -	\$ 126,919	\$ 118,629	\$ 200,169	\$ -	
Construction payables	\$ -	\$ 871,581	\$ 120,964	\$ 1,158,470	\$ -	
Other current liabilities	\$ -	\$ -	\$ 151,440	\$ 195,715	\$ -	
<b>Total current liabilities</b>	<b>\$ -</b>	<b>\$ 1,161,114</b>	<b>\$ 448,004</b>	<b>\$ 1,702,692</b>	<b>\$ -</b>	
<b>Long-term liabilities</b>						
Notes payable	\$ -	\$ 5,500,000	\$ 5,500,000	\$ 16,648,452	\$ -	
<b>Total liabilities</b>	<b>\$ -</b>	<b>\$ 6,661,114</b>	<b>\$ 5,948,004</b>	<b>\$ 18,351,144</b>	<b>\$ -</b>	
<b>Net Assets:</b>						
Net Income	\$ 486,293	\$ 1,519,648	\$ (202,275)	\$ 2,366,676	\$ -	
Beg. Net Assets	\$ 408,079	\$ 894,372	\$ 2,414,020	\$ 2,211,745	\$ -	
<b>Total Net Assets (Ending Net Assets)</b>	<b>\$ 894,372</b>	<b>\$ 2,414,020</b>	<b>\$ 2,211,745</b>	<b>\$ 4,578,421</b>	<b>\$ -</b>	
<b>Total liabilities and net assets</b>	<b>\$ 894,372</b>	<b>\$ 9,075,134</b>	<b>\$ 8,159,749</b>	<b>\$ 22,929,565</b>	<b>\$ -</b>	
<b>Long-term debt/ Total Equity ratio:</b>	-	2.2784	2.4867	3.6363	#DIV/0!	
<b>Net-working capital:</b>	\$ -	\$ 1,788,846	\$ 606,045	\$ 4,771,208	\$ -	
<b>Liquidity ratio:</b>	#DIV/0!	2.54	2.35	3.80	#DIV/0!	

**Revenue:**

Support and revenue:  
Revenue:

**Total revenue**

**Expenses:**

Personnel costs  
Direct Student costs  
Occupancy expenses  
General and administrative expenses

**Total expenses**

**Net Income**

Beginning Net Assets

**Total Net Assets (Year End Balance)**

**Profit margin**

**Personnel costs/Total Revenue**

**School Program/Total Revenue**

**Occupancy expenses/Total Revenue**

**Fees & contract services/Total Revenue**

**Fourth Year Review - Accountability Plan Performance Analysis**  
**School: DC Preparatory Academy**

# **Appendix E**

## **10-Year Review**

# **2012-13 Charter Review Report**

## **Ten Year Charter Review**

### **DC Preparatory Academy Public Charter School**

**June 14, 2013**

DC Public Charter School Board  
3333 14th Street, NW, Suite 210  
Washington, DC 20010  
(202) 328-2660  
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## RECOMMENDATION

The DC Public Charter School Board’s (“PCSB”) staff recommends that DC Preparatory Academy Public Charter School (“DC Prep PCS”) be granted charter continuance based on the school’s overall academic, compliance, and fiscal performance.

## EXECUTIVE SUMMARY

DC Prep PCS began operating in 2003 under the authority of PCSB and is currently in its tenth year of operation. It operates one of the highest-performing charter schools in the District of Columbia, and is the top-performing elementary-middle school according to numerous indicators measured as part of PCSB’s Performance Management Framework (“PMF”). Significantly, DC Prep PCS – Edgewood Middle achieved the highest PMF score of all DC public charter schools in both 2010-11 and 2011-12.

<b>Campus</b>	<b>Ward</b>	<b>Year Opened</b>	<b>Grades Served</b>	<b>2012-13 Student Enrollment</b>	<b>2010-11 PMF Performance</b>	<b>2011-12 PMF Performance</b>
DC Prep PCS – Benning Elementary	7	2008-09	PK-3	431	Met 7 of 7 early childhood targets	Met 6 of 7 early childhood targets
DC Prep PCS – Benning Middle	7	2013-14	Will initially serve 4th grade and expand one grade each year	-	-	-
DC Prep PCS – Edgewood Elementary	5	2007-08	PK-3	420	Met 8 of 8 early childhood targets	Met 7 of 8 early childhood targets
DC Prep PCS – Edgewood Middle	5	2003-04	4-8	287	92.3%	90.8%

In 2007-08, DC Prep PCS’ fifth year of operation, PCSB conducted a charter review of the school. Based on this review, the PCSB Board granted the school charter continuance.

This year, PCSB conducted a ten-year review of DC Prep PCS as required under the School Reform Act (SRA),<sup>1</sup> and determined that DC Prep PCS has met all of its goals and academic achievement expectations. The following report details this finding, and also assesses DC Prep PCS’s legal compliance and fiscal management.

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<sup>1</sup> SRA §38-1802.12 (a)(3)

## **GOALS AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

The District of Columbia School Reform Act (“SRA”) provides that PCSB must review whether a school has met its goals and student academic achievement expectations (“expectations”) set forth in its charter at least once every five years. Goals are general aims (usually related to a school’s mission), which may be categorized as academic, non-academic, and organizational, whereas expectations are student academic aims measured by assessments. As part of a charter review, PCSB considers those goals and expectations that the eligible chartering authority approved in a school’s charter agreement, any subsequent charter amendments, and/or Accountability Plans (collectively, the “Charter”).

DC Prep PCS detailed seven goals in its charter application, six of which are included in the chart below.<sup>2</sup> DC Prep PCS has met all of its goals and academic achievement expectations. The chart below summarizes these determinations, which are detailed in the body of this report.

	<b>Goal or Expectation</b>	<b>Met?</b>
1	The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.	Yes
2	Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.	Yes
3	Students graduate with an eighth grade level of academic competency or better.	Yes
4	Students enroll in academically challenging, college-preparatory high schools.	Yes
5	The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Yes
6	DC Prep alumni graduate from academically challenging high schools and attend college.	Yes

### **1. The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.**

**Assessment: DC Prep PCS has met this goal.**

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<sup>2</sup> See DC Prep PCS Charter School Application, attached to this document as Appendix A. The goal relating to governance and financial stability is not included in this section, as the school’s performance in those areas is discussed further in this report.

DC Prep PCS measures progress towards this goal by three indicators: classroom achievement correlated to teachers, an organizational health survey, and teacher retention. Each of these indicators is discussed below.

Classroom Achievement Correlated to Teachers

DC Prep PCS awards annual performance bonuses to teachers based on their students’ classroom achievement. Additionally, the school assesses each teacher’s effectiveness in increasing student proficiency using a classroom achievement rubric, which considers a class’s student growth on internal assessment scores (or on the state assessment, if the students take it). DC Prep PCS considers a teacher to be “effective” according to this rubric if the teacher achieves a score of 2.5 or higher on the rubric’s scale from 0 to 4.<sup>3</sup> DC Prep PCS provided the percentage of teachers with classroom achievement scores of 2.5 or higher since 2009-10.

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>% of teachers with classroom achievement score of 2.5 or above</b>	76.7%	69.4%	76.7%

Teacher Retention

To support that the school’s faculty work together in a *sustainable* fashion, DC Prep PCS tracks the retention rate of teachers invited back to teach who choose to return to DC Prep PCS.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>% of teachers invited back to teach that return to DC Prep PCS</b>	75%	84%	86%	77%	81%

Organizational Health Survey

DC Prep PCS administers an Organizational Health Survey to teachers to evaluate teacher satisfaction and alignment with the organization’s mission.<sup>4</sup> In this survey, teachers are asked whether they agree or disagree with several statements regarding three organizational indicators – teamwork, professionalism, and core values. Additionally, teachers are invited to submit comments on these indicators. Through this survey, the school measures the “health” of these indicators on a scale from 0 to 100%. The school reports the following percentages associated with each of these indicators.

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Teamwork</b>	73%	87%	85%	74%	81%
<b>Professionalism</b>	62%	82%	83%	77%	85%
<b>Core Values</b>	75%	86%	85%	66%	75%

<sup>3</sup> A copy of DC Prep PCS’ Classroom Achievement Rubric is included in this document as Attachment B.

<sup>4</sup> A copy of DC Prep PCS’ Organizational Health Survey is included in this document as Attachment C.

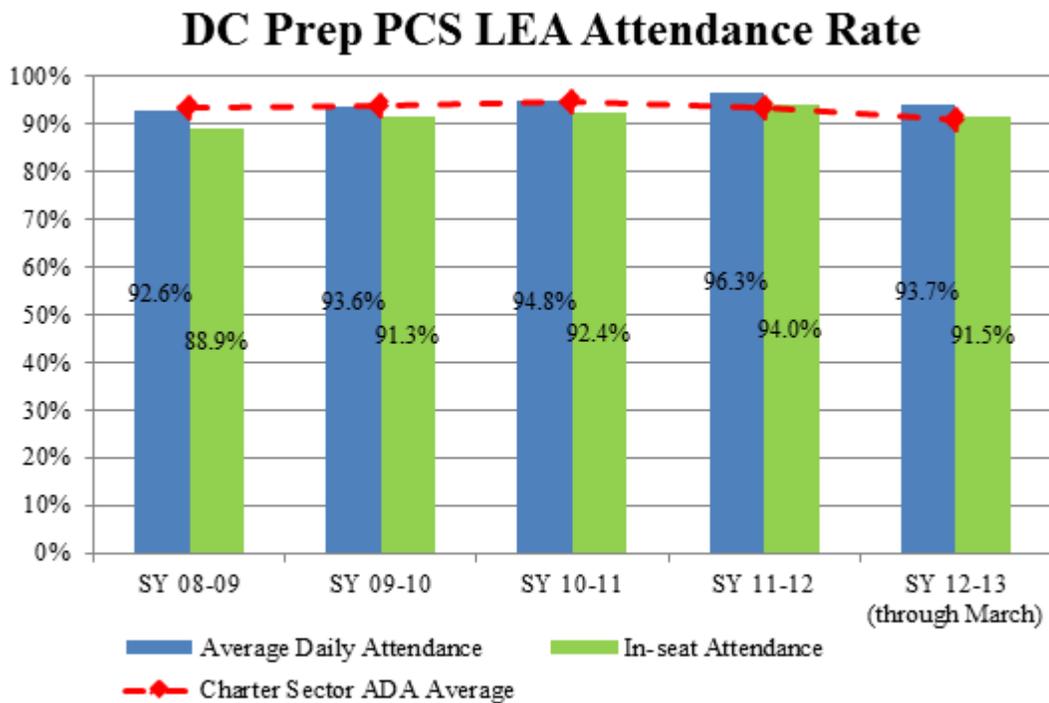
**2. Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.**

Assessment: DC Prep PCS has met this goal.

In its charter application, DC Prep PCS cites (1) attendance; (2) on-time arrival; (3) discipline rates; and (4) students demonstrating the school’s Core Values as evidence that it has met this goal.<sup>5</sup> While DC Prep PCS has not historically reported on its students’ on-time arrival, the other three indicators are detailed below.

Student Attendance

The DC Prep PCS LEA attendance rate has remained consistently close to the charter sector average, exceeding the charter sector average daily attendance average for the previous three academic years.



Source: ProActive

<sup>5</sup> See Attachment A, p. 105.

The following table details DC Prep PCS' attendance rates by campus. Red shading indicates the rate is below the charter sector average, and green shading indicates that the rate is above the charter sector average.

	<b>SY 08-09</b>	<b>SY 09-10</b>	<b>SY 10-11</b>	<b>SY 11-12</b>	<b>SY 12-13 (through March)</b>
<b>Charter Sector Average</b>	93.2%	93.8%	94.5%	93.4%	90.9%
<b>DC Prep PCS Benning Elementary</b>	91.0%	91.4%	94.9%	95.7%	93.0%
<b>DC Prep PCS Edgewood Elementary</b>	92.1%	93.1%	93.4%	95.9%	93.6%
<b>DC Prep PCS Edgewood Middle</b>	93.9%	96.1%	96.8%	97.7%	95.0%

Additionally, DC Prep PCS – Benning Elementary and DC Prep PCS – Edgewood Elementary included attendance targets in their early childhood accountability plans.

<b>DC Prep PCS 2010-11 Early Childhood Attendance Targets</b>		
	<b>Benning Elementary</b>	<b>Edgewood Elementary</b>
	<b>Met target?</b>	<b>Met target?</b>
On average, preschool and pre-kindergarten students will attend school 88% of the days.	<b>Yes</b> The average daily attendance was 94.2%.	<b>Yes</b> The average daily attendance was 92.2%.
On average, kindergarten and first-grade [and at Edgewood Elementary, second- and third-grade] students will attend school 92% of the days.	<b>Yes</b> The average daily attendance was 95.5%.	<b>Yes</b> The average daily attendance was 94.3%.

<b>DC Prep PCS 2011-12 Early Childhood Attendance Targets</b>		
	<b>Benning Elementary</b>	<b>Edgewood Elementary</b>
	<b>Met target?</b>	<b>Met target?</b>
On average, pre-kindergarten-3 and pre-kindergarten-4 students will attend school 88% of the days.	<b>Yes</b> The average daily attendance was 95.3%.	<b>Yes</b> The average daily attendance was 94.9%.
On average, kindergarten through second-grade [and at Edgewood Elementary, third-grade] students will attend school 92% of the days.	<b>Yes</b> The average daily attendance was 96.3%.	<b>Yes</b> The average daily attendance was 96.7%.

Discipline Data

The following tables detail DC Prep PCS’ discipline rates since 2009-10. PCSB has charter sector averages for these data points starting in 2011-12. Red shading indicates that DC Prep PCS’ rate is above the charter sector average; green shading indicates that DC Prep PCS’ rate is at or below the charter sector average.

Percent of Students Receiving Out-of-School Suspension

<b>Out of School Suspensions</b>	<b>SY 09-10</b>	<b>SY 10-11</b>	<b>SY 11-12</b>	<b>SY 12-13 (through December)</b>
<b>Charter Sector Average</b>			13.2%	6.6%
<b>DC Prep - Benning Elementary</b>	1.0%	18.2%	24.4%	15.7%
<b>DC Prep - Edgewood Elementary</b>	8.4%	9.3%	11.7%	8.4%
<b>DC Prep - Edgewood Middle</b>	13.7%	27.5%	39.6%	25.0%

Percent of Students Receiving Out-of-School Suspensions of 10+ Days

<b>Out of School Suspensions of 10+ Days</b>	<b>SY 09-10</b>	<b>SY 10-11</b>	<b>SY 11-12</b>	<b>SY 12-13 (through December)</b>
<b>Charter Sector Average</b>			1.1%	0.3%
<b>DC Prep - Benning Elementary</b>	0.0%	0.0%	0.3%	0.0%
<b>DC Prep - Edgewood Elementary</b>	0.0%	0.0%	0.0%	0.0%
<b>DC Prep - Edgewood Middle</b>	0.0%	0.0%	0.0%	0.0%

Percent of Students Expelled During the School Year

<b>Expulsions</b>	<b>SY 09-10</b>	<b>SY 10-11</b>	<b>SY 11-12</b>	<b>SY 12-13 (through December)</b>
<b>Charter Sector Average</b>			0.7%	0.2%
<b>DC Prep - Benning Elementary</b>	0.0%	0.0%	1.2%	0.2%
<b>DC Prep - Edgewood Elementary</b>	1.0%	0.0%	0.0%	0.0%
<b>DC Prep - Edgewood Middle</b>	0.0%	0.0%	0.4%	0.3%

### Students Demonstrating DC Prep PCS' Core Values

During DC Prep PCS' Qualitative Site Reviews conducted in 2012-13, the PCSB review team found much evidence that its students demonstrated the school's core values. A selection of this evidence from DC Prep PCS' three campuses is below.

- At DC Prep PCS – Benning Elementary, the team observed that “commitment to character education is reinforced throughout the school. Elementary students readily refer to the school motto, ‘Do the RIGHT Thing’ (Respectful, Intelligent, Genuine, Hard-working, and Team-oriented), and it is displayed in classrooms and on walls in hallways.”<sup>6</sup>
- Also at DC Prep PCS – Benning Elementary, the team observed that “teachers and students demonstrate appropriate social and communication skills. The mutual respect between students and adults was observed by the review team throughout the site review visit.”<sup>7</sup>
- At DC Prep PCS – Edgewood Elementary, the same adherence to the ‘Do the RIGHT Thing’ program was observed. “DC Prep’s code of conduct is evident in every aspect of student life at the school...in the observed classrooms, students were well behaved and adhered to classroom rules and procedures. The routines were consistent in classes and students were self-directed, assuming leadership roles in the learning environment such as collecting papers, passing out materials, and being line leaders.”<sup>8</sup>
- At DC Prep PCS – Edgewood Middle, “teachers and administrators consistently emphasized the importance of character education...and the QSR team saw these principles clearly demonstrated throughout the school.”<sup>9</sup>

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<sup>6</sup> See DC Prep PCS – Benning Qualitative Site Review report, p. 4, included in this document as Appendix D.

<sup>7</sup> See Appendix D, p. 2.

<sup>8</sup> See DC Prep PCS – DC Prep PCS – Edgewood Elementary Qualitative Site Review report, p. 2, included in this document as Appendix E.

<sup>9</sup> See DC Prep PCS – DC Prep PCS – Edgewood Middle Qualitative Site Review report, p. 2, included in this document as Appendix F.

**3. Students graduate with an eighth grade level of academic competency or better.**

Assessment: **DC Prep PCS has met this goal.**

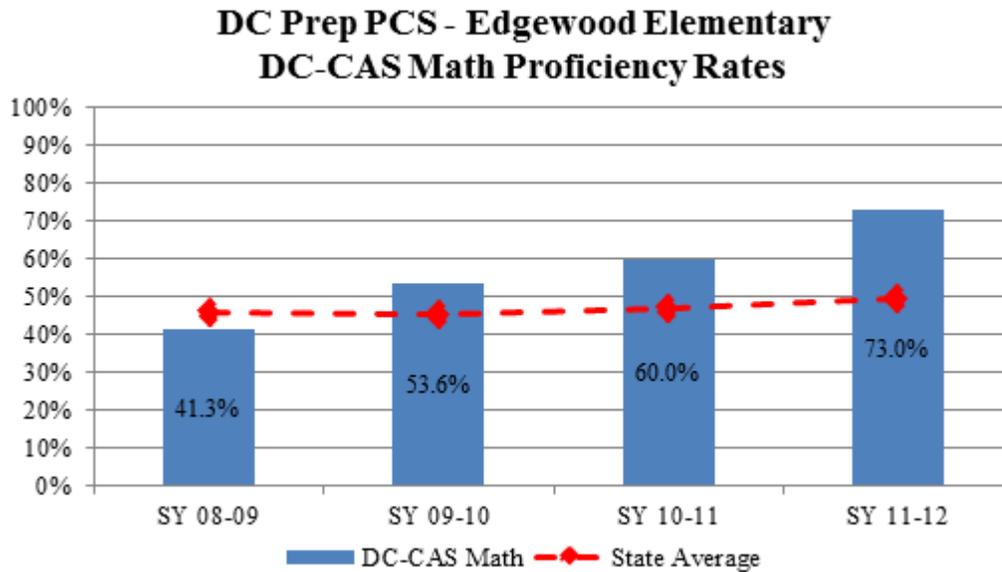
DC Prep PCS students’ academic performance is among the strongest of all DC charter schools, with particularly strong math performance. DC Prep PCS – Edgewood Middle leads public charter elementary-middle schools in several areas of the PMF, as detailed in the table below. Its strong performance in these areas, associated with proficiency on the DC-CAS, support that the school’s students graduate with an eighth grade level of academic competency

<b>PMF Indicator</b>	<b>Year</b>	<b>DC Prep PCS’ Performance</b>	<b>Rank Among Charter Elementary-Middle Schools</b>
3rd-5th grade students proficient or advanced in math	2010-11	87.4%	1st
	2011-12	88.6%	1st
3rd-5th grade students advanced in math	2010-11	34.8%	1st
	2011-12	31.8%	1st
6th-8th grade students proficient or advanced in math	2010-11	95.5%	1st
	2011-12	89.8%	1st
6th-8th grade students proficient or advanced in reading	2010-11	85.6%	1st
6th-8th grade students advanced in math	2010-11	45.9%	1st
	2011-12	45.3%	1st
8th grade students proficient in math	2010-11	100%	1st (along with one other school)
8th grade students proficient in math	2011-12	96.3%	2nd
Math MGP	2010-11	79%	2nd
	2011-12	76.3%	1st (along with one other school)
Reading MGP	2010-11	71.4%	1st

### DC-CAS Proficiency and Growth

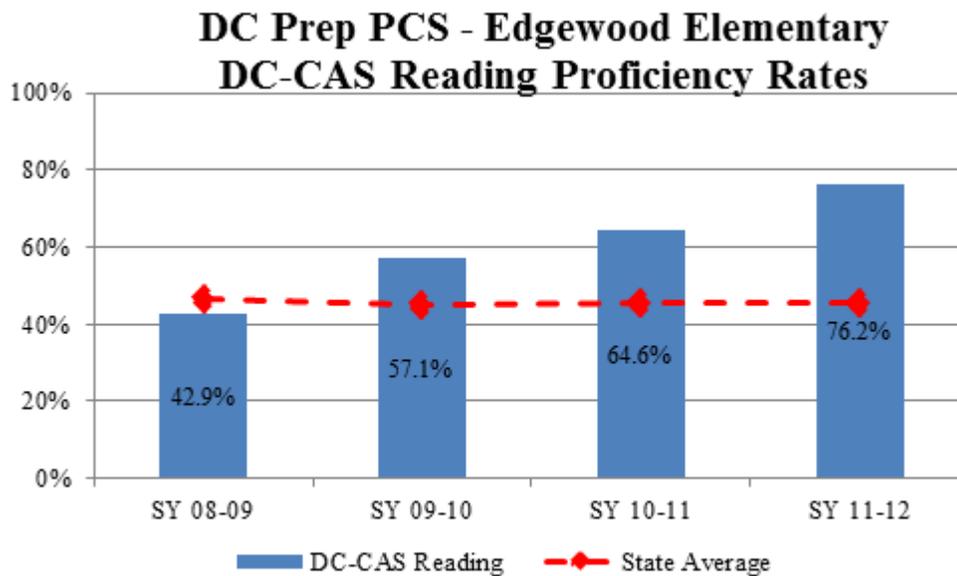
The following charts detail DC Prep PCS' DC-CAS proficiency and growth at the elementary and middle school level. Strong elementary performance positions students to achieve grade-level proficiency by the end of eighth grade.

DC Prep PCS – Edgewood Elementary has performed above the state average in math since 2009-10, with its score increasing each year.



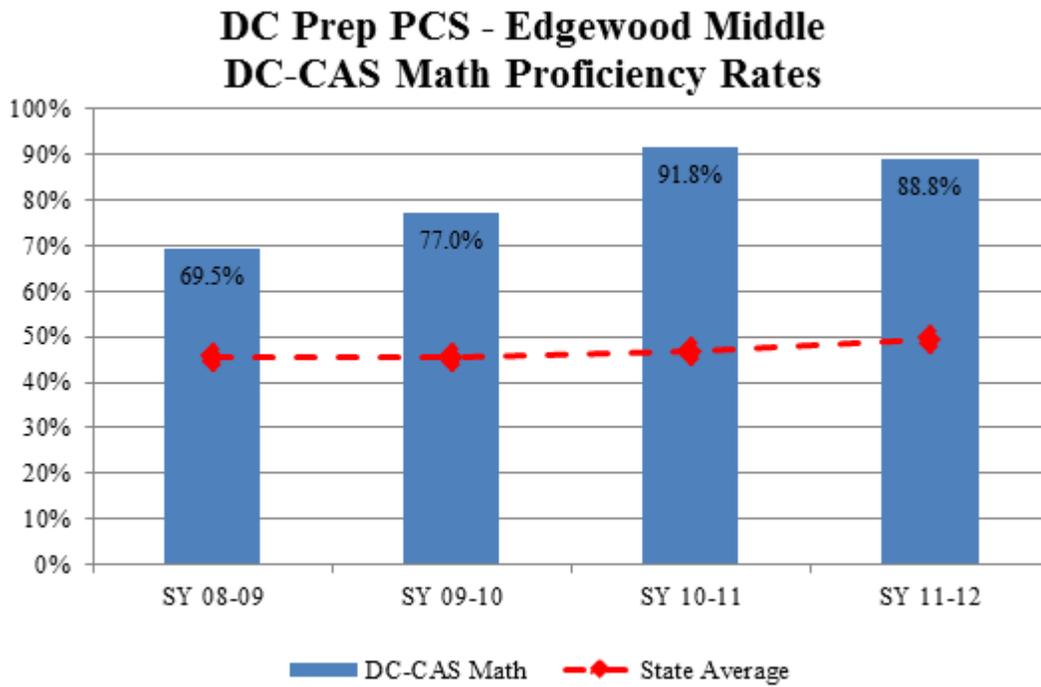
Source: OSSE

DC Prep PCS – Edgewood Elementary has performed above the state average in reading for four of its five years, including each year since 2009-10.



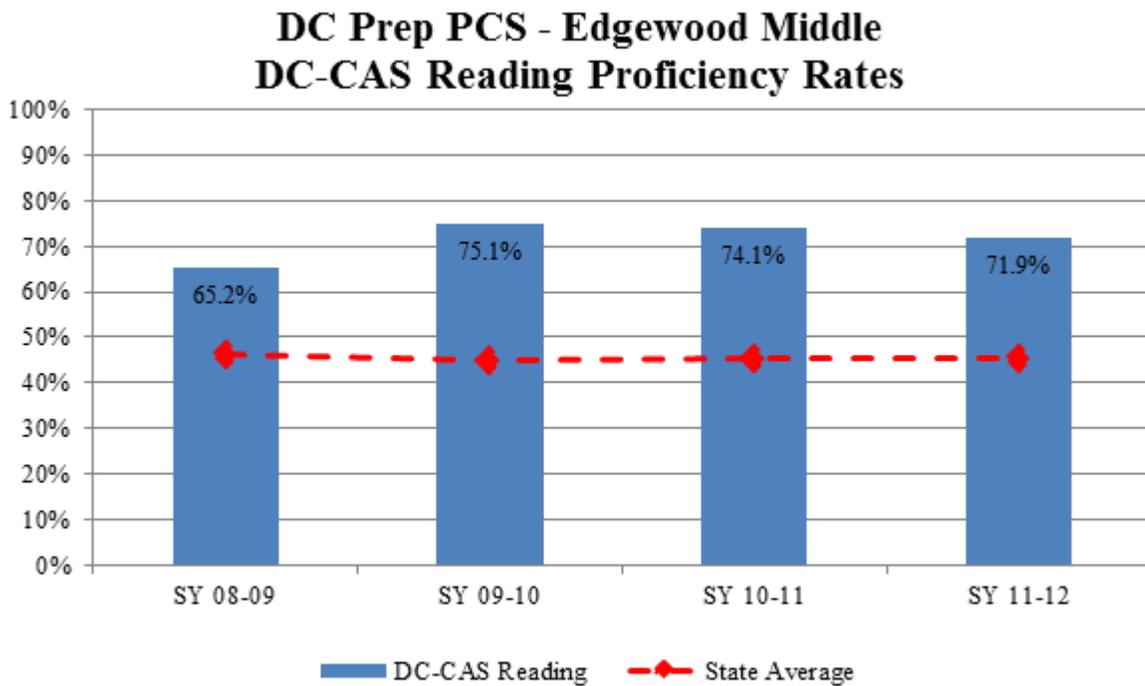
Source: OSSE

DC Prep PCS – Edgewood Middle has performed above the state average in math since 2008.



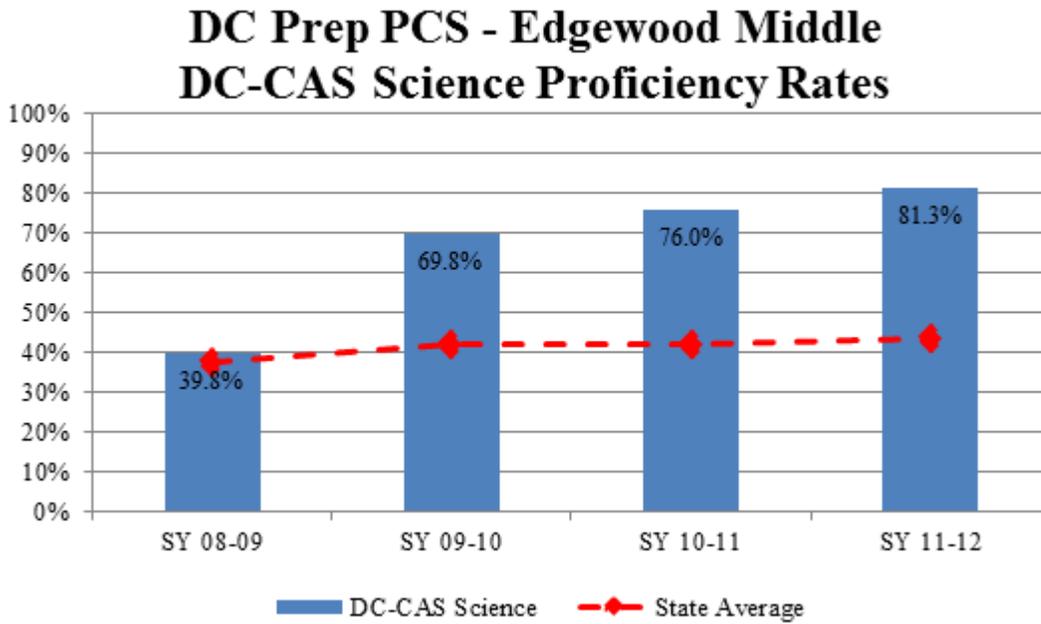
Source: OSSE

DC Prep PCS – Edgewood Middle has performed above the state average in reading since 2008.



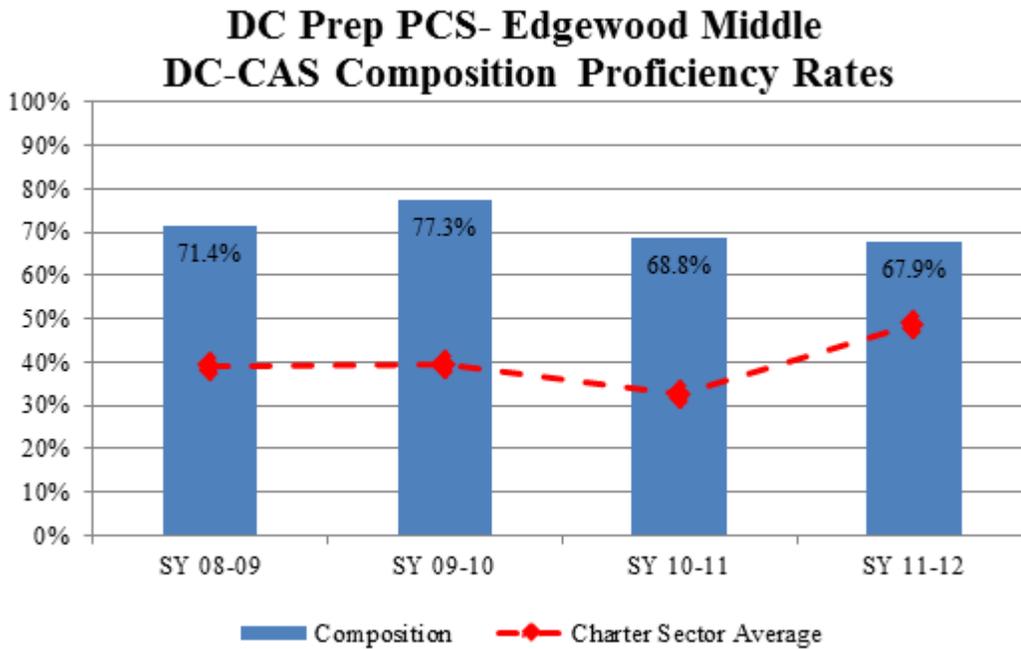
Source: OSSE

DC Prep PCS – Edgewood Middle performed above the charter sector average in science since 2009-10.



Source: OSSE

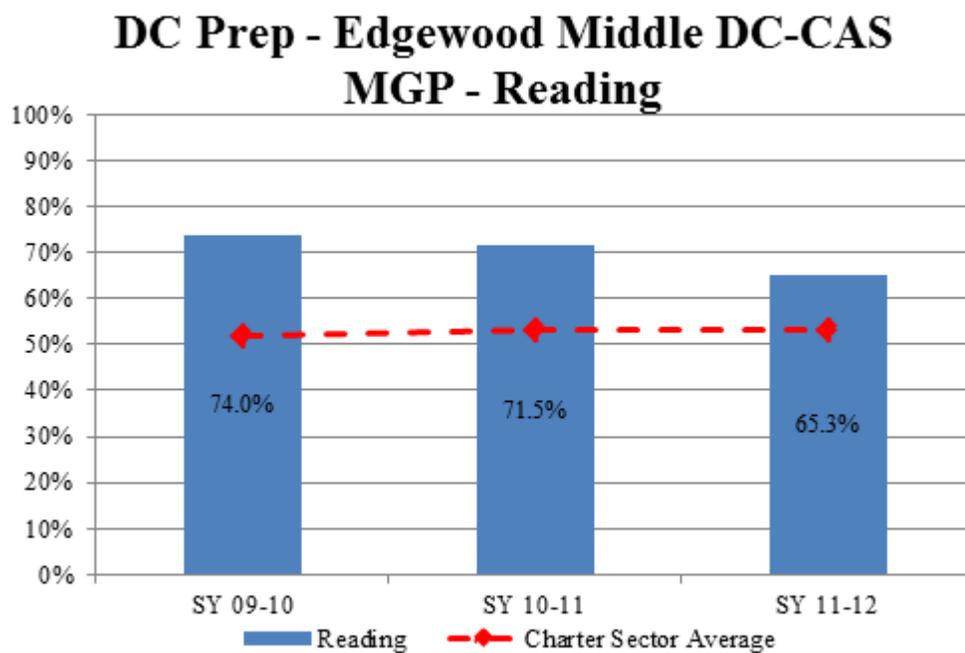
DC Prep PCS – Edgewood Middle has performed above the charter sector average in composition for each of the previous four years.



Source: OSSE

DC Prep PCS – Edgewood Middle School’s Median Growth Percentile (“MGP”) has remained consistent over the past three years, and has remained above the charter sector average for both math and reading.

Source: focusdc.org and PMF



Source: focusdc.org and PMF

Early Childhood Performance

Aside from DC-CAS results, DC Prep PCS set identical early childhood targets for each elementary campus. These targets, and each campus’ achievement on these targets, are detailed in the charts below. Strong early childhood performance positions students to achieve grade-level proficiency by the end of eighth grade. Because each early childhood program sets unique early childhood targets, DC Prep PCS’ early childhood performance cannot be compared against the charter sector average.

<b>DC Prep PCS 2010-11 Early Childhood Targets</b>		
	<b>Benning Elementary</b>	<b>Edgewood Elementary</b>
	<b>Met target?</b>	<b>Met target?</b>
From the fall administration to the spring administration, kindergarten and first-grade students [and at Edgewood Elementary, second- and third-grade students] will increase their percentile score by an average of at least 7 points on the NWEA MAP/MPG. <sup>10</sup>	<b>Yes</b> Average growth of 17.2 percentile points	<b>Yes</b> Average growth of 8 percentile points
From the fall administration to the spring administration, preschool students will either master at least 21 letter identifications or will increase their scores by an average of at least 7 letter identifications on the PALS <sup>11</sup> assessment.	<b>Yes</b> 19% of students achieved average growth of 7.6 letter identifications and 81% of students mastered an average of 25.3 letters identified.	<b>Yes</b> 9.5% of students achieved an average growth of 11.9 letter identifications and 90.5% of students mastered an average of 25.4 letters.
From the fall administration to the spring administration, pre-kindergarten students will either master 24 letter sounds or will increase their scores by an average of at least 7 letter sounds on the PALS assessment.	<b>Yes</b> 41% of students achieved an average growth of 12.2 letter sounds and 57.4% of students mastered an average of 24.9 letter sounds.	<b>Yes</b> 31.9% of students achieved an average growth of 14.1 letter sounds and 66.7% of students mastered an average of 25.5 letter sounds.
By the spring administration, 50% of kindergarten and first-grade students [and at Edgewood Elementary, second- and third-grade students] will score at or above the 40th percentile on the NWEA MAP/MPG.	<b>Yes</b> 60.7% of students scored at or above the 40th percentile.	<b>Yes</b> 58.9% of students scored at or above the 40th percentile.
By the spring administration, 70% of kindergarten and first-grade students [and at Edgewood Elementary, second-grade students] will score at the benchmark level on DIBELS. <sup>12</sup>	<b>Yes</b> 80.4% of students scored at the benchmark level.	<b>Yes</b> 86.1% of students scored at the benchmark level.
Third-grade students will achieve the school’s safe harbor target in reading on the DC-CAS. [Edgewood Elementary only]		<b>Yes</b> 65% of students achieved proficiency in 2011, making the safe harbor target.

<sup>10</sup> Northwest Evaluation Association’s Measure of Academic Progress for Primary Grades.

<sup>11</sup> Phonemic Awareness Literacy Screening.

<sup>12</sup> Dynamic Indicators of Basic Early Literacy Skills.

DC Prep PCS 2011-12 Early Childhood Targets		
	Benning Elementary	Edgewood Elementary
	Met target?	Met target?
Kindergarten through second-grade students [and at Edgewood Elementary, third-grade students] will increase their math percentile score by an average of at least 7 points by the spring administration on the NWEA MAP/MGP.	<b>No</b> Students achieved an average growth of 2.3 percentile points.	<b>No</b> Students achieved an average growth of .10 percentile points.
Pre-kindergarten-3 students will either master at least 21 letter identifications or increase their scores by an average of at least 7 letter identifications by the spring administration of the PALS assessment.	<b>Yes</b> 72.3% of students mastered at least 21 letter identifications and 27.7% of students increased their scores by an average of 14.9 letter identifications.	<b>Yes</b> 77.4% of students mastered at least 21 letter identifications and 22.6% of students increased their scores by an average of 13.4 letter identifications.
Pre-Kindergarten-4 students will either master at least 24 letter sounds or increase their scores by an average of at least 7 letter sounds by the spring administration of the STEP. <sup>13</sup>	<b>Yes</b> 67.7% of students mastered at least 24 letter sounds and 32.3% of students increased their scores by an average of 14.6 letter sounds.	<b>Yes</b> 80.3% of students mastered at least 24 letter sounds and 19.7% of students increased their scores by an average of 15.7 letter sounds.
50% of kindergarten through second-grade [and at Edgewood Elementary, third-grade students] students will score at or above the 40th percentile on the NWEA MAP/MPG.	<b>Yes</b> 54.6% of students scored at or above the 40th percentile.	<b>Yes</b> 67.4% of students scored at or above the 40th percentile.
50% of kindergarten through second grade students will score at or above grade level on the STEP.	<b>Yes</b> 54.6% of students scored at or above the grade level.	<b>Yes</b> 76.1% of students scored at or above grade level.
Third-grade students will achieve DC Prep's safe harbor target in Reading on the DC-CAS [Edgewood Elementary only]		<b>Yes</b> 76.2% of students scored proficient.

### Fifth Year Review Academic Performance

While DC Prep PCS' academic performance has been strong for many years, it should be noted that PCSB issued a "Charter Warning" to the school in 2008 for not meeting some of its academic targets based on the SAT-9.<sup>14</sup> DC Prep PCS gave further context to this performance in a reply letter.<sup>15</sup> The Charter Warning was lifted by the PCSB Board in 2008.

<sup>13</sup> Strategic Teaching and Evaluation of Progress.

<sup>14</sup> See Letter from Thomas Nida, dated January 29, 2008, included in this document as Appendix G, and DC Prep Public Charter School Charter Review Analysis, included in this document as Appendix H.

<sup>15</sup> See Letter from LeRoy Eakin, II, DC Prep PCS Board Chair, and Emily K. Lawson, DC Prep PCS Founder & CEO, dated January 14, 2009, included in this document as Appendix I.

#### 4. Students enroll in academically challenging, college-preparatory high schools.

Assessment: **DC Prep PCS has met this goal.** The school reports that 100% of its students have been accepted at “college preparatory” high schools, which DC Prep PCS defines as “a school in which the expectations, culture, and academic rigor create a college-going environment.”<sup>16</sup> A majority of these students are accepted into “selective” high schools, which DC Prep PCS defines as a school where students must apply to and earn admission, and includes magnet, independent and parochial schools.

DC Prep PCS executes an intensive high school placement and alumni support program named “PrepNext” to assist its students. As part of PrepNext, the school supports its students in applying to college preparatory high schools as detailed in the table below.

<b>Time</b>	<b>Event</b>
Middle of seventh-grade school year	DC Prep PCS’ alumni support team meets with each student and his/her family on an individual basis to discuss the high school selection process, and to support the student in selecting a high school that is a good fit for him/her.
Summer before eighth grade	Rising DC Prep PCS eighth graders attend a weeklong program at the school, during which they learn techniques for writing a high school application, participate in a mock interview day, and prepare for the Secondary School Admission Test, which some selective admission high schools require applicants to take.
End of eighth-grade school year	Students participate in a weeklong high school prep seminar, during which they learn how to self-advocate in a high school setting, as well as homework and study skills.
Summer before ninth grade	The DC Prep PCS alumni team holds another meeting with each student and his/her family during the summer before the student begins high school. In this meeting, the alumni team and family members assist the student in planning some of his/her high school schedule (to ensure that upon graduation the student is prepared to enter college), as well as discuss the DC Prep PCS’ alumnus’ goals and plan for their first year of high school.

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<sup>16</sup> See DC Prep PCS submission regarding DC Prep PCS alumni high school acceptance, included in this document as Attachment J.

Based on this intensive support service, DC Prep PCS reports that 100% of its graduates have been accepted at college preparatory high schools, with the majority of these students accepted into selective, application-driven, high schools. Yearly rates of DC Prep PCS alumni accepted into selective high schools (magnet, independent, and parochial schools) are detailed in the table below.

<b>DC Prep PCS 8th Grade Graduation Year</b>	<b>% of Students accepted into selective high schools</b>
2013	68% (27 of 40 students)
2012	85% (22 of 26 students)
2011	69% (18 of 26 students)
2010	50% (15 of 30 students)
2009	56% (19 of 34 students)
2008	62% (23 of 37 students)
2007	55% (21 of 38 students)

A selection of the schools where DC Prep PCS alumni attend high school is detailed below.

Archbishop Carroll High School  
 Banneker Academic High School  
 Bishop McNamara High School  
 Blue Ridge School  
 Bullis School  
 Capital City PCS  
 Cesar Chavez PCS  
 Christchurch School (VA)  
 DeMatha Catholic High School  
 Don Bosco Cristo Rey High School  
 Duke Ellington School of the Arts  
 Edmund Burke  
 Elizabeth Seton High School  
 E.L. Haynes PCS  
 Foxcroft  
 The Field School  
 Georgetown Visitation

Gonzaga College High School  
 Hebron Academy (ME)  
 Holton-Arms School  
 The Hun School  
 Landon School  
 Kent's Hill School (ME)  
 KIPP College Prep  
 McKinley Technology High School  
 Mercersburg Academy (PA)  
 National Collegiate Academy PCS  
 Nora School  
 Oldfields School  
 Phelps High School  
 Phillips Academy Andover (MA)  
 Potomac School  
 Proctor Academy (NH)  
 Sandy Spring Friends

School Without Walls  
 Sidwell Friends School  
 Solebury School (PA)  
 St. Albans School  
 St. James (MD)  
 St. Margaret's (VA)  
 Strath Haven (PA)  
 Stone Ridge School of the Sacred Heart  
 Stuart Hall School (VA)  
 Thurgood Marshall PCS  
 Washington Latin PCS  
 Washington Math Science Tech PCS  
 Webb School (TN)  
 Western Reserve Academy (OH)  
 White Mountain School (NH)  
 Wilson High School Finance Academy  
 Woodberry Forest (VA)

**5. The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.**

Assessment: DC Prep PCS has met this goal.

DC Prep PCS has assisted in the success of many other DC charter schools, as well as non-charter public schools, through its sharing of its best practices. A selection of some methods by which DC Prep PCS has improved education in DC is detailed in the table below.<sup>17</sup>

<b>Year</b>	<b>Organization(s) that DC Prep PCS Collaborated With</b>	<b>Description</b>
2013	Leading Educators	- DC Prep PCS CEO assisted this group as it prepared to launch a program in DC to bring together high-potential DCPS and charter teachers
2012-13	DCPS Teacher Effectiveness Group	- Hosted DCPS Teacher Effectiveness team for two day-long site visits - Share DC Prep PCS master schedule, evaluation rubrics, recruitment tools, and professional development materials
2012-13	Ingenuity Prep PCS	- Shared teacher evaluation rubrics, teacher recruitment and onboarding documents, and other materials - DC Prep PCS Board Chair participated in Ingenuity Prep PCS' Board of Directors retreat
2012-13	Rocketship PCS	- Shared financial models and community engagement strategies
2012-13	The New Teacher Project	- DC Prep PCS entered into a multi-year video collaboration partnership to show case best practices in teaching techniques
2011-13	OSSE, Tree of Life PCS, Excel PCS	- Served as lead LEA on OSSE Race to the Top Instructional Improvement Systems competitive grant - Led the creation of an organizational online data dashboard to be customized for all LEAs in the consortium
2011-12	Yu Ying PCS	- Shared operations and human resource templates and processes
2008-13	KIPP DC PCS, Cesar Chavez PCS, Achievement Prep PCS, Washington Latin PCS, Paul PCS, Maya Angelou PCS	- Hosted half- and day-long site visits for these charter school leaders, who met with DC Prep PCS school leaders
2011	CityBridge Foundation, FOCUS, and Charter Board Partners	- Hosted 30 educators, philanthropists, and foundation representatives
2011	CityBridge Foundation and Banyan Tree Foundation	- Hosted a group of participants, sharing the DC Prep PCS human capital methodologies
2010-13	FOCUS	- DC Prep PCS administrators and teachers have presented annually at FOCUS' DC Data Summit
2008-09	Philanthropy Roundtable	- DC Prep PCS Founder participated in roundtable about charter school best practices

<sup>17</sup> See DC Prep PCS memorandum, included in this document as Appendix K.

**6. DC Prep alumni graduate from academically challenging high schools and attend college.**

**Assessment: DC Prep PCS has met this goal.**

DC Prep PCS’ PrepNext program supports students throughout high school, and as they apply to college. The school remains in contact with students throughout high school, and assists them with academic tutoring and social support as needed. The school offers a twice-weekly study hall, with dinner for its alumni. The school reports that on average, 30 alumni attend these sessions.

Additionally, the school organizes a college application day every year on Veteran’s Day, through which all alumni are invited to learn about the college application process and receive one-on-one assistance with completing college applications.

Two years ago, the school began offering an intensive, opt-in college preparatory program called PrepHEd (“Prep for Higher Education”) for DC Prep PCS alumni entering their junior year of high school. Through this program, alumni prepare for the ACT , receive 4 hours of tutoring a week, learn about the college application process, and visit perspective colleges. 18 rising juniors are expected to participate in PrepHEd in the coming academic year.

Two classes of DC Prep PCS alumni have graduated from high school, with another graduating this year. DC Prep PCS has followed their progress, and reports that the overwhelming majority of them have earned a high school diploma, with many of them attending college, as detailed in the table below.<sup>18</sup>

<b>DC Prep PCS Alumni in High School and College</b>							
<b># of DC Prep PCS Alumni in Cohort</b>	<b>Did not graduate high school</b>	<b>Currently enrolled in high school</b>	<b>Earned GED</b>	<b>Status Unknown</b>	<b>Graduated High School</b>	<b>Accepted into College</b>	<b>Currently Enrolled in Postsecondary Education Program<sup>19</sup></b>
35 alumni entered high school in 2007	1	-	-	1	33	32	17
37 alumni entered high school in 2008	-	5	1	0	31	31	20
34 alumni entered high school in 2009		34			-	27 (with some applications pending)	-

<sup>18</sup> See DC Prep PCS submission regarding college acceptance rates; “High School Status” report; and “Enrolled Students by Year in School” report, included in this document as appendices L, M, and N.

<sup>19</sup> Alumni enrolled in full-time or part-time two-year or four-year degree program.

## **COMPLIANCE WITH APPLICABLE LAWS**

The SRA provides that PCSB shall not approve a charter renewal application if it determines that the school has committed a material violation of applicable laws.<sup>20</sup> The SRA contains a non-exhaustive list of applicable laws, and PCSB also monitors charter schools for compliance with additional laws. The following section identifies these laws and includes a determination of whether DC Prep PCS has consistently complied with these laws over the past ten years.

### **General Laws**

In its five-year review, DC Prep PCS was in full compliance with all laws monitored by PCSB.<sup>21</sup> Since that time, PCSB has found DC Prep PCS to consistently be in full compliance with all applicable laws.

### **Health and Safety**

The SRA requires schools to maintain the health and safety of its students.<sup>22</sup> To ensure that schools adhere with this clause, PCSB monitors schools for various health and safety indicators, including but not limited to, whether schools have qualified staff members that can administer medications, that schools conduct background checks for all school employees and volunteers, and that schools have a “School Emergency Response Plan” in place and conduct emergency drills as required by the District of Columbia Fire Department. DC Prep PCS has been in full compliance with all health and safety laws.

### **Discipline**

PCSB reviews school disciplinary policies to ensure that they afford students due process<sup>23</sup> and that students and parents are made aware of these due process safeguards. Over the past five years, DC Prep PCS has had disciplinary policies that ensure students' due process, and has communicated those policies to students and parents.

### **Enrollment and Attendance**

The SRA requires that schools have a fair and open enrollment process that randomly selects applicants and does not discriminate against students. PCSB requires that schools announce a cutoff date for enrollment. DC Prep PCS has been in full compliance with enrollment and attendance requirements.

### **Maintenance and Dissemination of Student Records**

The Family Educational Rights and Privacy Act requires that schools properly maintain and disseminate student records.<sup>24</sup> DC Prep PCS has been in compliance with these requirements over the past five years.

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<sup>20</sup> SRA § 38.1802.12 (c)(2).

<sup>21</sup> See Appendix H.

<sup>22</sup> SRA § 38.1802.04 (c)(4)(A).

<sup>23</sup> As required by *Goss v. Lopez*, 419 U.S. 565 (1975).

<sup>24</sup> 20 U.S.C. § 1232g.

### Title I of the Elementary and Secondary Education Act

Because DC Prep PCS receives Title I funds, it is required to adhere to a number of requirements under the Elementary and Secondary Education Act (“ESEA”), including hiring “Highly Qualified Teachers” and communicating certain information to parents about its participation in No Child Left Behind (“NCLB”) program.<sup>25</sup> DC Prep PCS is in full compliance with these requirements.

### Civil Rights Statutes and Regulations

Charter schools must comply with all applicable local and federal civil rights statutes.<sup>26</sup> There is no indication that DC Prep PCS has violated any civil rights statutes.

### Governance

The SRA requires that a school's board of trustees have an odd number of members, not exceeding fifteen, two of which must be parents of students currently attending the school. A majority of the board must be District of Columbia residents.<sup>27</sup> DC Prep PCS has been fully compliant with these requirements over the past five years.

### **Special Education Laws**

Charter Schools are required to comply with Subchapter B of the Individuals with Disabilities Education Act<sup>28</sup> and Section 504 of the Rehabilitation Act of 1973.<sup>29</sup> In 2012, PCSB conducted a desktop audit of six special education indicators to assess DC Prep PCS’ compliance with these laws and the educational progress of its special education students.<sup>30</sup> The results of this audit are detailed below.

### Academic Performance of DC Prep PCS Special Education Students

Federal special education laws are in place, among other reasons, to ensure that schools adequately assist students with disabilities in making academic progress. As part of the special education desktop audit, PCSB reviews how schools’ students with disabilities performed on the DC-CAS.

### DC Prep PCS – Benning Elementary

There is no DC CAS testing data available for the DC Prep PCS – Benning Elementary campus.

### Edgewood Elementary

In 2010, DC Prep PCS – Edgewood Elementary students with disabilities scored 30% proficient in reading, 13% above the state average for students with disabilities. In the same year, its students with

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<sup>25</sup> 20 U.S.C. § 6300, *et. seq.*

<sup>26</sup> SRA § 38-1802.02 (11). This includes the Age Discrimination Act of 1985, the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, part B of the Individuals with Disabilities Act of 1990.

<sup>27</sup> SRA § 38-1802.05 (a).

<sup>28</sup> 20 USC §1413(a)(5).

<sup>29</sup> 20 USC §794.

<sup>30</sup> See DC Prep PCS – Online Desktop Audit, attached to this document as Appendix O.

disabilities scored 20% proficient in math, 1% above the state average for students with disabilities. In that year, the academic achievement gap between the school's students with disabilities and its general population was 27% in reading, and 34% in math. In 2011 and 2012, there were not enough students with disabilities to constitute a subgroup for DC-CAS testing.

#### DC Prep PCS – Edgewood Middle

From 2010 to 2012, the reading proficiency rates for DC Prep PCS – Edgewood Middle students with disabilities declined from 38% to 26%. However, in 2012, this rate was 9% above the state reading proficiency rates for students with disabilities. In 2012, there was an achievement gap of 46% between its students with disabilities and the school's general population.

From 2010 to 2012, the math proficiency rates for DC Prep PCS – Edgewood Middle students with disabilities increased from 51% to 62%, 42% higher than the state math proficiency rate for students with disabilities in 2012. In 2012, there was an achievement gap of 27% between its students with disabilities and the school's general population.

#### Compliance Review of by OSSE

As part of the desktop audit, PCSB examines special education compliance and monitoring documentation prepared by the District of Columbia Office of the State Superintendent of Education (“OSSE”). OSSE reports provide a comprehensive overview of the entire LEA, not campus-specific information. On OSSE's Performance Determination report from 2010, DC Prep PCS was 90% compliant with its special education requirements, with OSSE noting that the school “Meets Requirement” in fulfilling all applicable federal and local special education regulations.<sup>31</sup>

### **Financial Laws**

#### Procurement Contracts

SRA §38-1802.04(c)(1) requires DC charter schools to utilize a competitive bidding process for any procurement contract \$25,000 or more, and within three days of awarding such a contract, to submit to PCSB all bids received, the contractor selected, and the rationale for which contractor was selected. To ensure compliance with this law, PCSB requires schools to submit a Determinations and Findings form to detail any qualifying procurement contract entered into.

DC Prep PCS submitted all required Determination and Findings forms during the previous five years and has remained in compliance with the SRA contracting provision.

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<sup>31</sup> See 2010 OSSE report, attached to this document as Appendix P. OSSE uses the same determination levels as the United States Department of Education: (1) meets requirements; (2) needs assistance; (3) needs intervention; or (4) needs substantial intervention.

### Timely Audits

The SRA requires schools to submit to PCSB an annual financial audit conducted by an independent certified public accountant or accounting firm.<sup>32</sup> Over the past four years, DC Prep PCS has submitted all financial audits in a timely manner.

### Submission of Information about Donors and Grantors

The SRA requires schools to submit to PCSB an annual list of all donors and grantors that have contributed monetary or in-kind donations having a value equal to or exceeding \$500.<sup>33</sup> DC Prep PCS has fulfilled this requirement by reporting this information in its annual reports.

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<sup>32</sup> SRA §38-1802.04(c)(11)(ix).

<sup>33</sup> SRA §38-1802.04(c)(11)(xi).

## FISCAL MANAGEMENT AND ECONOMIC VIABILITY

The SRA 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.

As part of the review process, PCSB has reviewed DC Prep PCS's financial record regarding these areas.

### Adherence to Accounting Principles

DC Prep PCS has consistently adhered to generally accepted accounting principles, as established by the Financial Accounting Standards Board.

### Fiscal Management

Per its audited financial statements, DC Prep PCS has not engaged in fiscal mismanagement. The school's audit reports reflect sound accounting and internal controls, and no instances of non-compliance that are required to be reported per the U.S. Government Accountability Office's Auditing Standards. The school has consistently submitted all necessary financial documents to PCSB in a timely manner.

### Economic Viability

A review of annual audits indicates DC Prep PCS is economically viable.<sup>34</sup> One indicator of economic viability is a positive year-end annualized net income.<sup>2</sup> DC Prep PCS produced positive net income results in each of the past five audited financial periods. The school reported a \$2.1 million net income result in financial period ended June 30, 2012, which exceeded the \$1.9 million net income result in the prior financial period. Total net asset reserve is another indicator of economic viability PCSB recommends that schools accrue net asset reserves equal to three to six months of operational expenditures. As a result of the continued positive net income results, DC Prep PCS' total net asset reserves increased from \$5.2 million in FY2008 to \$11.3 million in FY2012. In FY2012, DC Prep PCS' total net asset reserves equals approximately 8.1 months of expenditures with monthly expenditures averaging about \$1.4 million.

Fiscal Period	2008	2009	2010	2011	2012
Net Income <sup>35</sup>	\$610,716	\$1,061,940	\$978,664	\$1,917,280	\$2,124,996
Net Asset Reserves	\$5,189,137	\$6,251,077	\$7,229,741	\$9,147,021	\$11,272,017

<sup>34</sup> See DC Prep PCS 5-Year Balance Sheet Analysis, included in this document as Appendix Q.

<sup>35</sup> Net Income represents the change in Net Assets after unrealized loss on interest rate swap and loss on pledge.

A school's net working capital<sup>36</sup> and liquidity ratio<sup>37</sup> are indicators of short-term economic viability. Sufficient net working capital allows a school to meet immediate financial obligations. The table below details DC Prep PCS' net working capital over the past five years, which sufficiently allowed the school to manage its short-term financial obligations successfully. The school's net working capital nearly tripled during the past five financial periods. In FY2012, DC Prep PCS' net working capital stood at \$6.5 million compared with \$2.3 million in FY2008.

A liquidity ratio greater than one also points to a school's ability to satisfy its immediate financial obligations. Since FY2008, DC Prep PCS' liquidity ratio has been above three, which indicates the school's ability to meet its short-term financial obligations. DC Prep PCS' liquidity ratio increased from 3.74 in FY2008 to 4.86 in FY2012. DC Prep PCS' net working capital and liquidity ratio trends can be observed in the below table:

Fiscal Period	2008	2009	2010	2011	2012
Net working capital	\$2,323,336	\$3,172,032	\$4,775,993	\$5,006,627	\$6,505,505
Liquidity ratio	3.74	3.65	4.26	4.18	4.86

DC Prep PCS makes spending decisions appropriate for managing education programs. The following chart highlights DC Prep PCS' average expenditures as a percentage of revenues from FY2008 to FY2012.<sup>38</sup> From FY2008 to FY2012, DC Prep PCS' personnel expenses averaged approximately 57% of annual revenue, which were followed by general and office costs at 13% and occupancy expenses at 12%. Program service costs and general and office costs are in line with comparable industry amounts and PCSB financial metrics for general education charter schools.

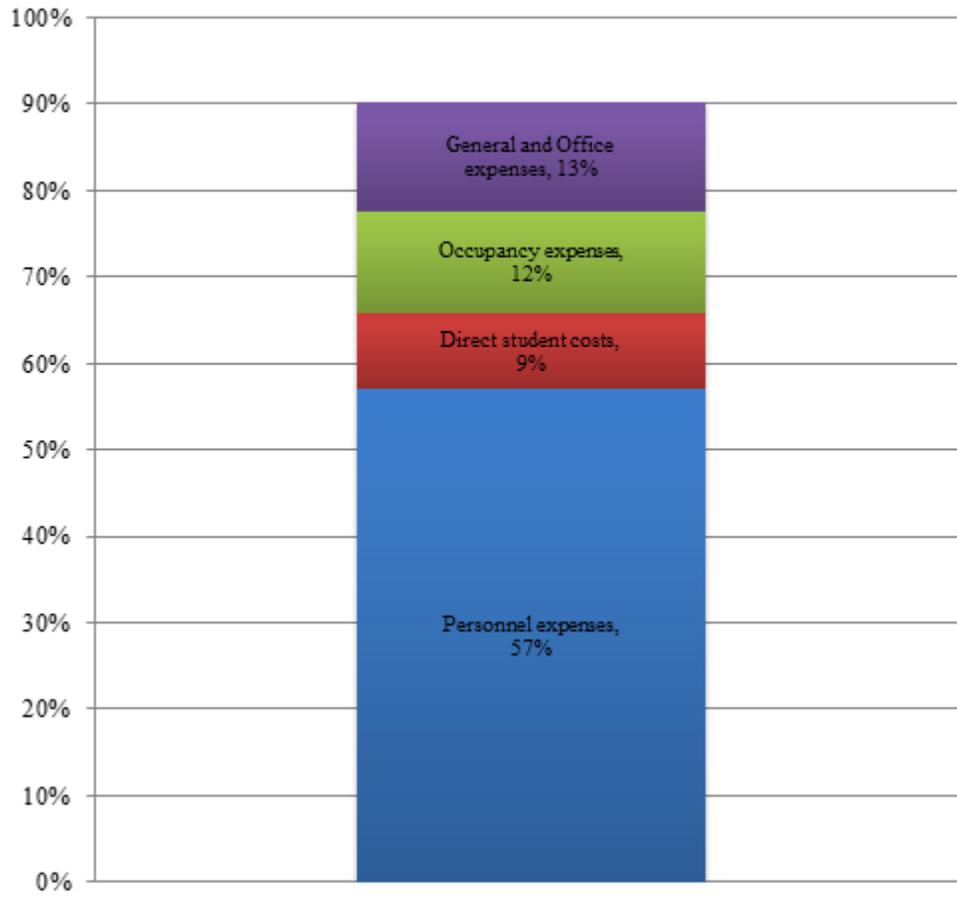
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<sup>36</sup> To calculate net working capital, subtract current liabilities from current assets.

<sup>37</sup> To calculate a liquidity ratio, divide current assets by current liabilities.

<sup>38</sup> Note that the chart on expenditures as a percentage of revenues does not equal 100% because revenues exceeded expenditures, on average, from FY2008 to FY2012.

**DC Prep PCS: Expenditures as % of Revenues  
(FY2008 - FY2012 averages)<sup>38</sup>**



# **Appendix F**

## **PMF as Goals Policy**

POLICY TITLE:	Elect to Adopt the Performance Management Framework as Charter Goals
ADOPTION/EFFECTIVE DATE	Adopted: February 25, 2013 Updated: May 19, 2014  Updated: November 17, 2014 Updated: November 16, 2015 Updated: March 20, 2017 Updated: September 18, 2017

**PURPOSE of this Revision**

The revision to this policy corrects one word in the grandfather clause of the Elect to Adopt the Performance Management Framework ("PMF") as Charter Goals policy. DCPCSB staff included a grandfather clause in the revisions to this policy specifically for schools undergoing review or renewal in school year ("SY") 2017-18 or SY 2018-19. One of the terms for these schools to be deemed as fully meeting the charter goals and academic achievement expectations currently states that schools must have "met all early childhood PMF **targets** in SY2013-14". This language should read that schools must have "met all early childhood PMF **floors** in SY2013-14". The corresponding footnote likewise changes from targets to floors.

**ELECT PMF AS GOALS POLICY**

Schools may choose to replace their charter goals and student academic achievement expectations with the Performance Management Framework(s), as amended over time, for the grade levels they serve. Upon a school's request, the below review and renewal language and improvement clause will be added to its charter as an amendment, which will be approved by DC PCSB's Board. For specific information related to the timing of charter goals amendments, please refer to our Policy for Charter Amendments and Revised Goals and Academic Achievement Expectations.

The goals and student achievement expectations for students attending a given public charter school will be updated from those currently detailed in its charter, or subsequently created accountability plans, and replaced with the Early Childhood/Elementary/Middle School ("PK-8"), high school ("HS"), and/or adult education ("AE"), PMFs. Any updates to the PMF(s), including changes in state assessments, performance indicators, floors, targets, and formulas will be automatically updated and accepted by the school without requiring a charter amendment as long as the PMF was updated through a fair and transparent process involving a task force that comprises school leaders, charter advocates, and DC PCSB staff and was officially adopted by DC PCSB's Board of Trustees in a public vote. Charter schools with mission-specific goals, non-academic goals, and/or goals relating to achievement gaps or subgroup performance are encouraged to include these as supplemental goals and academic achievement expectations. Wherever possible these

should be measurable and feasible to assess objectively.

Upon adoption, the new PMF-based goals will be used to evaluate a school's performance for the years beginning with the year the PMF was formally adopted by the Board. The Board formally adopted the ES/MS PMF for schools serving grades 3-8, or a subset thereof, (now PK-8) and the HS PMF in school year 2010-11. The Board formally adopted the EC PMF (now included in the PK-8 PMF) and the adult education PMF in school year 2013-14. Through the 2017-2018 review cycles PCSB will provide flexibility in the use of the 2014-15 Partnership for Assessment of Readiness for College and Careers ("PARCC") scores in calculating a school's PMF score as indicated below. However, PCSB will continue to use the non-PARCC-related PMF measures (e.g. attendance, re-enrollment, SAT, CLASS) as well as prior year DCCAS results to determine school performance during a charter review and renewal.

PCSB will not score or tier the PK-8 or HS PMF for the 2014-15 PMF. The school's performance on each measure will be displayed separately without percentages of total points.

#### **Fifth-Year Charter Review**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF<sup>1</sup> as goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its fifth-year charter review, the school's average PMF score for the first four years must be equal to or exceed 40%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

#### **Tenth-Year Charter Review**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF<sup>1</sup> as its goals and student academic achievement expectations to be considered as having met its goals and student academic achievement expectations at its tenth-year charter review, the school will need to have earned an average PMF score since the previous review equal to or exceeding 45%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

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<sup>1</sup> See table at end of policy for which PMFs are applicable to this policy since school year 2010-11.

## **Charter Renewal and Every Review Thereafter**

In order for a school serving grades prekindergarten through 12, or any subset thereof, that has adopted the PMF as its goals and student academic achievement expectations to be considered as having met its goals and student achievement expectations at its 15-year charter renewal and every review thereafter, a school will need to have earned an average PMF score since the previous review equal to or exceeding 50%.

Improvement Provision: In cases where a school has not achieved the above threshold, the DC PCSB Board may, at its discretion, determine that a school has met its goals and student achievement expectations if the School Corporation has demonstrated consistent improvement on overall PMF's scores over the five-year period. In exercising its discretion, the DC PCSB Board shall also consider the strength of un-tiered measures.

If there is a conflict between the terms in the Hold Harmless section and existing charter agreements, the existing charter agreement terms will supersede the Hold Harmless section of the Elect the PMF as Goals Policy.

### *Tier 3 PMF Results*

As stated in the 2016-17 PMF Policy & Technical Guide, a school with a Tier 3 PMF result that meets one or more of the below criteria may be subject to a high-stakes review to determine whether the school's charter should be revoked pursuant to the School Reform Act (SRA).

- PK-8 or HS PMF score of 20.0% or lower in the most recent year.
- PK-8 or HS PMF score that is a 5.0% decrease or greater within Tier 3 from one year to the next.
- Adult Education PMF score in which the school earns an N/A or 35.0% or less of the possible points in three or more indicators.
- Any school performing in Tier 3 for any three of the previous five years.

### *Additional Review Outside of 5-year Cycle*

DC PCSB may, as permitted by law,<sup>2</sup> elect at any time to conduct an "out-of-cycle" review – that is, outside of the reviews that occur every five years. Out-of-cycle reviews may be due to a school's Tier 3 status, or because a school is identified as low-performing by the Office of the State Superintendent of Education ("OSSE") under ESSA, or for other reasons of poor performance or non-compliance. When conducting such a review, DC PCSB will conduct an "out of cycle" charter review using the last five years of the school's data to determine if the school is meeting its charter goals under this policy. If a school is reviewed out-of-cycle, DC PCSB will evaluate the school according to the most recent review standard. For example, if a school is in its 7<sup>th</sup> year of operation, DC PCSB would conduct a review using the previous five years of data to determine if it is meeting the five-year review standard. If a school is in its 12<sup>th</sup> year of operation, DC PCSB would

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<sup>2</sup> D.C. Official Code § 38-1802.12(a)(3) states that "An eligible chartering authority that grants or renews a charter ...shall review the charter at least once every 5 years..." Thus DC PCSB may review a charter more than once within a 5 year cycle.

conduct a review using the previous five years of data to determine if it is meeting the ten-year review standard.

#### *New Campuses of Existing LEAS/Campuses with Multiple PMF Frameworks*

If existing LEAs open new campuses between charter review cycles, their new campuses must have at least two years of PMF scores prior to the next review to be evaluated on their student academic achievement expectations.

In the case that new campuses have three years of PMF scores, new campuses will be evaluated based on the LEA's standard for review. For example, if a 10-year old LEA has a new campus that has three years of PMF scores, that new campus will have to meet the 10-year review standard. New campuses with only one year of a PMF score will not have their score included in the upcoming review. At charter review or charter renewal, continuance or closure/revocation decisions applied to the LEA's existing campuses will also be applied to the new campus whose scores were not included in the review or renewal analysis because only one score was available.

In the case that new campuses or a campus with a new framework (such as a middle school that is growing to grade 12) only has two years of PMF scores prior to the next review, those new campuses or the newest grades that use a different PMF framework (in the case of expanding schools) will be held to the 5-year review standard.<sup>3</sup> At the following review, the new campuses and new frameworks would have to meet the LEA's standard for review. For example, if a 10-year old charter middle school grows to serve through grade 12, and only has two high school PMF scores at the time of its 10-year review, DC PCSB would evaluate grades 6 through 8 using the ten-year review standard, and grades 9 through 11 using the 5-year review standard. At the LEA's 15-year charter renewal, all grades would be held to the 15-year charter renewal standard.

#### *Grandfather Clause for Schools Undergoing Review or Renewal in SY 2017-18 and SY 2018-19*

For campuses that transitioned to a new PMF framework after SY 2013-14 (those that were previously on the Early Childhood PMF framework and are now on the PK-8 PMF framework) that are undergoing review or renewal in SY 2017-18, the campuses' standard for review or renewal is as follows:

In order to be deemed as having fully met<sup>4</sup> the charter goals and academic achievement expectations, the campus will need to have:

- Met all Early Childhood PMF floors in SY 2013-14; and
- Obtain an average score of 40% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for five-year

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<sup>4</sup> DC PCSB will determine a school to have substantially met their goals if they meet the PMF percentage average for their review cycle but missed no more than a quarter of their EC PMF floors in SY 2013-14. DC PCSB will determine a school to have partially met its goals if it meets the percentage average for their review cycle but missed no more than half of their EC PMF floors in 2013-14.

- review schools; OR
- Obtain an average score of 45% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for ten-year review schools; OR
  - Obtain an average score of 50% of the possible PMF points for SY 2015-16, SY 2016-17, and SY 2017-18 (for SY 2018-19 reviews and renewals) for fifteen-year charter renewal schools and all subsequent reviews/renewals.
  - SY 2012-13 Early Childhood PMF pilot and SY 2012-13 Accountability Plan results will be displayed but not included in the analysis of whether or not schools met their charter goals and academic achievement expectations.

Board Approval Acknowledged by:



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Darren Woodruff  
DC PCSB Board Chair

# **Appendix G**

## **QSR Reports**



December 8, 2016

Le Roy (Terry) Eakin III, Board Chair  
DC Prep- Benning Elementary School  
100 41st Street, NE  
Washington, DC 20019

Dear Mr. Eakin:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of DC Prep PCS-Benning Elementary School between October 17, 2016 and October 28, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep PCS-Benning Elementary School.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: Maura Englender, Principal

## Qualitative Site Review Report

**Date:** December 8, 2016

### **Campus Information**

**Campus Name:** DC Prep PCS- Benning Elementary

**Ward:** 7

**Grade levels:** PK3- 3

### **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Two-week window:** October 17, 2016 - October 28, 2016

**QSR team members:** 2 DC PCSB staff, 2 consultants, ELL specialist, SPED specialist

**Number of observations:** 34

**Total enrollment:** 449

**Students with Disabilities enrollment:** 33

**English Language Learners enrollment:** <10

**In-seat attendance on the days the QSR team conducted observations:**

**Visit 1:** October 19, 2016- 96.2%

**Visit 2:** October 20, 2016- 95.6%

**Visit 3:** October 24, 2016- 92.9%

**Visit 4:** October 25, 2016- 95.3%

### **Summary**

DC Prep Public Charter School's mission is

to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

School leadership explained that the LEA aims to support teachers to develop the skills and cultivate the tools needed to create a rich learning environment where the heavy lift is on the students, where Prep Skills are embedded in instruction, and where strong teacher presence creates positive classroom momentum.

DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called Prep Sessions where students receive reading or math intervention tailored to their individual needs. The QSR team observed intervention sessions during the two-week window at DC Prep PCS - Benning Elementary and saw students engaged in re-teaching lessons. The intervention teachers explained to students they were working in small groups to improve their exit ticket scores from previous lessons.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 82% of observations as distinguished or proficient in the Classroom

Environment domain. Students demonstrated an understanding of clear and consistent classroom procedures. Talk between students and teachers was respectful and warm in a majority of observations. The QSR team scored 76% of observations as distinguished or proficient in the Instruction domain. Teachers communicated lesson content and expectations for learning clearly and effectively. Students had opportunities to talk to one another about their learning and most activities successfully engaged students in the lesson.

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three- year strategic plan, governance matters, social and mental health support in schools, and participation rates of employees in DC Prep's 403(b) retirement plan.

### Specialized Instruction for Students with Disabilities

Prior to the two-week observation window, DC Prep PCS – Benning Elementary provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire.

- The school described the collaborative process between general educators and special educators. Special education teachers co-teach high-leverage blocks (ELA and Math grade-level focus lesson) with general educators, and they work with the teaching team to adapt instructional materials and implement supports for students with disabilities. The special education specialist saw at least two adults in all high-leveraged blocks use a variety of co-teaching models. In some classrooms the general and special educator each led small groups. Instruction appeared parallel in terms of content, however the special educator consistently provided self-management strategies including repetition, redirection and verbal reminders about classroom expectations that effectively kept students on task.
- The school explained that teachers analyze daily exit tickets, formative assessments, and anecdotal data, all of which is discussed at co-teaching meetings to determine the progress of students with disabilities. The special education specialist saw examples of ongoing assessment including formative assessments, teacher conferences, and end-of-class exit tickets. Questions on the exit tickets corresponded to the objective posted, and all students responded in most observations. In two out of six observations behavior challenges prevented the teachers from completing the exit ticket at the end of class.

### Instruction for English Language Learners

DC Prep PCS- Benning Elementary submitted responses to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population, which is less than ten students at varying levels of English language proficiency.

- The school described content-based ELL instructional model, where students receive the bulk of their ELL services in an inclusion setting, and are immersed in the grade-level content throughout the school day. DC PCSB observed the ELL teacher in both push-in and pull-out settings. In both settings the ELL teacher provided manipulative supports, repetition, clues, and gestures to help students access the assignment. ELL students received differentiated assignments that taught at the appropriate level of English language and content for the age and experience of the students.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

<b>Mission and Goals</b>	<b>Evidence</b>
<p>Mission:</p> <p>The mission of DC Prep PCS is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.</p>	<p>The QSR team observed strong evidence that DC Prep - Benning Elementary is meeting its mission.</p> <p>The instruction emphasizes academics, character, and leadership. Students actively participated in the functionality of their classrooms and were eager to help one another and their teachers.</p> <p>There were many instances of students taking academic risks and teachers celebrated students who demonstrated Prep Skills by giving out additions, which are points that students can receive for exhibiting positive behavior. Prep Skills include (1) speaking and listening to others, (2) persevering, (3) contributing to group activities, (4) advocating for oneself, and (5) using emotional management strategies.</p> <p>The QSR team also observed evidence that students are developing the skills, knowledge, and character necessary for further academic achievement, professional success and civic leadership. Students read historical articles and current events and teachers cultivated conversation about applying lessons learned to their own communities. In one observation students researched their own cultural heritages and wrote an essay about how they would use what they learned to contribute to the class community.</p>

Mission and Goals	Evidence
	<p>The level of accountable talk in many classes demonstrated a commitment to preparing students for a world beyond the school. Students are equipped with language to respectfully disagree with one another.</p>
<p>Goals:</p> <p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team scored most observations at DC Prep- Benning Elementary as distinguished or proficient in both the Classroom Environment and Instruction domains of the <i>Charlotte Danielson Framework for Teaching</i>. The QSR team observed multiple teachers in each classroom and the role of the second teacher varied from one class to the next. Some teachers co-taught in a whole group setting, some led small groups, and others focused on correcting student behavior. Overall the staff used effective instructional techniques to engage all students in challenging learning tasks.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>Teachers consistently rewarded students with additions for displaying Prep Skills. The system of additions and deductions was consistent between classes and students tracked their points on papers they carried between classes. In some observations teachers recognized students as “star students” at the end of class. The school had an anti-bullying “Unity Day.” On this day several academic lessons incorporated the themes of love and community.</p>
<p>Students graduate with an eighth grade level of academic competency or better.</p>	<p>Not observable</p>

<b>Mission and Goals</b>	<b>Evidence</b>
Students enroll in academically challenging college-preparatory high schools.	Not observable
The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Not observable
DC Prep alumni graduate from academically challenging high schools and attend college.	Not observable

## THE CLASSROOM ENVIRONMENT<sup>1</sup>

This table summarizes the school's performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of "distinguished," "proficient," "basic," and "unsatisfactory" are those from the Danielson framework. The QSR team scored 82% of classrooms as "distinguished" or "proficient" for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The QSR team scored 88% of the observations as distinguished or proficient in this component. In these observations talk between students and teachers was respectful and warm. Teachers greeted students by name and students were encouraged to "shine" each other by silently motioning spirit fingers in the direction of their peers. Several students were intrinsically motivated to help one another without receiving additions or praise. When one teacher walked into the classroom, a student got up to give the teacher a hug saying, "I missed you!"	Distinguished	15%
		Proficient	73%
	The QSR team rated 12% of the observations as basic in this component. In these observations students had negative reactions, such as rolling one's eyes, when teachers gave directions. In some instances teachers attempted to respond to disrespectful behavior among students with uneven results.	Basic	12%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

<sup>1</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 85% of the observations as distinguished or proficient in this component. In these observations students received additions for perseverance and grit. Teachers gave praise to students who were “prepped up” meaning they had all of their materials in place and were ready to learn. A few teachers said, “Now I’m ready to challenge you” and the students chanted, “Oh a challenge. I love it, I love it, I do!” In another observation a student self-corrected. She saw that she made a mistake and then said, “Oh I got it!” and the teacher gave her a high-five. In one observation a teacher said, “I want to see strong justifications. I’m looking at yours and it’s not as good as what I know you can do.”</p>	Distinguished	6%
		Proficient	79%
	<p>The QSR team rated 15% of the observations as basic in this component. In these observations teachers focused only on the students that were raising their hands, eager to participate. In one basic observation many students did not participate in centers; the students walked from center to center but did not stay in any center for long enough to complete the activity. In the library center some students threw books. In another observation the teacher told two students to sit quietly on the carpet without any work or direction.</p>	Basic	15%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 77% of the observations as distinguished or proficient in this component. In these observations students transitioned between activities with little loss of instructional time. Teachers used timers, chants, claps, and songs to move students between learning tasks. In all prekindergarten observations student names were labeled on the carpet and students knew how to go to their name with minimal teacher directions. In all grades students successfully and independently checked themselves into and out of centers. In a few observations students had classroom jobs and performed these jobs without being asked. In one classroom a student handed out white boards and markers to each student seated on the carpet. In another distinguished observation one student was the "noise monitor". This student raised his hand when the classroom got too noisy.</p>	Distinguished	15%
		Proficient	62%
	<p>The QSR team rated 23% of the observations as basic in this component. In these observations significant learning time was lost due to unclear classroom procedures. In some observations procedures had to be redone several times throughout the observation period. In a few observations there was not an established procedure for rotating between centers, and in one observation students threw classroom materials.</p>	Basic	23%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR team scored 80% of the observations as distinguished or proficient in this component. In these observations teachers redirected off-task behaviors successfully by physically meeting students on their level and whispering to redirect them. In each classroom there was a "fresh start" corner with a yoga book students could read to calm themselves down. Picture prompts and words were posted to remind students of expected behavior such as "Lips are zipped. Eyes are watching. Legs are crossed. Ears are listening." Teachers reminded students of each step when necessary. All teachers used a uniform system of assigning additions to acknowledge exemplary behavior and deductions as a consequence for not meeting behavioral expectations.</p>	Distinguished	12%
		Proficient	68%
	<p>The QSR team rated 20% of the observations as basic in this component. In these observations students required multiple redirections throughout the lesson. The teachers responded to misbehavior consistently, but multiple students continued to misbehave throughout the lesson. In one observation the students completed a Do-Now and transition to the carpet over the course of twenty minutes. Teacher had to remove several from the carpet for yelling which resulted in a significant loss of instructional time.</p>	Basic	20%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 76% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observations teachers clearly stated what students were learning. In one distinguished observation, the teacher built on prior knowledge saying, “We know what a character is.” The teacher asked students to define character and explain the difference between main and secondary characters.</p>	Distinguished	9%
	<p>In other observations the teachers modeled strategies. One teacher modeled annotation in a text. Students annotated a similar text with partners in order to solve evidence-based questions. In another observation a teacher referenced different strategies to solve a word problem. Some students drew a picture to represent the equation and some counted on their fingers.</p>	Proficient	82%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	9%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<b>Using Questioning/Prompts and Discussion Techniques</b>	<p>The QSR team scored 67% of the observations as distinguished or proficient in this component. In these observations teachers used effective questioning to deepen student understanding. Teachers encouraged students to build on one another's answers saying, "Who would like to build upon Student X's answer?"</p>	Distinguished	6%
	<p>Some observations used accountable talk with statements such as, "I respectfully disagree with you..." or "I agree with my peer because..." Teachers in multiple classrooms encouraged student participation by using "turn and talks" so every student had an opportunity to share their thoughts. Several teachers used open-ended questions and effectively built off students' answers to expand discussion.</p>	Proficient	61%
	<p>The QSR team scored 33% of the observations as basic in this component. In these observations teachers attempted to engage students in questioning but a majority of the time was spent addressing behavior issues. In other observations teachers prompted students to hold up agree or disagree symbols, but students did not have opportunities to share their reasoning.</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<b>Engaging Students in Learning</b>	<p>The QSR team scored 80% of the observations as distinguished or proficient in this component. In several observations students were engaged in work at different centers. Overall learning tasks were aligned to the lesson objective and accessible to all students but were not easy. During one seven-minute silent work time, all students solved a math problem. Many struggled but they worked diligently and were awarded additions for perseverance. In one observation the students were excited to ball up their exit ticket and shoot it into the basket that corresponded with the answer they chose.</p>	Distinguished	15%
	<p>The QSR team scored 20% of the observations as basic in this component. In these observations there were few opportunities for students to participate as the teachers did all of the speaking. In some observations students were off-task during centers talking about irrelevant topics.</p>	Basic	20%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 67% of the observations as proficient in this component. In these observations there was a clear exit ticket and students demonstrated that they understood the criteria for success. In many observations the teachers circulated the classroom to gather evidence of student understanding and address misconceptions. Teachers asked, "How</p>	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	<p>do you know [this]?" and "Go back and check your work here."</p> <p>In one observation the teacher noticed that a student was struggling with the terms less and more. She asked questions to get the student to explain and then used a manipulative to address the confusion resulting in the student answering a problem correctly. In other observation, the teacher added comments in real-time to student essays using Google documents. Comments included, "Add research to support this claim" or "You need a topic sentence here."</p>	Proficient	67%
	<p>The QSR team scored 33% of the observations as basic in this component. In these observations teachers did not communicate to students how work would be evaluated. Several teachers annotated student actions broadly, saying phrases such as, "Student X is writing" and "Student X is working hard."</p>	Basic	33%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTION OBSERVATION RUBRIC**

<b>Instruction</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant	Students are intellectually engaged only partially, resulting from activities or	Students are intellectually engaged throughout the lesson, with	Students are highly engaged throughout the lesson and make material contribution to the representation

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
	learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



December 8, 2016

Le Roy (Terry) Eakin, Board Chair  
DC Prep Benning Middle Campus  
100 41st Street NE  
Washington, DC 20019

Dear Mr. Eakin:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

### **Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of *DC Prep* Benning Middle Campus between October 17, 2016 through October 28, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep- Benning Middle.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

# Qualitative Site Review Report

**Date:** December 8, 2016

## **Campus Information**

**Campus Name:** DC Prep Benning Middle Campus

**Ward:** 7

**Grade levels:** 4-7

## **Qualitative Site Review Information**

**Reason for visit:** Eligible for 15-year charter renewal (SY2017-18)

**Two-week window:** October 17-28, 2016

**QSR team members:** 3 DC PCSB staff members, 1 consultant, SPED specialist

**Number of observations:** 21

**Total enrollment:** 281

**Students with Disabilities enrollment:** 51

**English Language Learners enrollment:** 0

**In-seat attendance on the days the QSR team conducted observations:**

**Visit 1:** October 19, 2016 – 90.0%

**Visit 2:** October 21, 2016 – 83.21%

**Visit 3:** October 25, 2016 – 92.14%

**Visit 4:** October 27, 2016 – 93.92%

## **Summary**

DC Prep Public Charter School's mission is

to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

School leadership explained that the LEA aims to support teachers to develop the skills and cultivate the tools needed to create a rich learning environment where the heavy lift is on the students, where non-curricular Prep Skills are embedded in instruction, and where strong teacher presence creates positive classroom momentum where everyone works towards excellence. The school defines Prep Skills as: speaking and listening to others, persevering on tasks and projects, contributing to group activities, advocating for oneself, and using emotional management strategies. DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called "Prep Sessions" where students receive reading or math intervention tailored to their individual needs.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional

delivery (see Appendix I). The QSR team scored 88% of observations as distinguished or proficient in the Classroom Environment domain. In the component of *Creating an Environment of Respect and Rapport*, the vast majority of observations scored proficient or advanced. This corresponded to the high level of civility, respect and positivity that pervaded all interactions among teachers and students in both words and actions. There was a wider variance in the component of *Managing Student Behaviors* where the QSR team noted that not all teachers utilized the merit-demerit system consistently and effectively. Some teachers also addressed individual student behaviors inconsistently within their classroom.

The QSR team scored 70% of observations as distinguished or proficient in the Instruction domain. In several observations teachers clearly framed the learning as it connected to prior learning and within the current unit of study. Throughout the school students engaged in learning tasks using clearly appropriate materials and resources. While teachers focused on maximizing instructional time throughout the school, the QSR team saw evidence that some students did not have enough time to grapple with the content at a deep level or interact with each other frequently or consistently.

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three- year strategic plan, governance matters, social and mental health support in schools, and participation rates of employees in DC Prep's 403(b) retirement plan.

### Special Education

Prior to the two-week observation window, DC Prep – Benning Middle provided answers to specific questions posed by DC PCSB regarding the provision of instruction to students with disabilities in the Special Education Questionnaire.

- The school described the collaborative process between general educators and special educators. Special education teachers co-teach high-leverage blocks (ELA and Math grade-level focus lesson) with general educators, and they work with the teaching team to adapt instructional materials and implement supports for students with disabilities. The special education specialist saw at least two adults in three high-leveraged blocks use a variety of co-teaching models. In an ELA class both teachers checked in with students as they drafted narratives. Some students had additional writing supports, such as more detailed story planners. In a math class the general education teacher delivered content and instructions, while the special education teacher sat next to a few students and assisted them.

- The school explained that teachers analyze daily exit tickets, formative assessments, and anecdotal data, all of which is discussed at co-teaching meetings to determine the progress of students with disabilities. The special education specialist saw examples of ongoing assessment included teacher-student conferences and end-of-class exit tickets. Questions on the exit tickets corresponded to the objective posted. During three out of four of the observations, teachers did not frequently elicit evidence of understanding from students, and feedback was general.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

<b>Mission and Goals</b>	<b>Evidence</b>
<p>Mission:</p> <p>Our mission is to provide middle school students in Washington, D. C. with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.</p>	<p>The QSR team saw strong evidence that DC Prep, Benning Middle Campus is meeting its mission. Classrooms are highly organized and productive with a focus on maximizing time. There are consistent school-wide non-curricular Prep Skills integrated into conversations with students and in lessons. Prep Skills include (1) speaking and listening to others, (2) persevering, (3) contributing to group activities, (4) advocating for oneself, and (5) using emotional management strategies.</p> <p>Character development is a clear focus throughout the school, as evidenced by hallway motivational quotes, no bullying posters, and a "Be Caught Being Kind" initiative. The QSR team observed respectful relationships between students and collegiality among faculty members.</p> <p>The teachers appeared to know all of the students’ first and last names throughout the building and used them when praising or redirecting behavior. There were always adults in the hallways, and at least two adults in each classroom. There was a very strong presence of routine and consistency for the students.</p>
<p>Goals:</p>	

<b>Mission and Goals</b>	<b>Evidence</b>
<p>The school's leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed at least two adults in every classroom working effectively with children in small groups, individually or with the whole class. The principal and other administrators supported individual students or whole classrooms as needed.</p>
<p>Students abide by DC Prep's code of conduct, demonstrating good habits, character, and leadership.</p>	<p>DC Prep Skills and Expectations are posted in classrooms and referenced by all teachers. Nearly all students followed the school's code of conduct throughout all classroom observations. Students received a daily Prep Note paper that was carried throughout the day. This daily record included: Prep check with dollar amounts associated; "My goal today..." that students could fill out; Prep Skills; Prep expectations; hallway passes; reflections; and notes to parents. Additions and deductions on Prep Notes corresponded to students' ability to demonstrate Prep Skills. In one classroom a student who was not engaging in classroom activities was assigned a reflection essay to complete before he could rejoin the main lesson.</p>
<p>Students graduate with an eighth-grade level of academic competency or better.</p>	<p>All content was grade-level appropriate and aligned to grade-level standards. It was unclear to the QSR team whether student learning extended to more advanced skills and content. Teachers highlighted that the students who persevered on learning tasks are "the ones getting top marks and going to the best high schools." This teacher also praised students who solved a challenging problem as "ready for 8<sup>th</sup> grade math."</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable</p>

<b>Mission and Goals</b>	<b>Evidence</b>
The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Not observable
DC Prep alumni graduate from academically challenging high schools and attend college.	Not observable

## THE CLASSROOM ENVIRONMENT<sup>1</sup>

This table summarizes the school’s performance on the Classroom Environment domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. Overall, the QSR team scored 88% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	The QSR team scored an impressive 95% of the observations as distinguished or proficient in this component. In the vast majority of classrooms, interactions between students and teachers demonstrated respect and any disrespectful behaviors were immediately addressed and effectively resolved. All classrooms included evidence of the school's Prep Skills through posters on the walls and interactions between and among teachers and students. This contributed to a uniform environment of respect. In one of the distinguished observations, the teacher shared interesting facts about her family and encouraged her students to also share facts as they created symbols representative of their families.	Distinguished	10%
		Proficient	85%
	The QSR team rated less than 10% of the observations as basic in this component.	Basic	5%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	The QSR team scored 86% of the observations as distinguished or proficient in this component. Expectations for hard work and learning are pervasive across the school.	Distinguished	14%

<sup>1</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>Teachers regularly noticed and commented on students who demonstrated learning behaviors such as referring to their notes, persevering, and even using mistakes as demonstrations of thinking. In one distinguished observation students nominated a daily warm-up champion who was focused and provided thoughtful answers to the task. One teacher's energy was high throughout the lesson saying things like, "I'm excited for this day, we're really having our strongest day of the week." The teacher used a visual of a week at a glance to show students how much they had learned for the week and what the daily objective would be.</p>	Proficient	72%
	<p>The QSR team scored 14% of the observations as basic in this component. In a few observations students complied with the teachers' requests, but task completion seemed to be the ultimate goal, rather than delving more deeply into content meaning and ensuring student understanding. For example, when one student asked a question, the teacher's response indicated that she should simply do the operation (division) that they had been doing during the entire class period.</p>	Basic	14%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Managing Classroom Procedures</b></p>	<p>The QSR team scored 90% of the observations as proficient in this component. Classroom routines are clearly established and consistently implemented. In one observation the teacher reminded students of expectations for making comments and how to politely disagree with a</p>	Distinguished	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>peer. Teachers asked students to repeat back the instructions for an activity to make sure they understood before moving onto another activity. All teachers used a count-down process, either with a timer or counting backwards to manage instructional time.</p>	Proficient	90%
	<p>The QSR team scored 10% of the observations as basic in this component. In a few observations teachers had to repeat directions or students engaged in off-task conversation. Teachers and students did not always follow established routines. In one observation when the teacher engaged elsewhere and students were off-task, the teacher lost approximately 5 minutes of instructional time in addressing the behavior.</p>	Basic	10%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Student Behavior</b>	<p>The QSR team scored 81% of observations as proficient or distinguished in this component. Throughout the school student behavior was generally appropriate and aligned to the school-wide standards of conduct. Many teachers effectively used non-verbal reminders or proximity to manage student behavior. In one distinguished observation students took an active role in monitoring and marking their own behavior on their Prep Sheets. In other observations the teachers remained calm but persistent as they waited for individual student compliance with the direction.</p>	Distinguished	10%
		Proficient	71%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 19% of the observations as basic in this component. In several observations teachers used a deduction system for behavior management but this was either limited or ineffective. Some teachers were also inconsistent in the implementation of the system; offering several warnings for one specific student or offering points/requesting deductions haphazardly.</p>	Basic	19%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 70% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 76% of the observations as distinguished or proficient in this component. In many classrooms the objective was posted on the board or stated at some point in the lesson. Many teachers explained content by asking questions and modeling note-taking, graph plotting, or completion of a graphic organizer. In one distinguished observation the teacher connected current learning to what students learned last year about comparing fractions by stating, "Today we are bringing together decimals, fractions, and percents - don't be scared. You can do this" as they began to compare all three numerical forms.</p>	Distinguished	5%
		Proficient	71%
	<p>The QSR team scored 24% of the observations as basic in this component. In several observations teachers' explanation of content consisted of a monologue while they filled out something that was then copied by students. In one observation the teacher clarified the learning task – a lesson on identifying the author’s purpose - and tried to use metaphors to help the students understand the content. The student responses to the teachers’ questions were repeatedly incorrect and the teacher did not clarify. A student and the teacher also pronounced a key term incorrectly.</p>	Basic	24%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Using Questioning/Prompts and Discussion Techniques</b>	The QSR team scored 57% of observations as proficient in this component. In several observations students responded to or built on their peer's ideas using phrases such as, "I agree with..." or "to add on..." Teachers utilized various strategies to hear from a wide range of students: calling on students who did not have their hand raised and utilizing choral response. Teacher used questions to promote and check student understanding and several teachers probed after an initial student response.	Distinguished	0%
		Proficient	57%
	The QSR team scored 43% of the observations as basic. The majority of interactions were between the teacher and one student with little to no dialogue or interaction among students. Many of the questions posed by teachers had single correct answers and students were not prompted to explain their reasoning. In one observation the teacher asked high-level questions but did not allow for enough wait time before providing the answer.	Basic	43%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Engaging Students in Learning</b>	The QSR team scored 76% of the observations as proficient in this component. The majority of students engaged in the lessons and learning. Teachers utilized uniform note-taking documents, displayed content with	Distinguished	0%

Instruction	Evidence Observed	School Wide Rating	
	document cameras, and maintained clear structures for the lesson in most observations. In several observations students were offered choices - for how to create a class project or with whom to work (partners, small groups or independently). In one observation teachers instructed students to review their work for specific content or move on to the next step if they finished early.	Proficient	76%
	The QSR team scored 24% as basic in this component. In several observations students copied each other's work. During one observation the class stated that a goal was to have more students read aloud that day but the teacher read the novel aloud instead of the students. In another observation the pacing was rushed and the teacher did not adjust the lesson even when students were unable to complete the work.	Basic	24%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Using Assessment in Instruction</b>	The QSR team scored 71% of observations as distinguished or proficient in this component. In these observations teachers monitored student learning through questioning during the lesson and utilized exit tickets at the end. Some teachers incorporated rubrics as part of the class or project work, and in one observation, the teacher referenced that it was the same rubric the students had in another class. In several observations teachers provided specific feedback to individual students while	Distinguished	5%

Instruction	Evidence Observed	School Wide Rating	
	they circulated or as part of homework checks. One teacher stated, "I don't want you to rush. It's okay if it takes you longer ..... because I want you to keep using that detailed dialogue that you have been."	Proficient	66%
	The QSR team scored 24% of observations as basic in this component. Feedback was general and/or global in these observations. For example, "good job" was heard frequently. Additionally few students assessed their own work. Several teachers circulated during work time but respond to student behavior rather than content.	Basic	24%
	The QSR team rated less than 10% of the observations as unsatisfactory in this component.	Unsatisfactory	5%

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.





December 8, 2016

Le Roy (Terry) Eakin III, Board Chair  
DC Prep- Edgewood Elementary School  
707 Edgewood Street, NE  
Washington, DC 20002

Dear Mr. Eakin:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason(s):

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of DC Prep - Edgewood Elementary between October 17, 2016 and October 28, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep- Edgewood Elementary.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## Qualitative Site Review Report

**Date:** December 8, 2016

**Campus Name:** DC Prep Edgewood Elementary Campus

**Ward:** 5

**Grade levels:** PK3 – 3

**Reason for visit:** 15-year renewal (school year 2017-18)

**Two-week window:** October 17, 2016 – October 28, 2016

**QSR team members:** 1 DC PCSB staff, 2 consultants, 1 ELL specialist, 1 SPED specialist

**Number of observations:** 23

**Total enrollment:** 447

**Students with Disabilities enrollment:** 38

**English Language Learners enrollment:** 27

**In-seat attendance during the two-week window:**

**Visit 1:** October 18, 2016- 96.6%

**Visit 2:** October 20, 2016- 98.9%

**Visit 3:** October 24, 2016- 96.4%

**Visit 4:** October 26, 2016- 95.5%

### Summary

DC Prep Public Charter School's mission is

to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

School leadership explained that the LEA aims to support teachers to develop the skills and cultivate the tools needed to create a rich learning environment where the heavy lift is on the students, where Prep Skills, defined by the school as *speaking and listening to others, persevering, contributing to group activities, advocating for oneself, and using emotional management strategies*, are embedded in instruction, and where strong teacher presence creates positive classroom momentum. DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called "Prep Sessions" where students receive reading or math intervention tailored to their individual needs.

DC Prep - Edgewood Elementary Campus offers a rich academic, results driven environment to students in pre-kindergarten through third grade. The Quality School Review (QSR) team observed many examples of DC Prep - Edgewood Elementary Campus's focus on relationships and routines during the two-week observation window. EEC has a positive school culture that permeates throughout the school. There is a strong rapport between teachers and students, and the school maintains consistent procedures across classrooms and grade levels. With

two or more teachers in most classrooms, students have access to support from multiple adults who share in the implementation of the school's mission and vision.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 77% of observations as distinguished or proficient in the Classroom Environment domain. In the component of *Establish a Culture for Learning*, nearly all observations scored proficient. Students consistently demonstrated a belief in the value of their work and teachers consistently demonstrated belief in the capabilities of all students.

The QSR team scored 75% of observations as distinguished or proficient in the Instruction domain. The *Using Assessment in Instruction* component was the highest scoring in this domain. Teachers monitored student learning and provided specific feedback to students. Teachers also made adjustments to the lesson to assist students in their understanding of the content.

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three- year strategic plan, governance matters, social and mental health support in schools, and teacher participation rates of employees in DC Prep's 403(b) retirement plan.

### Specialized Instruction for Students with Disabilities

Prior to the two-week window, DC Prep - Edgewood Elementary provided answers to specific questions regarding the provision of instruction to students with disabilities. The observer who conducted special education-specific observations in both the push-in and pull-out settings noted the following based on the answers provided by the school.

- The school described that teachers differentiate lessons through co-teaching (parallel teaching and whole group-small group) as well as multi-sensory learning strategies. The observer saw evidence of these push-in methods and the use of multi-sensory approaches to learning that include visual, auditory, and tactile strategies (e.g., projecting worksheets while students followed along, playing music of a specific musician while discussing his life-story, having students write on a table with a marker when demonstrating subtraction problems). The reviewer also observed the teachers effectively using an "I-do, We-do, You-do" approach to a math lesson where students had to explain each step as they completed subtraction problems. The reviewer observed pull-out sessions where students successfully read from leveled text with teacher some prompting and guidance.
- The school described small group instruction in push-in and pull-out settings. The reviewer observed instruction in push-in and pull-out environments. Teachers provided timely feedback to students, checked student understanding of lesson directions from multiple students before starting a lesson, and recorded student understanding in these settings. While students

were asked to reflect on their performance on daily worksheets, the observer did not see the use of exit-tickets as a format for gauging student understanding, as described by the school.

### Instruction for English Language Learners

DC Prep - Edgewood Elementary submitted responses to a questionnaire related to the school's provision of services for the school's English Language Learner (ELL) population. The ELL observer noted the following during the ELL observations:

- According to the questionnaire, DC Prep - Edgewood Elementary relies on a content-based immersion model in which students receive most ELL services in the general education classroom. The reviewer saw general education teachers use small groups to differentiate instruction based on language proficiency, relying on technology and multisensory instruction to provide additional support to students struggling to access content.
- The school reported that its general educators and ELL teachers usually use a co-teaching model to differentiate instruction in inclusion classrooms. The ELL specialist did not observe co-teaching between general education and ELL teachers but did observe the ELL teacher in a pull-out setting. During pull-out instruction, the ELL teacher used a variety of strategies to support ELLs during guided reading, such as tracking words or tapping out sounds to enhance vocabulary. To assess understanding and speaking, the ELL teacher asked students to put a story into their own words and asked students to share their own connection to the text. The observer saw appropriate and successful language acquisition strategies in both the general education and pull-out settings.
- The school's strategies to support language acquisition include special vocabulary-focused curriculum, accommodated materials, visual tools, small group instruction, and multisensory teaching. The reviewer noted that both the general education and pull-out classrooms contained a variety of visual resources and manipulatives, including posters, word walls, and interactive technology.

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. QSR team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

<b>Mission and Goals</b>	<b>Evidence</b>
<p>Mission:</p> <p>Bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.</p>	<p>The QSR team saw strong evidence that DC Prep - Edgewood Elementary is meeting its mission. The overall tone of the building conveyed respect for students and their learning.</p> <p>The QSR team observed a clear emphasis on academic excellence, persistence, and commitment to learning evidenced by the comprehensive array of signage, motivational quotes, and high quality student work displayed in classrooms, hallways, and common areas. Rich instructional environments highlighted the value placed on academic excellence and development of non-curricular PREP Skills. Each classroom demonstrated purposeful instruction and mission driven goals focused on academics and personal character.</p>
<p>Goals:</p> <p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed collaborative teaching in nearly all classrooms. Teachers worked together to deliver content and support to each other when needed. Observers saw teachers running small groups, sometimes co-leading whole group discussions, and dividing up responsibilities such as one teacher preparing student materials and placing work on student desks in preparation for the next activity while the other teacher led instruction with students.</p> <p>The QSR team observed teachers collaborating during lunch in the library and teacher’s lounge. Teachers discussed planning for a field trip and which specific students they planned</p>

Mission and Goals	Evidence
	<p>to support and how. In another example of parallel teaching, a SPED teacher modified instruction for four students in the back of the classroom while the general education teacher taught the same content to the remainder of the class. When the four students returned to the larger group, they could effectively follow along with the whole-group lesson.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>The QSR team observed students complying with the established code of conduct, responding to behavior interventions, and taking initiative. Teachers and students maintained a document called PREP notes, which tracked additions and deductions for a behavior report, and there was designated time in class schedules to tally points and publically acknowledge positive behavior. Interactions between teachers and student and between students were general respectful and friendly.</p> <p>Teachers posted and used PREP skills, including character development in discussions. Observers saw conversations about respecting adults and each other, following directions, helping “our team” and sharing the personal meaning of respect. Signage included “Be Strong Together”, “Do the Right Thing, Yes We Can”, “Change Your Words, Change Your Mindset”, “PREP Walk/PREP Talk”, “Do the Respectful, Intelligent, Genuine, Hardworking, Team Oriented Thing!”, “Bully Free Zone”.</p> <p>Students adhered to uniform requirements. The school used “Zones” to define expectations for behavior and these were posted in halls and classrooms.</p>
<p>Students graduate with an eighth grade level of academic competency or better.</p>	<p>Not observable</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable</p>

Mission and Goals	Evidence
The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Not observable
DC Prep alumni graduate from academically challenging high schools and attend college.	Not observable

**THE CLASSROOM ENVIRONMENT<sup>1</sup>**

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 77% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

<b>The Classroom Environment</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 78% of the observations as proficient in this component. Teachers and students used respectful language and interactions were uniformly considerate. Teachers greeted and called upon students by name and both students and teacher initiated “shout outs” in the form of claps, cheers, or hand gestures movements to students for providing answers or finishing work. Teachers used encouraging and warm language such as, “I am so proud of this group right now!” In another observation students cheered enthusiastically when the teacher selected a classmate to work on a math problem at the board.</p>	Distinguished	0%
	<p>Students and teachers demonstrated empathy towards others. In one observation a student was given a tissue and told to “take a deep breath” when he was visibly upset.</p>	Proficient	78%

<sup>1</sup> Teachers may be observed more than once by different review team members.

<b>The Classroom Environment</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
	<p>The QSR team rated 22% of the observations as basic in this component. In some classes the quality of interactions between teachers and students or among students was uneven. One student called another student "stupid" and the teacher did not respond. In several observations, students attended to the teacher when he/she worked directly with them and disengaged when the teacher turned his/her back.</p>	Basic	22%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 91% of the observations as proficient in this component. Teachers maintained high expectations for students and encouraged participation by all. One teacher said, "There are only a few friends answering questions. I want to give other friends a chance to answer." Teachers called on students whose hands were not raised or appeared distracted.</p> <p>While many teachers said "good job" or "perfect" and gave "high fives" for general encouragement, many also utilized specific praise. One teacher remarked to a student, "thank you for</p>	Distinguished	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>being genuine." Another teacher said, "Excellent thinking, I like the connection that you made to our discussion. You are good readers and are able to think about deep meanings."</p> <p>Teachers encouraged persistence when students answered math questions incorrectly. One student jumped up after clearing a level on his math computer program. He said, "I beat the level!" then high-fived his teacher and went back to work.</p> <p>Teachers communicated a high regard to student abilities. One teacher said, "It should be super silent. Do you think we can do it? I believe in you and I know we can do it." Another asked, "are you ready for a challenge?" and students responded, "challenge accepted!"</p>	Proficient	91%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	9%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 70% of the observations as distinguished or proficient in this component. Observers noted consistent and effective procedures for transitions and handling materials in classrooms. Routines ran smoothly in most classrooms with little</p>	Distinguished	13%

<b>The Classroom Environment</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
	<p>to no loss of instructional time. Teachers used timers, clapping, or countdowns to signal students and in most cases students responded immediately and demonstrated readiness for instruction or additional direction.</p> <p>In distinguished observations, students easily moved from whole group lessons to small group instruction back to whole group and then moved to centers with minimal teacher direction and no loss in instructional time.</p>	Proficient	57%
	<p>The QSR team rated 30% of the observations as basic in this component. The QSR team observed evidence of established procedures but teachers provided several reminders or had students "re-do" a procedure multiple times. In several observations some students seemed to know what to do while others waited for teacher instruction.</p> <p>There was some loss of instructional time as the teachers attempted to refocus off-task students. In an ELA class one teacher repeatedly left a small group and unsuccessfully attempted to redirect the same group of students multiple times.</p>	Basic	30%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Student Behavior</b>	<p>The QSR team scored 70% of the observations as distinguished or proficient in this component. Across many of the observations, behavior was</p>	Distinguished	5%

The Classroom Environment	Evidence Observed	School Wide Rating	
	<p>appropriate and aligned to the established school standards. Teachers used proximity and other strategies to monitor behavior, and recorded compliance/non-compliance in PREP notes. One teacher used private conversations to address minor behavior violations and another helped to deescalate an angry student by moving him to a new spot in the classroom without disrupting the lesson.</p>	Proficient	65%
	<p>The QSR team rated 30% of the observations as basic in this component. Behavior expectations were established but student behavior was inconsistent and at times negatively affected instruction. Teachers in these instances repeated expectations multiple times with uneven success. Some students continually left their seats and disrupted learning, while generally ignoring the teacher's attempts to redirect behavior.</p> <p>In several instances teacher language was harsh. One teacher repeatedly yelled across the room "why are you out of your desk?" and another issued a whole-class deduction for one student violating the noise expectations.</p>	Basic	30%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 75% of classrooms as “distinguished” or “proficient” for the Instruction domain.

Instruction	Evidence Observed	School Wide Rating	
<p><b>Communicating with Students</b></p>	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component. Teachers clearly stated lesson objectives, gave clear instructions, and engaged students in the learning tasks. In multiple classrooms teachers modeled the processes to be used by students and provided opportunities for students to confirm understanding of directions. During a writing exercise, the teacher invited a student to verify that note taking did not require complete sentences. In most classrooms teachers used whiteboards or projections to explain content or outline instructional purposes. In one class students used laptops to work in concert with teacher.</p>	Distinguished	9%
	<p>Teachers also described strategies students might use to support their learning. One teacher said, “When you are reading, you can think about how the characters are the same or different from each other”. In another observation the teacher asked students to use strategies while reading, such as tracking their words, looking at pictures as another way to understand context, and tapping out sounds. Another teacher encouraged students to think strategically as they are colored in specific shapes “while you are doing this you are thinking about the attributes of the shapes - its not just that its called a rectangle, but how many sides does it have? Is it flat or 3-D?”</p>	Proficient	82%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	9%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Using Questioning /Prompts and Discussion Techniques</b>	The QSR team scored 70% of the observations as distinguished or proficient in this component. Teachers posed open-ended questions with many possible answers and asked students to explain their responses. In one observation a teacher said, "What do you think will happen when Sam takes off his coat? Why?" and in another the teacher directed students to "turn and tell your partner why..." and allowed ample time for students to share.	Distinguished	5%
	Teachers looked for new students to respond and focused on engaging all students. Teachers led most discussions but included high rates of student participation.	Proficient	65%
	The QSR team rated 30% of the observations as basic in this component. Teachers in these observations predominantly asked questions that were procedural or led to a single path of inquiry such as, "what's the word?" or "How many do I have?" or "What do you notice about the benchmark?" In these instances students typically answered questions asked, but did not further the discussion.	Basic	30%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<b>Engaging Students in Learning</b>	<p>The QSR team scored 52% of the observations as proficient in this component. In these observations students were intellectually engaged in the lesson and activities were differentiated and aligned to the lesson objective(s). In multiple classrooms teachers grouped students for different kinds of activities and discussions. In a math observation students used Chromebooks and white boards to complete partner work while each teacher worked with small groups on place value and partial sums.</p>	Distinguished	0%
		Proficient	52%
	<p>The QSR team rated 48% of the observations as basic in this component. In several of these observations, students were primarily involved in learning tasks that required minimal thinking such as rote identification of site words or memorizing procedures related to regrouping. The QSR team noted in these observations that some students did not participate in class discussions or engage in the lesson and were off task talking unless the teacher worked directly with them.</p>	Basic	48%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 87% of the observations as proficient in this component. Most teachers monitored student understanding using a variety of strategies and provided feedback to individual students. In one observation a timed "do now" was collected, reviewed, then shared with students. In another class students completed exit tickets focused on rounding to the nearest 10<sup>th</sup> or 100<sup>th</sup>.</p>	Distinguished	0%
		Proficient	87%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team rated 13% of the observations as basic in this component. In several of the observations the teacher did not articulate what high quality work should look like. At times the teacher asked students, "do you understand?" but did not assess individual understanding. In one observation the teacher did not follow up with a student who struggled with an answer.</p>	Basic	13%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Creating an environment of respect and rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a culture for learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTION OBSERVATION RUBRIC**

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communicating with Students</b>	<p>Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.</p>	<p>Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p>	<p>Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.</p>	<p>Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.</p>
<b>Using Questioning and Discussion Techniques</b>	<p>Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.</p>	<p>Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.</p>	<p>Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.</p>	<p>Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.</p>

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Engaging students in learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using assessment in instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
				<p>elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.</p>



December 8, 2016

Le Roy (Terry) Eakin, Board Chair  
DC Prep PCS- Edgewood Middle  
701 Edgewood St. NE  
Washington, DC 20002

Dear Mr. Eakin:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

### **Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of DC Prep PCS-Edgewood Middle between October 17, 2016 through October 28, 2016. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep-Edgewood Middle.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

## Qualitative Site Review Report

**Date:** December 8, 2016

### **Campus Information**

**Campus Name:** DC Prep PCS - Edgewood Middle

**Ward:** 5

**Grade levels:** 4-8

### **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Two-week window:** October 17, 2016 - October 28, 2016

**QSR team members:** 1 DC PCSB staff, 3 consultants, SPED specialist

**Number of observations:** 23

**Total enrollment:** 330

**Students with Disabilities enrollment:** 49

**English Language Learners enrollment:** 0

**In-seat attendance on the days the QSR team conducted observations:**

**Visit 1:** October 19, 2016- 97.6%

**Visit 2:** October 25, 2016- 96.1%

**Visit 3:** October 25, 2016- 96.1%

**Visit 4:** October 26, 2016- 94.8%

### **Summary**

DC Prep Public Charter School's mission is

to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

School leadership explained that the LEA aims to support teachers to develop the skills and cultivate the tools needed to create a rich learning environment where the heavy lift is on the students, where Prep Skills are embedded in instruction, and where strong teacher presence creates positive classroom momentum. DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called "Prep Sessions" where students receive reading or math intervention tailored to their individual needs.

DC Prep - Edgewood Middle offers students in grades 4-8 the opportunity to learn and practice academic and social skills in a warm and nurturing environment. School-wide initiatives provided students with necessary structure, feedback, and supports to be successful. Teachers overwhelmingly demonstrated the belief that all students can be successful through good effort and persistence. The QSR team conducted 23 observations over the two-week window. The team's findings are detailed in this report.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I).

The QSR team scored 82% of observations as distinguished or proficient in the Classroom Environment domain. Teachers created welcoming and safe learning environments where students demonstrated willingness to take academic risks. Students in most observations eagerly participated in learning tasks with little misbehavior. In instances when the team observed off-task student behavior administrators coached teachers through modeling and side-by-side techniques. Teachers and students smiled throughout most observations and appeared to genuinely care about each other.

The QSR team scored 88% of observations as distinguished or proficient in the Instruction domain. The team scored 95% of observations as distinguished or proficient in the *Using Assessment in Instruction* component. Teachers utilized a variety of assessment strategies ranging from informal questioning to daily exit tickets. Teachers referenced exit tickets and observers saw re-teaching of academic skills in multiple classrooms. Students did not require frequent reminders in order to complete work and appeared to be interested and invested in their learning. Overall the academic program was strong and teachers employed effective strategies to push student thinking and engage all students in learning tasks.

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three- year strategic plan, governance matters, social and mental health support in schools, and participation rates of employees in DC Prep's 403(b) retirement plan.

### Special Education

Prior to the two-week window, DC Prep - Edgewood Middle provided answers to specific questions regarding the provision of instruction to students with disabilities in the Special Education Questionnaire.

- The school described having 1-2 special education teachers assigned to each grade level in 1<sup>st</sup>- 8<sup>th</sup> grade. The Special Education specialist conducted six observations across grade-levels and content areas. In these observations students received specialized and differentiated direct instruction in math and English language arts.
- As stated in the Special Education Questionnaire, the specialist on the QSR team observed Special Educators co-teaching in ELA and math with general educators. In these observations the special education teacher parallel co-taught (same standards and objectives) with small groups in the general education classroom. Additionally the special education teacher co-taught the entire class prompting students to think deeper about novels and in one observation explaining new strategies to solve a math problem.
- The school described that teachers differentiate lessons by adapting instructional materials and integrating multi-sensory learning strategies for students with disabilities. The Special Education specialist observed the following interventions/strategies: appropriate wait time following directives, praise

statements, repetition of expectations, scaffolded questioning, and 1 on 1 check-in with students. Visuals supplemented orally presented material and special educators focused student thinking with prompts and think alouds. Teachers differentiated instruction in multiple observations that included 1 on 1 feedback, students working on different tasks within the same setting, students working collaboratively, instructors maintained good proximity to students. Teachers monitored student body language, such as slouching or fidgeting, and effectively engaged students as needed.

**CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS**

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the 5-year charter review, 10-year charter review, or 15-year charter renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>Our mission is to provide middle school students in Washington, D. C. with an outstanding education emphasizing academics, character, and leadership. This education will prepare our graduates to attend top high schools and to develop the skills, knowledge and character necessary for further academic achievement, professional success and civic leadership.</p>	<p>The QSR team observed strong evidence that DC Prep - Edgewood Middle is meeting its mission. Students demonstrated a commitment to learning and to the community of their school. Student character is emphasized across the campus through the use of Prep Notes, motivational quotes in the hallways, and positive feedback from teachers and staff. Classrooms are organized and teachers maximized time using established routines and procedures. Students demonstrated leadership and strong character as they moved through the instructional day focused, engaged and respectful. Teachers displayed high-quality work throughout the building.</p> <p>DC Prep provides a program of intensive academic support including individual academic intervention and small group instruction called Prep Sessions where students receive reading or math intervention tailored to their individual needs. The QSR team observed intervention sessions during the two-week window at DC Prep PCS - Edgewood Middle and saw students engaged in re-teaching lessons as well as enrichment lessons to push the highest performing students.</p>
<p>Goals:</p>	
<p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed evidence that the school is meeting this goal. In almost all observations more than one adult was present. Teachers worked collaboratively in</p>

Mission and Goals	Evidence
	<p>lesson delivery, assessment of student learning, and managing behaviors. Administrators pushed into classrooms to assist with behavior management and actively coached teachers through modeling and side-by-side coaching strategies. Observers scored 88% of observations as distinguished or proficient in the Instruction Domain of the Danielson rubric. Teachers across the school utilized a variety of high-leverage instructional strategies that created opportunities for students to successfully complete rigorous academic tasks.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>The QSR team observed evidence that the school is meeting this goal. With very few exceptions student behavior was entirely appropriate. Every student had a weekly Prep Note to monitor and record daily progress related to Prep Skills. Prep Skills include (1) speaking and listening to others, (2) persevering, (3) contributing to group activities, (4) advocating for oneself, and (5) using emotional management strategies.</p> <p>Teachers displayed and reinforced these skills in most observations. Students were given additions for each of the Prep Skills. Teachers encouraged students to track each other when speaking and reinforced this with addition points under the listening to others Prep Note component. Additionally teachers gave additions for perseverance and improvement on academic tasks. In one observation a student did not get his question answered before class was out, and the teacher said, “I see you have a strong need. Thank you for advocating for yourself.”</p> <p>In addition teachers provided students opportunities to assess and manage their own behavior. Classes had calm-down reflection stations and in a few observations</p>

Mission and Goals	Evidence
	<p>student moved to these stations without prompting. Classrooms were organized, student-centered, and litter-free. In one observation a student entered a classroom and noticed some garbage on the floor. He picked up the trash and took it to the garbage. Students walked quietly and purposefully in the halls on their way to classes. When students do not demonstrate "Prep Skills" they are assigned deductions or invited to a "silent lunch."</p>
<p>Students graduate with an eighth grade level of academic competency or better.</p>	<p>The QSR team scored 88% of observations as distinguished or proficient in the Instruction Domain of the Danielson rubric. The QSR team observed frequent assessments and teachers provided students with opportunities to reflect on their academic performance. Students attend Math and ELA "prep sessions" to bolster their academic performance in the core subject areas. These sessions provide targeted support to small groups of students. In one session students critiqued each other's essays and offered advice for how to improve work. In another session the teacher re-taught specific standards based on areas of student weakness. Good reading habits are promoted and inspired through reading competitions. Classrooms are well stocked with books and close reading techniques are encouraged through the literature. Teachers engaged students in rigorous lessons with effective questioning techniques that led to rich discussion based on critical thinking. Overall student engagement was high and with few exceptions instruction was strong.</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable</p>

Mission and Goals	Evidence
The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.	Not observable
DC Prep alumni graduate from academically challenging high schools and attend college.	Not observable

## THE CLASSROOM ENVIRONMENT<sup>1</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 82% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Creating an Environment of Respect and Rapport</b>	<p>The QSR team scored 83% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students were universally respectful and warm. Classmates encouraged and praised each other with snaps, silent gestures, claps and cheers. In one distinguished observation students got up and hugged the teacher when she walked into the classroom. The same teacher praised students, “You are doing such a good job. I am so proud of you. I appreciate you.”</p>	Distinguished	4%
	<p>In another observation after students completed a task early, they shared “roses and thorns” about their personal life. Students listened attentively to each other and tracked each other when speaking. The teacher asked follow-up questions about their lives. In another observation students struggled with words in a novel as they read aloud. When a student struggled classmates offered support and encouragement and celebrated when the student could correctly read the word.</p>	Proficient	79%

<sup>1</sup> Teachers may be observed more than once by different review team members.

<b>The Classroom Environment</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
	<p>The QSR team scored 17% of the observations as basic in this component. In a few observations students showed inconsistent respect for the instructor. Students did not adhere to multiple requests to be on task and questioned teacher directives to get quiet during instruction.</p>	Basic	17%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 91% of the observations as distinguished or proficient in this component. In these observations teachers held all students to high standards and demonstrated a belief in student ability. Students took ownership of their work. In one observation students encouraged one another to engage with group work. One student said: "Come on, let's just take a deep breath and brainstorm for a second." In another observation students volunteered to have essays critiqued by the class and said "thank you" when classmates gave constructive feedback. After completing "challenge questions" in one observation a student broke into dance and others asked for more challenge questions to complete. In a distinguished observation a student asked why they needed to look at examples of narrative writing because he was, "excited to start drafting." Students demonstrated eagerness to complete learning tasks and teachers articulated the belief that every student can succeed through hard work and determination.</p>	Distinguished	4%
		Proficient	87%
	<p>The QSR team scored less than 10% of observations as basic in this component.</p>	Basic	9%

<b>The Classroom Environment</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 83% of the observations as proficient in this component. In these observations there was little to no loss of instructional time. Classrooms operated smoothly with effective use of management strategies, e.g., silent hands, echo clapping, and timers.</p> <p>Students in many observations took ownership of their time and demonstrated knowledge of procedural expectations. In one observation a student went to get a drink of water and returned quickly after noticing a small line at the drinking fountain. In another class students took turns getting up to get tissues. Teachers maximized student work time when handing out materials. In many classrooms teachers distributed materials quickly while students completed warm-up activities. Students entered and exited classrooms in a quiet and orderly manner moving quickly to their next classes.</p>	Distinguished	0%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations instructional time was lost due to uneven implementation or lack of procedures. In one observation significant time was lost while students waited for feedback from the teacher. In other observations teachers had to repeat directions. While some teachers in these observations attempted to use attention getting signals and timers students did not respond.</p>	Proficient	83%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations instructional time was lost due to uneven implementation or lack of procedures. In one observation significant time was lost while students waited for feedback from the teacher. In other observations teachers had to repeat directions. While some teachers in these observations attempted to use attention getting signals and timers students did not respond.</p>	Basic	17%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

The Classroom Environment	Evidence Observed	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR team scored 71% of the observations as distinguished or proficient in this component. In these observations student behavior was entirely appropriate or in instances of minor misbehavior teachers responded quickly and effectively. Teachers in these observations encouraged and recognized positive student behavior. In one observation when students did not follow a direction the teacher said, "Let's try again. We're going to do this right." In one observation two teachers circulated throughout the lesson using their proximity to redirect student behavior. At one point the teacher put a gentle hand on the back of an off-task student and he immediately corrected his behavior. In these observations teachers redirected behaviors but maintained student dignity by doing so quietly or marking deductions on Prep Notes without pausing instruction.</p>	Distinguished	9%
	<p>The QSR team scored 22% of the observations as basic in this component. In these observations students did not modify their behavior despite many attempts to redirect by teachers and interrupted the instruction. In one observation the teacher and an administrator spent the majority of the class repeating directions and expectations but many students remained off task. One student in this observation was told to go to detention at lunch and she responded, "No!" Students in these observations received deductions for having their heads down and side talking. In one observation some students intentionally hit rulers to the bottom of the desks causing a disruption to the rest of the class.</p>	Proficient	62%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Basic	22%
	<p>The QSR team scored less than 10% of observations as unsatisfactory in this component.</p>	Unsatisfactory	9%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 88% of classrooms as “distinguished” or “proficient” for the Instruction domain.

<b>Instruction</b>	<b>Evidence Observed</b>	<b>School Wide Rating</b>	
<b>Communicating with Students</b>	<p>The QSR team scored 83% of the observations as distinguished or proficient in this component. In these observations teachers clearly articulated objectives and in some classes teachers explained the reason for the lesson. In one distinguished observation the teacher explained why students need to annotate their text: “One piece of feedback is that most people are marking up the text. The reason it is important is it helps me know what you're thinking.” Additionally teachers used rich and appropriate vocabulary when delivering content and giving directions.</p>	Distinguished	13%
		Proficient	70%
	<p>The QSR team scored 17% of the observations as basic in this component. In these observations students did not demonstrate that they knew what was expected of them. Teachers repeated directions multiple times with inconsistent success. Some students in these observations continued to be on the wrong page or problem. In one observation the teacher mispronounced the name of an important historical figure multiple times. In another observation the teacher attempted to use a modern day example to help students understand the content however the comparison did not enhance student understanding and led to an off-task conversation.</p>	Basic	17%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Using Questioning/Prompts and Discussion Techniques</b>	<p>The QSR team scored 87% of the observations as proficient in this component. Activities included a variety of questions requiring critical thinking. Teachers asked open-ended questions that led to student discussion. In one observation the teacher asked, "What lesson from Ghanaian culture can we apply to our own classroom environment?" and "What did the characters learn?" and "How do you know?" In multiple observations teachers asked questions that required students to give textual evidence or justify their thinking: "Everyone re-read this paragraph. What does it suggest about why immigrants came over?" and "Tell your partner how you react to America being called The <i>Land of Opportunity</i>." Teachers in these observations used student responses to generate new questions and allowed for discussion to take place when student interest was high.</p> <p>Students in most classrooms were eager to participate in discussions and teachers looked for opportunities to involve all students. One teacher asked, "Why do you think we have never had a female president?" A few students responded and the teacher said, "Interesting! That was a very detailed answer and I love your perspective. We have now heard three male perspectives. Can I hear from some females?"</p>	Distinguished	0%
		Proficient	87%

Instruction	Evidence Observed	School Wide Rating	
	<p>The QSR team scored 13% of the observations as basic in this component. In these observations questions required basic recall of information and few students participated. In one observation the teacher only asked procedural questions. In another observation all questions required a simple yes or no response. A few students dominated discussion and teachers did not attempt to draw other students into the conversation.</p>	Basic	13%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored 87% of the observations as distinguished or proficient in this component. Most students appeared intellectually engaged in all observations. In one observation the teacher randomly called on students to read aloud from a class novel and all 12 students called on began reading immediately. The QSR team saw frequent use of turn and talks to engage students prior to questioning and discussion. Students eagerly and efficiently completed turn and talk sessions being on-task and respectful of noise volume. In one observation students worked in table groups to represent a system of the</p>	Distinguished	17%

Instruction	Evidence Observed	School Wide Rating	
	<p>human body. Some students researched on computers, and others made posters. Students had choice in how to represent their project and work in teams to create a final project. Students showed enthusiasm by smiling and using phrases like, "Oh, I have a good idea for this." and "Do you think we should add this note here?"</p> <p>Teachers used appropriate learning materials and activities for achieving lesson objectives. Students read age-appropriate novels and teachers made connections to the real world. In one observation the teacher asked students how the novel would change if it took place today. Students eagerly made connections to their own lives. The QSR team saw effective use of Smart Boards to focus attention and promote interactive learning.</p>	Proficient	70%
	<p>The QSR team scored 13% of the observations as basic in this component. In these observations student misbehavior interfered with instructional momentum. Many students appeared ready to learn but teachers frequently had to stop instruction to give redirection. Some students had their heads down and some sat passively waiting for content delivery or direction.</p>	Basic	13%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence Observed	School Wide Rating	
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 95% of the observations as distinguished or proficient in this component. In these observations teachers used both informal and formal assessments and frequently addressed misconceptions on the spot. In one observation the teacher noticed that students did not know how to skim a text to look for significant events. After the first section she stated, "What I just learned is that we need to work on skimming. When we skim we don't read in as much detail. Let me show you." She then modeled how to skim and scaffolded the remainder of the observation giving students frequent opportunities to practice.</p>	Distinguished	4%
	<p>Teachers in these observations circulated during work time giving specific and individual feedback to students. In one observation the teacher said, "We're not adding zeros, we're regrouping. I know you know that, but it's important to get in the habit of explaining it correctly as well as solving it correctly."</p> <p>In many observations students evaluated their own work or the work of their peers against a rubric. Students in one observation took turns putting their essays on the interactive whiteboard and then offered critiques. In another observation students demonstrated knowledge of how they are assessed. Students worked in groups and said, "We have to include a summary here." The teacher circulated and gave feedback on each group's visual representation.</p> <p>The QSR team observed the frequent use of exit tickets and teachers referenced exit tickets from the previous day in many observations.</p>	Proficient	91%

Instruction	Evidence Observed	School Wide Rating	
	The QSR team scored less than 10% of observations as basic in this component.	Basic	4%
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

**APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC**

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.

<b>The Classroom Environment</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

**APPENDIX II: INSTRUCTION OBSERVATION RUBRIC**

<b>Instruction</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Communicating with Students</b>	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students. Teacher’s purpose in a lesson or unit is unclear to students. Teacher’s explanation of the content is unclear or confusing or uses inappropriate language.	Teacher’s oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher’s purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher’s explanation of content is appropriate and connects with students’ knowledge and experience.	Teacher’s oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher’s use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher’s use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant	Students are intellectually engaged only partially, resulting from activities or	Students are intellectually engaged throughout the lesson, with	Students are highly engaged throughout the lesson and make material contribution to the representation

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
	learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



June 7, 2017

Le Roy (Terry) Eakin III, Board Chair  
DC Prep PCS – Anacostia Elementary  
1102 W Street, SE  
Washington, DC 20020

Dear Mr. Eakin:

The DC Public Charter School Board (DC PCSB) conducts Qualitative Site Reviews to gather and document evidence to support school oversight. According to the School Reform Act § 38-1802.11, DC PCSB shall monitor the progress of each school in meeting the goals and student academic achievement expectations specified in the school's charter. Your school was selected to undergo a Qualitative Site Review during the 2016-17 school year for the following reason:

- School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Qualitative Site Review Report**

A Qualitative Site Review team conducted on-site reviews of DC Prep PCS-Anacostia Elementary between March 27, 2017 and April 7, 2017. Enclosed is the team's report. You will find that the Qualitative Site Review Report focuses primarily on the following areas: charter mission and goals, classroom environments, and instructional delivery.

We appreciate the assistance and hospitality that you and your staff gave the monitoring team in conducting the Qualitative Site Review at DC Prep PCS – Anacostia Elementary.

Sincerely,

Naomi DeVeaux  
Deputy Director

Enclosures  
cc: School Leader

# Qualitative Site Review Report

**Date:** June 7, 2017

## **Campus Information**

**Campus Name:** DC Prep Public Charter School- Anacostia Elementary

**Ward:** 8

**Grade levels:** PK3-Kindergarten

## **Qualitative Site Review Information**

**Reason for visit:** School eligible to petition for 15-year Charter Renewal during 2017-18 school year

**Two-week window:** March 27, 2017 - April 7, 2017

**QSR team members:** 1 DC PCSB staff, 3 consultants including 1 Special Education Specialist

**Number of observations:** 16

**Total enrollment:** 203

**Students with Disabilities enrollment:** 11

**English Language Learners enrollment:** 0

**In-seat attendance<sup>1</sup> on the days the QSR team conducted observations:**

**Visit 1:** March 28, 2017 - 88.4%

**Visit 2:** April 3, 2017 - 95.2%

**Visit 3:** April 7, 2017 - 90.5%

## **Summary**

The mission of DC Prep Public Charter School – Anacostia Elementary (DC Prep PCS- Anacostia) is to bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.

The QSR team found the DC Prep PCS – Anacostia’s campus to be a clean and safe facility with friendly staff and students. The school is housed in a temporary facility until completion of the new school slated to be completed for the 2017-2018 school year. Students and teachers demonstrated respect and warmth toward each other and observers saw high-levels of student engagement. School staff greeted students and parents by name at drop off and hallways were orderly with no or only few students in the hallway at any given time. Each classroom is co-taught and teachers demonstrated collaborative relationships as they equally participated in both content instruction and behavior management.

During the QSR two-week window, the team used the Charlotte Danielson *Framework for Teaching* to examine classroom environments and instructional delivery (see Appendix I). The QSR team scored 86% of observations as distinguished or proficient in the Classroom Environment domain. In the components of *Building a Relationship of Respect and Rapport* and *Establishing a Culture for Learning* the QSR team scored 94% of observations as distinguished or proficient. In these observations teachers and students demonstrated

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<sup>1</sup> This data has not been validated by the school. DC PCSB pulled the data in May 2017.

genuine warmth toward each other and teachers maintained high expectations for the students. The lowest rated component in this domain was *Managing Student Behavior* with 76% of observations scored as proficient or distinguished. In a few observations student behavior interfered with instruction and teachers' attempts to redirect off task students was only partially effective. In multiple classrooms teachers addressed misbehaviors with cool-off time, removal from the group, or quiet conversations however the students continued to disrupt the class.

The QSR team scored 92% of observations as distinguished or proficient in the Instruction domain. The highest rated component in this domain was *Communicating with Students* with 100% of observations scored as distinguished or proficient. Teachers clearly articulated learning objectives and gave specific and detailed directions to students.

The QSR did not rate any observations as unsatisfactory in either the Classroom Environment or the Instruction domain.

### Governance

A member of the DC PCSB staff attended the DC Prep Board Meeting on November 13, 2016. A quorum was present; board members reported both in person and on the phone. The board reported on academic highlights from all DC Prep Campuses. Additionally, they discussed DC Prep student demographics. Other topics covered by the meeting included: three-year strategic plan, governance matters, social and mental health support in schools, and participation rates of employees in DC Prep's 403(b) retirement plan.

### Specialized Instruction for Students with Disabilities

Prior to the two-week window, DC Prep PCS - Anacostia provided answers to specific questions regarding the provision of instruction to students with disabilities. During the visits special education-specific observer noted the following evidence, which supports that the school is meeting its stated SPED program with fidelity.

- The use of small-group instruction and pull-out sessions: The observer observed two pull-out sessions (one 3:1 and one 1:1) where a special education teacher and interventionist worked on reading and math skills. In one pull-out session, the teacher focused on predictions and pre-reading strategies. The teacher in this section used a picture and a text about castles and palaces and asked students working in the group to make some comparisons between to the two based on a text they read together during the session. In a second pull-out session, a teacher worked one-on-one with a student on math word problems. He also spent some time working with the student on emotional management skills as this student was recently removed from the whole group setting due to disruptive behavior. During the session they discussed the importance of the student remaining in the classroom with his peers and the need to engage in on-task behaviors.
- With the exception of pull-out sessions, the classes all operated using a co-taught model, as indicated in the questionnaire. In these observations the teachers used the parallel teaching model in which both teachers provided direct instruction on the same content. The content and focus was the same, however the whole group was broken into smaller groups for instruction and discussion. The teacher differentiated the pace and delivery of the instruction based on the responses of the

students. One group in each classroom moved at a slower pace when compared to the others as the special education teacher scaffolded the lesson.

- Although not noted as a strategy in the special education questionnaire, there were multiple direct mentions of students effectively redirecting off-task behaviors to facilitate “emotional management.” With this redirection came explicit instruction of what on-task and appropriate behaviors looked like as it relates to the term “emotional management.”

## CHARTER MISSION, GOALS, AND ACADEMIC ACHIEVEMENT EXPECTATIONS

This table summarizes qualitative evidence related to the goals and academic achievement expectations as detailed in the school’s charter and subsequent charter amendments. Some charter goals can only be measured quantitatively. The Qualitative Site Review (QSR) team recorded evidence of what the school is doing on the ground to meet these quantitative goals. During the charter review or renewal process, DC PCSB staff will use quantitative data to assess whether the school met those goals.

Mission and Goals	Evidence
<p>Mission:</p> <p>To bridge the educational divide in Washington, DC by increasing the number of students from underserved communities with the academic preparation and personal character to succeed in competitive high schools and colleges.</p>	<p>The QSR team observed substantial evidence that DC Prep PCS – Anacostia is meeting its mission. The school has created a college going culture with college banners displayed in hallways and classrooms. In one classroom a mural on the wall showed footprints positioned on a path where college was the end result. During the observations there were multiple mentions of students preparing to attend college. In one observation students said a class pledge that ended with, “I’m Going to College in 2030.”</p> <p>With respect to the academic preparation students receive to prepare them for high school and college, the team rated 92% of observations as proficient or distinguished in the <u>Instruction</u> domain of the Danielson rubric as detailed later in this report. Instruction was strong across the building and students engaged in a variety of academic tasks. The QSR team observed teachers doing repetitive chants with students about going to college and teachers referenced specific skills aligned with the grade-level advancement. In one observation a teacher and student worked on solving word problems. Once the student got one problem right the teacher added on to the problem and indicated that being able to solve the new problem meant that the student was ready to move up to the next grade level.</p>

<b>Mission and Goals</b>	<b>Evidence</b>
	<p>In addition to the emphasis on academic preparedness there is evidence that the school supports the social-emotional growth of the students. Teachers talked about focusing on “emotional management.” This term was used with students in response to their behavior. Teachers encouraged students to be resilient; “to keep their eyes on learning and not sweat the small stuff.”</p> <p>There are a limited number of computers in each classroom. Students know that everyone will not get to use a computer on any given day. So, when the teacher asked, “What will we do if we can’t go to the computer today? Students answered, “We just brush it off!” Teachers encouraged students to take control of their learning through increased effort. Students repeated phrases such as, “We will grow more brains to do math” before starting academic tasks.</p>
Goals:	
<p>The school’s leadership, faculty and staff are highly effective and work together in a constructive and sustainable fashion.</p>	<p>The QSR team observed teachers and staff at DC Prep PCS – Anacostia Elementary collaborate and work together frequently during the observation window. While the school is housed in a small temporary building there is evidence that the staff values and commits to collaboration as evidenced by the workspace arrangement in the front lobby. Teams of teachers met around a large table and were overheard discussing effective literacy instruction and desks were pushed together around the outside of the lobby where adults worked in pairs. The QSR team observed the principal working directly with another staff member at a small cluster of desks and on another day the principal was observed in a classroom working directly with one student and then with a small group of students. The Kindergarten science teacher also serves as an interventionist and conducted impromptu pullout sessions at the request of the classroom teachers. There were two</p>

Mission and Goals	Evidence
	<p>to four adults in each classroom at any given time collaborating to work with students</p> <p>In many observations teachers assisted each other with managing behavior during instruction. While one teacher continued facilitating instruction another teacher would remove disruptive students for a time-out. Teachers smiled at each other and greeted each other respectfully in all observations. Overall the staff used effective instructional techniques to engage all students in challenging learning tasks as evidenced by most observations being scored as proficient or distinguished in the Danielson rubric.</p>
<p>Students abide by DC Prep’s code of conduct, demonstrating good habits, character, and leadership.</p>	<p>Teachers called students “Preppies” in many observations and maintained the expectation that students abide by DC Prep’s code of conduct. Students were consistently rewarded with additions for displaying “Prep Skills” which are speaking and listening to others, persevering, contributing to group activities, advocating for oneself, and using emotional management strategies. Students monitored their own work habits and recorded points for their own performance on “Prep notes”. Teachers assigned additions and deductions with consistency from class to class. Expectations for student behavior was shared verbally and visually displayed on posters in the hallways and classrooms.</p> <p>According to a sign in the hallway there was a school wide focus on kindness: “Kind people are the best kind of people.”</p>
<p>Students graduate with an eight-grade level of academic competency or better.</p>	<p>DC Prep PCS - Anacostia serves pre-kindergarten and kindergarten students. The QSR team observed a strong academic program. The QSR team scored 92% of</p>

<b>Mission and Goals</b>	<b>Evidence</b>
	<p>observations as distinguished or proficient in the <u>Instruction</u> domain. There were no observations rated as unsatisfactory. Students engaged in grade-level tasks and teachers scaffolded instruction to meet the needs of all learners.</p>
<p>Students enroll in academically challenging college-preparatory high schools.</p>	<p>Not observable.</p>
<p>The school assists in the launch and success of other charter schools, and in the improvement of non-charter public schools in the city.</p>	<p>Not observable.</p>
<p>DC Prep alumni graduate from academically challenging high schools and attend college.</p>	<p>Not observable.</p>

## THE CLASSROOM ENVIRONMENT<sup>2</sup>

This table summarizes the school’s performance on the Classroom Environments domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 82% of classrooms as “distinguished” or “proficient” for the Classroom Environment domain.

The Classroom Environment	Evidence	School Wide Rating	
<p><b>Creating an Environment of Respect and Rapport</b></p>	<p>The QSR team scored an impressive 94% of the observations as distinguished or proficient in this component. In these observations interactions between teachers and students were warm and polite. Interactions in almost all classrooms were mutually respectful and students shared, took turns and used language such as, “Thank you,” “Bless you” and “I’m sorry.” Teachers referred to students as “friends,” or “loves,” and used student names when talking to them. Teachers in nearly every observation sat on the floor with students at their eye level or crouched down to look them in the eye when having a private conversation. Teachers and students in these observations smiled at each other often.</p>	Distinguished	19%
	<p>The QSR team rated 19% of observations as distinguished in this component. In one distinguished observation teachers assigned a topic for conversations during snack time and joined students in the table talk. Additionally in distinguished observations there was a strong sense of community demonstrated as students waited before eating as snacks were passed out so that everyone could eat together.</p>	Proficient	75%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%

<sup>2</sup> Teachers may be observed more than once by different review team members.

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%
<b>Establishing a Culture for Learning</b>	<p>The QSR team scored 94% of the observations as distinguished or proficient in this component. Teachers and students in these observations demonstrated a commitment to the academic tasks and to the culture of learning. Teachers celebrated student successes and showed excitement about student achievement. In one observation a teacher gave a student a high five in response to his reading progress and in other observations teachers and students gave shout-outs or earned celebration dance time.</p> <p>Several teachers maintained high expectations for all students by encouraging students to be smart. Teachers said, "Earn your shine by persevering," and "I love that you are using smart brains on tricky words," and "we can grow brains for math." If students demonstrated that they were discouraged teachers supported them. In one observation that teacher said, "I'm here to help so if you are unsure raise your hand."</p>	Distinguished	13%

The Classroom Environment	Evidence	School Wide Rating	
	<p>Teachers demonstrated passion about the learning activities and content by fully participating with students. One teacher crawled into the tent with students and another danced with the kids during a celebration. In response to a student thought a teacher said, "Oh my goodness, you just brought up so many cool things related to animals!"</p> <p>In distinguished observations students demonstrated a strong commitment to their learning. Students answered questions in complete sentences and attempted to use advanced vocabulary such as "clever" or "aquatic" even if they pronounced words incorrectly or used them in the wrong context. Students in distinguished observations demonstrated the willingness to take risks and participated and without any hesitation.</p>	Proficient	81%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<b>Managing Classroom Procedures</b>	<p>The QSR team scored 81% of the observations as distinguished or proficient in this component. In these observations little instructional time was lost due to the use of effective routines and procedures. Teachers used timers and gave verbal reminders before transitions. Teachers turned transitions into fun routines with songs, chants or game. In one observation the teacher said, "Everybody stop and put your hands on top," and "It's time to write, alright, alright." Students smiled and immediately transitioned to the new task. Students were expected to keep "prepped up" with tummy to the table, back to</p>	Distinguished	6%

The Classroom Environment	Evidence	School Wide Rating	
	<p>the back, bottom to the bottom, and feet on the floor and moved into this position with minimal direction from the teachers.</p> <p>Most teachers had established routines for classroom arrival, using the restroom, or moving to different centers during designated rotation time. Transitions from the whole group sessions to small-group or individual work were quick and efficient in most observations. The special education specialist observed students moving quickly and efficiently into small learning groups or to move to work with a special education teacher without any disruption to their peers.</p>	Proficient	75%
	<p>The QSR team scored 19% of the observations as basic in this component. In these observations instructional time was lost due to ineffective transitions. In a few classrooms students did not demonstrate that they knew how to move into small groups as transitions lasted many minutes. Additionally, despite many efforts by the teachers in one classroom to implement the "tracking the speaker" procedure, many students did not comply or respond to the teacher's claps for attention resulting in over five minutes of lost instructional time.</p>	Basic	19%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

The Classroom Environment	Evidence	School Wide Rating	
<b>Managing Student Behavior</b>	<p>The QSR team scored 77% of the observations as distinguished or proficient in this component. In these observations expectations were posted, reviewed, and enforced. Teachers used a variety of behavior management strategies to maintain appropriate behavior in the classroom such as non-verbal glances, proximity to students and quick narration of positive behaviors followed immediately with redirection of students who were not listening. In most observations there was a time out or cool-down chair, however the QSR team did not see that it needed to be used in any proficient or distinguished observations. In one observation the teacher said, "The professional dragon is looking to see who is sitting professionally."</p> <p>Students quickly moved to the carpet and sat without any behavior issues. The teacher then said, "I have my individual tracker for individuals who are earning additions" as she marked down notes on her clipboard. In multiple observations teachers asked students to "put bubbles in their mouths" when the expectation was for students</p>	Distinguished	13%

The Classroom Environment	Evidence	School Wide Rating	
	<p>to listen. In a distinguished observation students won a "bubble party" and danced for a minute to celebrate good listening skills.</p> <p>When students in these observations needed behavior reminders teachers did so in a calm manner and successfully redirected off task students. In one observation a student lightly kicked another student. One of the teachers said, "that is not okay love" and asked him to move to a new spot on the carpet. The student remained on-task for the remainder of the observation.</p> <p>In distinguished observations behavior was entirely appropriate and teachers did not need to redirect students. Students in these classrooms managed themselves and teachers acknowledged the behavior by giving additions to the students for their Prep Notes.</p>	Proficient	64%
	<p>The QSR team scored 25% of observations as basic in this component. Teachers in these observations attempted to address off task behavior. Students frequently displayed the same behaviors again during the observation. In one observation a student became upset on the carpet and the teacher moved the student to time out. Once in time-out the teacher set a timer and invited the student back to the carpet when time was over. However this student and others remained off task for most of the observation and did not respond to additional attempts by the teachers to redirect.</p> <p>In other observations students were frequently off task during center time. In one observation students threw items in the creative play center and continued to do so when the teachers were not close. In another classroom students fought over blocks during center time. One of the teachers spoke to the students, however the fighting continued when the teacher moved to another center.</p>	Basic	25%

The Classroom Environment	Evidence	School Wide Rating	
	The QSR team scored none of the observations as unsatisfactory in this component.	Unsatisfactory	0%

**INSTRUCTION**

This table summarizes the school’s performance on the Instruction domain of the rubric during the unannounced visits. The label definitions for classroom observations of “distinguished,” “proficient,” “basic,” and “unsatisfactory” are those from the Danielson framework. The QSR team scored 92% of classrooms as “distinguished” or “proficient” for the Instruction domain.

<b>Instruction</b>	<b>Evidence</b>	<b>School Wide Rating</b>	
<b>Communicating with Students</b>	<p>The QSR team scored a notable 100% of the observations as proficient or distinguished in this component. In these observations teachers aligned learning objectives to posted content standards and clearly shared content and instructions with students. Teachers clarified the lesson purpose, such as, “We’re going to compare yesterday’s character with the Gingerbread baby” or “Today we’re going to do graphing stories”; or “Peeking poodle is going to help us figure out some words.” Teachers frequently modeled the expected task before asking students to perform instructional tasks individually. One teacher said, “W is the first letter in my name. Are there any letters in front of my W?”</p> <p>In other observations teachers connected learning tasks to previous days. In one observation the teacher said, “We have</p>	Distinguished	6%

Instruction	Evidence	School Wide Rating	
	<p>learned about all different types of aquatic habitats so your job today is to put it together." Teachers reminded students how to use academic skills that they had learned and practiced. One teacher said, "If I am confused or don't know a word what can I do?" Students raised their hands to share reading strategies such as using arms or heads to sound out words or segmenting words into syllables using claps. Teacher-created word walls and strategy charts were present in all classrooms.</p> <p>Teachers gave clear and precise directions often asking students to them repeat back before starting their work.</p>	Proficient	94%
	<p>The QSR team scored none of the observations as basic in this component.</p>	Basic	0%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Using Questioning/Prompts and Discussion Techniques</b></p>	<p>The QSR team scored 94% of the observations as proficient or distinguished in this component. In these observations teachers posed a variety of questions and frequently asked students to explain their thinking. Questions allowed for students to respond with multiple correct answers and build off of each other's responses. In several classes students participated in turn and talks to ask questions of their partners. Teachers prompted, "Ask your neighbor why</p>	Distinguished	13%

Instruction	Evidence	School Wide Rating	
	<p>he/she put this goldfish there?" or "Ask your partner what he/she learned about the octopus?"</p> <p>In distinguished observations students participated in focused discussions with high levels of participation. In one observation the teacher said, "We are going to have a discussion about these three questions. The first question we have is what are the responsibilities of a king of queen?" In another observation after reading about a party the teacher organized discussion groups for students and teachers to discuss what they would wear to that party.</p>	Proficient	81%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%
<p><b>Engaging Students in Learning</b></p>	<p>The QSR team scored a very high 94% of the observations as proficient in this component. Students in these observations engaged with a variety of instructional materials. Students practiced letter and word composition on individual dry erase boards, used clothes pins and picture cards to match words with the same beginning sound and completed self-paced lessons on laptops. Students also participated in a variety of instructional groupings such as small group learning, whole group mini-lessons and student selected learning stations. Students in small groups stayed on task and completed work in a timely manner.</p> <p>Teachers in these observations used many</p>	Distinguished	0%

Instruction	Evidence	School Wide Rating	
	<p>different instructional techniques to engage students in learning. In many observations teachers encouraged students to cognitively engage with the content and make connections to their own lives or past learning. In one observation a student asked, "What's this place?" The teacher responded, "that's a great question and I don't know the answer but I'm going to find out so keep that in the back of your mind." In another observation the teacher asked, "Did anyone come up with a connection, another animal that was a reptile in our story?" One student raised his hand and shared, "An alligator." The teacher then engaged all students in the content when she said, "Give us a me too if you also thought of an alligator." The pacing in these classrooms effectively allowed for students to be actively engaged on tasks without downtime.</p>	Proficient	94%
	<p>The QSR team rated less than 10% of the observations as basic in this component.</p>	Basic	6%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

Instruction	Evidence	School Wide Rating	
<b>Using Assessment in Instruction</b>	<p>The QSR team scored 81% of the observations as proficient or distinguished in this component. In these observations teachers circulated the room during student work time giving specific and individual feedback or suggestions. In one observation the teacher said, "Good job. You shared an accurate fact. Who else can share an accurate fact from what I read?" In another observation the teacher shared with the class, "She didn't just tell me her answer, she told me why." Other students then added more details to their verbal answers. Teachers used questioning techniques to assess student understanding and comprehension of text, One teacher asked, "Why does GB baby want a friend so badly?"</p>	Distinguished	6%
	<p>In small group instruction teachers asked students probing questions and monitored learning making adjustments on the spot. The students in the small group counted using manipulatives and the teacher made minor adjustments as needed with each student. Additionally students recorded their own self-assessment of their work habits on Prep Notes Sheets at the end of each class.</p> <p>In one distinguished observation the teacher reviewed requirements for the instructional task before students. She said, "Write your name. Write your sentence. Then draw your picture." Then the teacher modeled the task and students evaluated the teacher's work using the criteria. The teacher then rotated to each student giving specific feedback during independent work time.</p>	Proficient	75%

Instruction	Evidence	School Wide Rating	
	<p>The QSR team scored 19% of the observations as basic in this component. In these observations students did not have many opportunities to demonstrate their learning. Teachers in these observations gave infrequent or no feedback to students not working directly with the teacher. Students in some observations did not have the chance to work directly with the teacher and did not have opportunities to share their learning or evaluate if the task they worked on was correct.</p>	Basic	19%
	<p>The QSR team scored none of the observations as unsatisfactory in this component.</p>	Unsatisfactory	0%

## APPENDIX I: THE CLASSROOM ENVIRONMENT OBSERVATION RUBRIC

The Classroom Environment	Unsatisfactory	Basic	Proficient	Distinguished
<b>Creating an Environment of Respect and Rapport</b>	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among member of the class.
<b>Establishing a Culture for Learning</b>	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assumes much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates as passionate commitment to the subject.
<b>Managing Classroom Procedures</b>	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
<b>Managing Student Behavior</b>	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teachers' response to student misbehavior is sensitive to individual student needs.

## APPENDIX II: INSTRUCTION OBSERVATION RUBRIC

Instruction	Unsatisfactory	Basic	Proficient	Distinguished
<b>Communicating with Students</b>	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situation within broader learning. Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. Makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content is imaginative, and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<b>Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven with some high-level question; attempts at true discussion; moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
<b>Engaging Students in Learning</b>	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
<b>Using Assessment in Instruction</b>	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class as a whole but elicits no diagnostic information; feedback to students is uneven and inconsistent in its timeliness.	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information; feedback is timely, consistent, and of high quality.	Students are fully aware of the criteria and standards by which their work will be evaluated, have contributed to the development of the criteria, frequently assess and monitor the quality of their own work against the assessment criteria and performance standards, and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.



# **Appendix H**

## **Compliance Reports**



**DC Prep Public Charter School - Benning**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**DC Prep Public Charter School - Benning**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**DC Prep Public Charter School - Benning**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**DC Prep Public Charter School - Edgewood Elementary**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fair Enrollment Process</b>	Enrollment application for SY 2013-2014	Compliance with School Reform Act Section 38-1802.06	Compliant	
	Written lottery procedures		Compliant	
<b>Notice and Due Process (suspension and expulsion)</b>	Student handbook or other written document that outlines the school's discipline policy and procedures.	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	Compliant	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	Compliant	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
	School Emergency Response Plan	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	



**DC Prep Public Charter School - Edgewood Elementary**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Charter School Employees</b>	Employee handbook or other written document on policies and procedures governing employment at the school, including employee handling of student records	Compliance with School Reform Act Section 38-1802.04, 38-1802.07, FERPA, the Public Education Reform Amendment Act of 2007, and applicable state and federal employment laws	Compliant	
<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**DC Prep Public Charter School - Edgewood Elementary**  
**COMPLIANCE REVIEW REPORT**  
**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
	Board Bylaws		Compliant	
<b>Articles of Incorporation</b>	Articles of Incorporation	Compliance with School Reform Act Section 38-1802.04	Compliant	
<b>School Organization</b>	School Organization Chart	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or nonapplicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>School Calendar</b>	School Calendar	Compliance with School Reform Act Section 38-1802.11 (a)	Compliant	
<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



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	Written lottery procedures		Compliant	
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<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	Compliant	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	Compliant	
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**2012-2013**

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<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (b)(4)	Compliant	
	Lease/Purchase Agreement		Compliant	
	Basic Business License		Compliant	
<b>High Quality Teachers: Elementary and Secondary Education Act (ESEA)</b>	For Title I schools, teacher roster with HQ status, and how the status was met; action plans indicated for all non-HQT staff	Compliance with ESEA guidance to ensure that all elementary and secondary subject area teachers are highly qualified	Compliant	



**DC Prep Public Charter School - Edgewood Middle**  
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**2012-2013**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Fiduciary Duty: Board of Trustees</b>	Board roster with names and titles	Compliance with School Reform Act Section 38-1802.05	Compliant	
	Board meeting minutes submitted		Compliant	
	Board calendar with meeting dates		Compliant	
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<b>High School Courses for Graduation</b>	High School Course Offering	Compliance with School Reform Act Section 38-1802.11 (a)	N/A	
<b>Submission of Annual Report</b>	Annual Report (SY 2011-2012)	Compliance with the School Reform Act Section 38-1802.04 (c) (11)	Compliant	
<b>Accreditation Status</b>	Letter or license of accreditation or seeking accreditation (schools at least 5 years in operation)	Compliance with School Reform Act Section 38-1802.02 (16)	Compliant	



**DC Prep PCS – Benning Elementary**  
**COMPLIANCE REVIEW REPORT**  
**2013-2014**

INDICATOR	DOCUMENTATION	RATIONALE	COMPLIANCE STATUS	COMMENTS
<b>Discipline Policy and Due Process</b>	Student handbook or other written document that outlines the school's discipline policy and procedures	Compliance with School Reform Act Section 38-1802.06 (g); guidance for PCSB staff when contacted by parents	COMPLIANT	
<b>Attendance Policy</b>	Student handbook or other written document that outlines the school's attendance policy and procedures	Compliance with the Attendance Accountability Amendment Act; fidelity to the school's charter	COMPLIANT	
<b>Student Health</b>	Option 1: Notice of assigned nurse on staff	Compliance with School Reform Act Section 38-1802.04 (c)(4) and the Student Access to Treatment Act of 2007	COMPLIANT	
	Option 2: Copy of staff certificate to administer medications			
<b>Student Safety</b>	Current roster of all employees and volunteers (working greater than 10 hours at the school) with indication that background check has been conducted	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Sexual Violation Protocol Assurance Policy	Compliance with Mandated Reporter laws in DC Code Section 4-1321.02	COMPLIANT	
	School Emergency Response Plan (Assurance letter)	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	



**DC Prep PCS – Benning Elementary**  
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**2013-2014**

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<b>Insurance</b>	Certification that appropriate levels of insurance have been secured	Compliance with School Reform Act Section 38-1802.04 (b)(4)	COMPLIANT	
<b>Occupancy, Lease and License for the Facility</b>	Certificate of occupancy with an occupant load equal or greater than the number of students and staff in the building	Compliance with School Reform Act Section 38-1802.04 (c)(4)	COMPLIANT	
	Lease/Purchase Agreement (submitted for new campuses or new leases only)		COMPLIANT	
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**2013-2014**

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<b>Special Education</b>	Continuum of Services Chart	Compliance with DCMR Rule 5-E3012 and IDEA §300.115	COMPLIANT	
<b>Litigation Status</b>	Litigation Proceedings Calendar (or non-applicable memo)	Compliance with School Reform Act Section 38-1802.11 (a)	COMPLIANT	
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## SY 2016-2017 DC Public Charter School Board Compliance Review Report

DC Prep PCS

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	<b>Compliant</b>	7/25/16	✓
Goals and Assessments	<b>Compliant</b>	7/25/16	✓
Quarterly Financial Statements - 4th Quarter	<b>Compliant</b>	7/25/16	✓
Auditor Engagement Letter	<b>Compliant</b>	7/25/16	✓
School Calendar	<b>Compliant</b>	8/15/16	✓
Student/Family Handbook	<b>Compliant</b>	8/15/16	✓
Professional Development Calendar (Title I Schools)	<b>Compliant</b>	8/15/16	✓
Board Roster	<b>Compliant</b>	9/5/16	✓
Employee Handbook: Employment Policies	<b>Compliant</b>	10/8/16	✓
Accreditation	<b>Compliant</b>	10/8/16	✓
Child Find Policy	<b>Compliant</b>	10/8/16	✓
Board Meeting Approved Minutes - 1st Quarter	<b>Compliant</b>	10/8/16	✓
Title IX	<b>Compliant</b>	10/8/16	✓
ELL	<b>Compliant</b>	10/8/16	✓
Certificate of Insurance	<b>Compliant</b>	10/8/16	✓
Litigation Proceedings Calendar	<b>Compliant</b>	10/8/16	✓
Staff Preference	<b>Compliant</b>	10/8/16	✓
Quarterly Financial Statements - 1st Quarter	<b>Compliant</b>	10/8/16	✓
Annual Report	<b>Compliant</b>	10/8/16	✓
Audited Financial Statements	<b>Compliant</b>	10/8/16	✓
Student Enrollment Forms	<b>Compliant</b>	10/8/16	✓
Facilities Expenditure Data Inputs	<b>Compliant</b>	10/8/16	✓
Basic Business License	<b>Compliant</b>	N/A	✓
DC Non-Profit Status	<b>Compliant</b>	N/A	✓

A rating of *compliant* means the school has satisfied the compliance standards.

A rating of *in progress* means the school has provided an explanation or evidence that the issue is in the process of being remedied in a timely manner.

A rating of *not compliant* means the school has not provided an explanation or evidence of how the issue will be remedied, the timeline for addressing the issue has not been adequate, or the school has been non-responsive in addressing the issue.

Questions about this report can be directed to Katie Dammann at [kdammann@dpcsb.org](mailto:kdammann@dpcsb.org).

## SY 2016-2017 DC Public Charter School Board Compliance Review Report

DC Prep PCS Campus Level Submissions

Requirement	Campus	Compliance Status	Due	On Time
Fire Drill Schedule	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	9/14/16	✓
SPED-Continuum of Services	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
ADA	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
Staff/Volunteer Roster and Background Checks	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	DC Prep PCS - Anacostia Elementary School	<b>Compliant</b>	12/8/16	✓
Fire Drill Schedule	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	9/14/16	✓
SPED-Continuum of Services	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
ADA	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
Staff/Volunteer Roster and Background Checks	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	DC Prep PCS - Benning Elementary School	<b>Compliant</b>	12/8/16	✓
Fire Drill Schedule	DC Prep PCS - Benning Middle School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	DC Prep PCS - Benning Middle School	<b>Compliant</b>	9/14/16	✓
SPED-Continuum of Services	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
ADA	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
Staff/Volunteer Roster and Background Checks	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
Sexual Violation Protocol Assurance Letter	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	DC Prep PCS - Benning Middle School	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	DC Prep PCS - Benning Middle School	<b>Compliant</b>	12/8/16	✓
Fire Drill Schedule	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	9/14/16	✓
Sexual Violation Protocol Assurance Letter	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
SPED-Continuum of Services	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
ADA	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓

<b>Requirement</b>	<b>Campus</b>	<b>Compliance Status</b>	<b>Due</b>	<b>On Time</b>
Certificate of Occupancy	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
Staff/Volunteer Roster and Background Checks	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	DC Prep PCS - Edgewood Elementary School	<b>Compliant</b>	12/8/16	✓
Fire Drill Schedule	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	7/26/16	✓
Charter School Athletics Compliance	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	9/14/16	✓
Sexual Violation Protocol Assurance Letter	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
SPED-Continuum of Services	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
ADA	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
School Emergency Response Plan	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
School Nurse Notification/Certified Staff to Administer Medication	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
Certificate of Occupancy	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
Staff/Volunteer Roster and Background Checks	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
Lease/Purchase Agreement and Right of Entry	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	10/6/16	✓
Fire Drills Conducted	DC Prep PCS - Edgewood Middle School	<b>Compliant</b>	12/8/16	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: *DC Prep PCS*

January 15, 2015

Requirement	Compliance Status	Due	On Time
Charter's Board Calendar	Compliant	7/25/14	✓
School Calendar	Compliant	7/25/14	✓
Quarterly Financial Statements - 4th	Compliant	7/31/14	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/15/14	✓
Auditor Engagement Letter	Compliant	8/22/14	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/14	✓
Annual Report SY2013-2014	Compliant	10/6/14	✓
Accreditation	Compliant	10/10/14	✓
Board Meeting Approved Minutes	Compliant	10/10/14	✓
Board Roster	Compliant	10/10/14	✓
Certificate of Insurance	Compliant	10/10/14	✓
Child Find Policy	Compliant	10/10/14	✓
Employee Handbook: Employment Policies	Compliant	10/10/14	✓
Litigation Proceedings Calendar	Compliant	10/10/14	✓
Student Handbook	Compliant	10/10/14	✓
Quarterly Financial Statements - 1st	Compliant	10/31/14	✓
Audited Financial Statements	Compliant	11/3/14	✓
Audited Financial Statements - FAR Data Entry Form	Compliant	11/7/14	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: DC Prep PCS - Benning Elementary

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	12/17/14	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: DC Prep PCS - Benning Middle

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	12/17/14	✓

# SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: DC Prep PCS - Edgewood Elementary

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	10/1/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	12/17/14	✓

## SY 2014-2015 DC Public Charter School Board Compliance Review Report

For LEA/Campus: DC Prep PCS - Edgewood Middle

Requirement	Compliance Status	Due	On Time
Fire Drills	Compliant	7/25/14	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/1/14	✓
Charter School Athletics Compliance	Compliant	8/31/14	✓
Basic Business License	Compliant	10/10/14	✓
Certificate of Occupancy	Compliant	10/10/14	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/10/14	✓
School Emergency Response Plan	Compliant	10/10/14	✓
School Nurse Notification OR Certified Staff to Administer Medication	Compliant	10/10/14	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/10/14	✓
SPED-Continuum of Services	Compliant	10/10/14	✓
Fire Drills	Compliant	12/5/14	✓
Staff/Volunteer Roster and Background Checks - 10/10/2014	Compliant	12/17/14	✓

## SY 2014-2015 DC Public Charter School Board Compliance Review Report - Contracts Submission

For LEA/Campus: DC Prep PCS

Requirement	Compliance Status	Due	On Time
Contracts	<b>23 Submitted</b>	3 days after contract is awarded	<b>20 of 23</b>

Date of Submission to PCSB	Name of Charter School	Vendor	Services to be Provided	Effective Date of Contract-10 days (SRA)	Value of Contract	# of Days Between Date of Contract Award to Vendor & Submission to PCSB
6/10/14	DC Preparatory Academy PCS	PMM Companies	Janitorial Services	6/2/14	\$75,294	8
6/10/14	DC Preparatory Academy PCS	PMM Companies	Facilities Maintenance	6/2/14	\$38,964	8
6/10/14	DC Preparatory Academy PCS	Genesys Impact	Low Volt Cable Wiring	6/6/14	\$67,000	4
6/10/14	DC Preparatory Academy PCS	Office Movers	Moving and Storage Services	6/10/14	\$70,273	<b>Compliant</b>
6/20/14	DC Preparatory Academy PCS	Stanley Convergent Security Solutions, Inc.	Security Services	6/18/14	\$80,840	<b>Compliant</b>
7/25/14	DC Preparatory Academy PCS	Nixon Peabody	NMTC Legal Services	8/4/14	\$90,000	<b>Compliant</b>
7/25/14	DC Preparatory Academy PCS	CohnReznick	NMTC Financial/Accounting Services	8/4/14	\$28,000	<b>Compliant</b>
7/25/14	DC Preparatory Academy PCS	Genesys	Low Voltage Cabling Services	8/4/14	\$58,126	<b>Compliant</b>
7/31/14	DC Preparatory Academy PCS	Revolution Foods	Food Services Agreement	8/10/14	\$25,000	<b>Compliant</b>
7/31/14	DC Preparatory Academy PCS	Stanley Convergent Security Solutions, Inc.	Security Services	8/10/14	\$28,525	<b>Compliant</b>
7/31/14	DC Preparatory Academy PCS	UChicago Impact	Assessment and Instructional Data Support	8/10/14	\$25,000	<b>Compliant</b>
8/6/14	DC Preparatory Academy PCS	Comm Solutions	Office Equipment - wireless	8/16/14	\$38,409	<b>Compliant</b>
8/6/14	DC Preparatory Academy PCS	Clear Connection	Office Equipment - phones/paging system	8/16/14	\$64,535	<b>Compliant</b>
8/12/14	DC Preparatory Academy PCS	The Law Office of Lauren E. Baum, P.C.	Legal services	8/22/14	\$30,000	<b>Compliant</b>
8/18/14	DC Preparatory Academy PCS	Achievement Network, LTD.	Assessment Services	8/28/14	\$68,000	<b>Compliant</b>
9/17/14	DC Preparatory Academy PCS	ServiceMaster Janitorial Services of Greater Washington	Janitorial Services	9/27/14	\$288,562	<b>Compliant</b>
9/17/14	DC Preparatory Academy PCS	EdOps	Accounting services	9/27/14	\$200,000	<b>Compliant</b>
9/22/14	DC Preparatory Academy PCS	The New Teacher Project	Talent recruitment and development services	10/2/14	\$27,000	<b>Compliant</b>
9/26/14	DC Preparatory Academy PCS	The New Teacher Project	Talent recruitment and development services	10/6/14	\$27,500	<b>Compliant</b>
10/13/14	DC Preparatory Academy PCS	Traditional Expressions	Instructional Support Services	10/23/14	\$66,670	<b>Compliant</b>
10/15/14	DC Preparatory Academy PCS	End to End Solutions for Special Education	Special Education Services	10/25/14	\$25,000	<b>Compliant</b>
11/21/14	DC Preparatory Academy PCS	BizIT	IT Management	12/1/14	\$3,915 each month	<b>Compliant</b>
11/21/14	DC Preparatory Academy PCS	PMM Companies	Janitorial Services	12/1/14	\$194,004	<b>Compliant</b>

2014-15 Compliance Review Requirements

Requirement	Description
2014-15 School Calendar	<p>Calendar must include the following:</p> <ul style="list-style-type: none"> <li>-minimum 180 days of school (6+ hours)</li> <li>-first and last day of school listed</li> <li>-start and end times listed</li> <li>-instructional days and holidays listed</li> <li>-make-up days for inclement weather listed</li> <li>-indicate staggered start dates if applicable</li> </ul> <p>*If different campuses within the LEA have different calendar days, please make note on the calendar, or submit separate calendars for each campus</p>
Charter Board Calendar	List of all days the Board of Trustees is scheduled to meet for the 2014-2015 school year (this schedule should reflect what is in the school's bylaws)
High School Course Offering--Assurance	All courses and credits offered to high school students; include graduation requirements
Fire Drill Schedule	<p><u>Fire drill schedule</u></p> <ul style="list-style-type: none"> <li>-Must include TWO drills within the first two weeks of the school year</li> <li>-monthly thereafter (total of 10 per year)</li> </ul>
Audited Financial Statement Engagement Letter - FY2015	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Charter School Athletics Compliance	Evidence that appropriate medical/ trainer personnel are present at every interscholastic sporting event; fill out the template provided
Annual Report	<p><u>2013-14 Annual Report includes:</u></p> <ul style="list-style-type: none"> <li>-Narrative (description of performance and progress; goal attainment; school program)</li> <li>-Data Report</li> <li>-Appendices (staff roster; board roster; financials)</li> </ul>
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Assurance letter stating that the school has updated their Improvement plan in web-based tool.
ESEA Focus Schools: web-based Sub-group Intervention Plan	Assurance letter stating that the school uploaded their plan for supporting Focus sub-groups into web-based tool

2014-15 Compliance Review Requirements

Requirement	Description
Professional Development Calendar, Title I schools	Include all activities related to professional development. (As part of its accountability functions under Title I, Part A of ESEA for District public charter schools, PCSB must review, at least annually, each public charter school's activities related to professional development.)
Early Childhood Assessments	EC PMF assessment form indicating what assessments the school plans to administer for the current school year. Each school with early childhood grades (PK3-2) must let PCSB know which assessments the school will be held accountable to for the EC PMF.
Certificate of Occupancy	Includes school name and current address; <b>Occupancy load on form is equal to or greater than the sum of staff and students</b>
Insurance Certificate	Includes: general liability, directors and officers liability, umbrella coverage, property/lease insurance, auto liability insurance, workers compensation (or all coverage listed in school's <b>charter agreement</b> ); should include all addresses/campuses of an LEA
Basic Business License	Current Basic Business License
School Nurse Notification OR Certified Staff to Administer Medicine	DOH notice of assigned nurse on staff; OR copy of staff certificate to administer medications (not expired)
Board Roster	<p>Board makeup must include:</p> <ul style="list-style-type: none"> <li>-Odd number of voting members (odd number of voting members/ doesn't include ex-officio)</li> <li>-Greater than 3 but no more than 15</li> <li>-Majority of members residing in DC (include address or city of residence)</li> <li>-2 parent members (voting members) *</li> </ul> <p><i>*Adult schools may use alumnae or adult students to satisfy the parent requirement</i></p>
Litigation Proceedings Calendar	Includes schedule of litigation or federal complaints issued against the school, includes: SPED-related legal proceedings, settlement agreements, and hearing officer decisions pending or occurring in the past school year; federal complaints issued against the school within the past year; or non-applicable memo
Board Meeting Minutes--1st Quarter	Minutes from all board meetings held/ approved between July and October 2014; should reflect decisions made by the Board that are consistent with the Charter granted to the school, the School Reform Act, and applicable law
School Emergency Response Plan	Evidence or assurance that the school worked with Student Support Center to develop their Emergency Response Plan. <b>OR</b> , an assurance letter confirming that the school has established procedures, protocol and drills in order to respond to potential crises (i.e., fire, tornado, earthquake, hurricane, lockdown, active shooter, health outbreak/ communicable diseases). The plan must be aligned with the guidelines of agencies such as Fire and EMS, MPD, and CFSA.
Sexual Violation Protocol	An assurance letter confirming that the school's policy regarding sexual violations has been read by all staff members  <i>*Should confirm staff's understanding of their obligation for reporting sexual abuse of student.</i>

2014-15 Compliance Review Requirements

Requirement	Description
Child Find Policy	An LEA's Child Find procedures should include, but is not limited to, a written description of how the LEA conducts: <ul style="list-style-type: none"> <li>• Part C Identification (if applicable to your student population)- Assessment, Obtaining Consent, Determining Eligibility, Referral, Evaluation, Assessment</li> <li>• Part B Identification- Transitioning students from Part C to Part B (if applicable to your student population), Public Awareness, Screening, Referral, Evaluation, Assessment</li> </ul>
Staff Roster & Background Checks	Staff/volunteer name, position, indication that background check has been conducted within the past <b>TWO years</b>  <i>*All volunteers working more than 10 hrs/ week must have background checks</i>
Employee Handbook (or submit individual policies)	Includes school board-approved policies around compliance with applicable employment laws including: <ul style="list-style-type: none"> <li>*sexual harassment</li> <li>*equal opportunity</li> <li>*drug-free workplace</li> <li>*complaint Resolution Process</li> <li>*Whistle blower Policy (best practice, not mandatory)</li> </ul>
Accreditation	Letter and/or license of accreditation; or memo explaining where in the process the school is (undergoing accreditation); Schools not yet 5 years old may submit an N/A memo if they have not begun the accreditation process
SPED--Continuum of Services	Description of the school's continuum of services available to students with disabilities (template accurately filled out)
Student Handbook  or submit policies: *Discipline Policy *Attendance Policy *Safeguard of Student Information	<p><b>Discipline Policy</b></p> <ul style="list-style-type: none"> <li>-clear explanation of infractions</li> <li>-clear explanation of consequences (basis for suspensions/ expulsions)</li> <li>-manifestation determination process for students with disabilities</li> <li>-due process and appeals procedures for student/ parents for disciplinary incidents</li> </ul> <p><b>Attendance Policy</b></p> <ul style="list-style-type: none"> <li>-clear explanation of consequences of tardiness and absences</li> <li>-clear explanation of what constitutes an excused absence (including documentation required)</li> <li>-aligned with state law (i.e., truancy mandatory reporting, Attendance Accountability Act of 2013)</li> </ul> <p><b>Safeguard of Student Information Policy</b>--aligns with FERPA regulations</p>
Lease	Lease
Charter Renewal Application	PCSB requests that schools submit charter renewal applications by this suggested date
Enrollment Ceiling Increase Request	Request to increase maximum student enrollment level beyond what is currently in the charter
Charter Amendment	Submission of requests and notifications of changes in the charter agreement (refer to charter amendment guidelines)

2014-15 Compliance Review Requirements

Requirement	Description
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Quarterly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Audited Financial Statements	The annual examination and evaluation of the financial statements of a charter school. The audit is performed by a PCSB approved auditor.
Audited Financial Statements - FAR Data Entry Form	Use the FAR Data Entry Form to upload data from your school's financial statement for the Finance and Audit Review report.
Monthly Financial Statements - FY2015	Statement of Activities and Statement of Financial Position (for the period ending and year-to-date). The files must be submitted in Excel.
Annual Financial Audit - PCSB Schedules - FY2014	Submission of functional expense schedule and contracts schedule using PCSB template. The file must be submitted in Excel.
Enrollment Projections	Forecast of the student enrollment for the subsequent school year. It must be submitted in Excel.
ESEA Focus and Priority Schools (Cohort I): Update web-based Intervention/Turnaround Plan	Update--Assurance letter stating that the school has updated their Improvement plan in web-based tool.
2015-2016 Student Application	<p>Application may only ask: student name, date of birth, grade level, address, gender, siblings currently attending school; parent/guardian name, parent/ guardian address, parent/ guardian phone number</p> <p>Must NOT contain questions referring to IEPs or SPED, birth certificate, report cards, nationality, race, language, interview</p> <p>*should include a non-discrimination clause</p>
2015-2016 Lottery Procedures	Lottery date; explanation of provisions for waitlisted students; provisions for notifying students of placement
Fire Drills Conducted	List of dates the school has conducted a fire drill thus far in the year; tentative dates for drills for remainder of year

## SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Prep PCS

March 23, 2016

Requirement	Compliance Status	Due	On Time
Charters Board Calendar	Compliant	7/28/15	✓
Quarterly Financial Statements - 4th Quarter	Compliant	7/31/15	✓
Auditor Engagement Letter FY2015	Compliant	8/17/15	✓
Annual Teacher and Principal Evaluation Reflection (LEA)	Compliant	8/31/15	✓
Annual Report	Compliant	9/8/15	✓
School Calendar	Compliant	9/21/15	✓
Professional Development Calendar (Title I Schools)	Compliant	9/30/15	✓
Student/Family Handbook	Compliant	10/8/15	✓
Certificate of Insurance	Compliant	10/8/15	✓
Board Roster	Compliant	10/8/15	✓
Litigation Proceedings Calendar	Compliant	10/8/15	✓
Board Meeting Approved Minutes - 1st Quarter	Compliant	10/8/15	✓
Child Find Policy	Compliant	10/8/15	✓
Employee Handbook: Employment Policies	Compliant	10/8/15	✓
Title IX	Compliant	10/8/15	✓
ELL	Compliant	10/8/15	✓
Staff Preference	Compliant	10/8/15	✓
Quarterly Financial Statements - 1st Quarter	Compliant	10/31/15	✓
Audited Financial Statements 2014-2015	Compliant	12/1/15	✓
Audited Financial Statements - FAR Data Entry Form 2014-2015	Compliant	12/1/15	✓
Student Enrollment Forms	Compliant	12/8/15	✓
Enrollment - Projections	Compliant	12/8/15	✓
Accreditation	Compliant	12/15/15	✓
Facilities Expenditure Data Inputs	Compliant	12/15/15	✓
DC Non-Profit Status	Compliant	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Prep PCS - Anacostia Elementary

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	<b>Compliant</b>	7/28/15	✓
Charter School Athletics Compliance	<b>Compliant</b>	8/31/15	✓
Early Childhood (EC) PMF Assessment Selection Form	<b>Compliant</b>	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	<b>Compliant</b>	10/8/15	✓
Certificate of Occupancy	<b>Compliant</b>	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	<b>Compliant</b>	10/8/15	✓
School Emergency Response Plan	<b>Compliant</b>	10/8/15	✓
Sexual Violation Protocol Assurance Letter	<b>Compliant</b>	10/8/15	✓
Staff/Volunteer Roster and Background Checks	<b>Compliant</b>	10/8/15	✓
ADA	<b>Compliant</b>	10/8/15	✓
SPED-Continuum of Services	<b>Compliant</b>	10/8/15	✓
Fire Drills Conducted	<b>Compliant</b>	12/8/15	✓
Basic Business License	<b>Compliant</b>	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Prep PCS - Benning Elementary

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

## SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Prep PCS - Benning Middle

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Prep PCS - Edgewood Elementary

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Early Childhood (EC) PMF Assessment Selection Form	Compliant	9/30/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	10/8/15	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

# SY 2015-2016 DC Public Charter School Board Compliance Review Report

DC Prep PCS - Edgewood Middle

Requirement	Compliance Status	Due	On Time
Fire Drill Schedule	Compliant	7/28/15	✓
Annual Teacher and Principal Evaluation Reflection (Campus)	Compliant	8/31/15	✓
Charter School Athletics Compliance	Compliant	8/31/15	✓
Lease/Purchase Agreement - Certification of Completion	Compliant	10/8/15	✓
Certificate of Occupancy	Compliant	3/22/16	✓
School Nurse Notification/Certified Staff to Administer Medication	Compliant	10/8/15	✓
School Emergency Response Plan	Compliant	10/8/15	✓
Sexual Violation Protocol Assurance Letter	Compliant	10/8/15	✓
Staff/Volunteer Roster and Background Checks	Compliant	10/8/15	✓
ADA	Compliant	10/8/15	✓
SPED-Continuum of Services	Compliant	10/8/15	✓
Fire Drills Conducted	Compliant	12/8/15	✓
Basic Business License	Compliant	N/A	✓

**SY 2015-16 DC Public Charter School Board Compliance Review Report - Contract Submission Summary**  
**DC Preparatory Academy PCS**

*This report summarizes the school's compliance with contract submission requirements for Fiscal Year 2015 (July 1, 2014 - June 30, 2015).*

*Cells highlighted in the following table indicate that the school did not submit contract information for an expenditure over \$25,000.  
 If you believe that DC PCSB is missing records or flagging expenditures in error, please contact Mikayla Lytton at mlytton@dcpcsb.org.*

Expenditures over \$25,000 (submitted as part of the audited financial statements)						
Vendor Name	Services Provided	Value	Submitted for Bid?	Explanation, if No	If Renewal, when was contract bid?	DC PCSB Review Notes
MCN Build, LLC	Construction services	\$ 6,323,632	Yes			This is a contract that was executed in FY14 for a multi-year construction project.
Revolution Foods	Food services	\$ 719,980	No	Renewal		
ServiceMaster JGW	Janitorial services	\$ 283,742	Yes			
EdOps	Accounting and facilities finance support services	\$ 241,210	Yes			
End-to-End Solutions for Special Ed.	Special education services	\$ 197,860	Yes			
PMM Companies	Janitorial and facilities management services	\$ 172,969	Yes			
CDI Computer Dealers Inc	IT Products and Services	\$ 161,158	Yes			
Stanley Convergent Security Solutions	Security system services	\$ 119,313	Yes			
Genesys Impact, LLC	Low voltage cabling services	\$ 93,245	Yes			
Clear Connection, Inc.	Technology Consulting and Support	\$ 71,952	Yes			
Traditional Expressions, LLC	Instructional support services	\$ 69,240	Yes			
Shinberg Levinas	Architectural and engineering services	\$ 68,125	Yes			This is a contract that was executed in FY14 for a multi-year construction project.
Achievement Network	Student assessment and instructional data support and services	\$ 68,000	Yes			
Melodie Barron	Instructional support services	\$ 64,593	Yes			No Epicenter submission
Raffa, P.C.	Financial audit services	\$ 63,740	No	PCSB approved auditor		While audit services should be bid, DC PCSB has given conflicting guidance on this requirement. Thus, unsubmitted audit services have been forgiven for FY15.
The Ultimate Software Group, Inc.	HRIS and payroll services	\$ 60,974	No	Renewal		This is a multi-year contract that was executed in FY14.
Limbach Company, LLC	Specialty Mechanical Contractor	\$ 56,341	Yes			
Shanahan Law Firm LLC, The	Legal services (retainer)	\$ 51,000	Yes			No Epicenter submission
Brailsford & Dunlavy	Development and project management services	\$ 45,640	Yes			This is a contract that was executed in FY14 for a multi-year construction project.
Biz IT Group	IT management services	\$ 41,467	Yes			
Comm Solutions	IT management services	\$ 40,684	Yes			
Office Movers, Inc.	Commercial moving services	\$ 40,171	Yes			

UChicago Impact	Student assessment and instructional data support and services	\$ 33,620	No	Renewal		
Young Weeden, LLC	Special education services	\$ 31,724	Yes			
B & R Associates LP	Parking	\$ 30,320	No	Property lease		
Law Office of Lauren E. Baum	Legal services (retainer)	\$ 29,667	Yes			
The New Teacher Project	Talent recruitment and development services	\$ 27,500	Yes			

Cells highlighted below indicate that the contract was not submitted timely or was not bid appropriately.

Submitted Contracts (submitted to Epicenter throughout the fiscal year)							
Vendor Name	Services Provided	Value	Submission Date	Award Date	Contract Effective Date	Bid Appropriately?	Timely Submitted?
Achievement Network, LTD.	Assessment Services	\$ 68,000.00	8/18/2014	8/14/2014	8/28/2014	Y	Untimely
B&R Associates LP	Parking License Agreement	\$ 31,200.00	12/22/2014	12/11/2014	1/1/2015	Y	Timely
Bank of America CDE I, L LC; City First Capital 36, LLC ; LIIF Sub-CDE XXVIII, LLC; Telesis CDE Nine, LLC; Bank of America, N.A.	Loan Agreement	\$ 28,950,000.00	12/22/2014	12/15/2014	1/1/2015	Y	Untimely
BizIT	IT Management	\$ 46,980.00	11/21/2014	11/17/2014	12/1/2014	Y	Untimely
Clear Connection	Office Equipment - phones/paging system	\$ 64,535.00	8/6/2014	8/1/2014	8/16/2014	Y	Untimely
CohnReznick	NMTC Financial/Accounting Services	\$ 28,000.00	7/25/2014	7/1/2014	8/4/2014	Y	Untimely
Comm Solutions	Office Equipment - wireless	\$ 38,409.00	8/6/2014	8/1/2014	8/16/2014	Y	Untimely
DC Net	Telecommunications/Internet Service	\$ 37,197.00	7/6/2014	7/1/2014	7/16/2014	Y	Untimely
EdOps	Accounting services	\$ 200,000.00	9/17/2014	9/14/2014	9/27/2014	Y	Timely
End to End Solutions for Special Education	Special Education Services	\$ 25,000.00	10/15/2014	10/10/2014	10/25/2014	Y	Untimely
Genesys	Low Voltage Cabling Services	\$ 58,126.00	7/25/2014	7/14/2014	8/4/2014	Y	Untimely
Genesys Impact	Low Volt Cable Wiring	\$ 67,000.00	6/10/2014	6/6/2014	6/6/2014	Y	Untimely
Limbach-Company LLC	Boiler replacement	\$ 27,958.00	1/30/2015	1/27/2015	2/9/2015	Y	Timely
Melodie Barron	Educational Consultant	\$ 75,000.00	7/6/2014	7/3/2014	7/16/2014	Y	Timely
Nixon Peabody	NMTC Legal Services	\$ 90,000.00	7/25/2014	7/9/2014	8/4/2014	Y	Untimely
Office Movers	Moving and Storage Services	\$ 70,273.00	6/10/2014	6/10/2014	6/10/2014	Y	Timely
PMM Companies	Janitorial Services	\$ 75,294.00	6/10/2014	6/2/2014	6/2/2014	Y	Untimely
PMM Companies	Facilities Maintenance	\$ 38,964.00	6/10/2014	6/2/2014	6/2/2014	Y	Untimely
PMM Companies	Janitorial Services	\$ 194,004.00	11/21/2014	11/19/2014	12/1/2014	Y	Timely
Revolution Foods	Food Services Agreement	\$ 25,000.00	7/31/2014	4/7/2014	8/10/2014	Y - Renewal	Untimely
ServiceMaster Janitorial Services of Greater Washington	Janitorial Services	\$ 288,562.00	9/17/2014	9/14/2014	9/27/2014	Y	Timely
Stanley Convergent Security Solutions, Inc.	Security Services	\$ 80,840.00	6/20/2014	6/18/2014	6/18/2014	Y	Timely
Stanley Convergent Security Solutions, Inc.	Security Services	\$ 28,525.00	7/31/2014	7/28/2014	8/10/2014	Y	Timely
The Law Office of Lauren E. Baum, P.C.	Legal services	\$ 30,000.00	8/12/2014	8/7/2014	8/22/2014	Y	Untimely
The New Teacher Project	Talent recruitment and development services	\$ 27,500.00	9/22/2014	6/25/2014	10/2/2014	Y	Untimely
Traditional Expressions	Instructional Support Services	\$ 66,670.00	10/13/2014	10/10/2014	10/23/2014	Y	Timely
UChicago Impact	Student Assessment and Instructional Data	\$ 25,000.00	7/31/2014	7/1/2014	8/10/2014	Y - Renewal	Untimely

Young Weeden, LLC.	Special Education/Clinical Supervision	\$ 25,000.00	2/13/2015	2/11/2015	2/23/2015	Y	Timely
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# **Appendix I**

## **Annual Determination Reports**



**ENCLOSURE 2**

**FEDERAL FISCAL YEAR (FFY) 2014 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

<b>LEA:</b>	D.C. Preparatory Academy Public Charter School
<b>Final Percentage Rating:</b>	100%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

<b>Element</b>	<b>Element Description</b>	<b>Determination Criteria</b>	<b>Number of Points Achieved</b>	<b>Number of Points Possible</b>
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>Indicator 4b – N/A</li> <li>Indicator 9 – N/A</li> <li>Indicator 10 – Compliant</li> <li>Indicator 11 – 95% or above compliance rate</li> <li>Indicator 12 – N/A</li> <li>Indicator 13 – N/A</li> </ul>	3	3
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>FFY 2014 child count data submitted timely</li> <li>FFY 2014 Phase I and Phase II applications submitted timely</li> <li>FY 2015 IDEA Maintenance of Effort (MOE) submitted timely</li> </ul>	3	3
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	<ul style="list-style-type: none"> <li>LEA did not receive a report in FFY 2014 as the result of an on-site monitoring visit</li> </ul>	N/A	N/A
<b>3b</b>	Dispute resolution findings	<ul style="list-style-type: none"> <li>No dispute resolution complaints were filed against the LEA or 0-2 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Reimbursement for a minimum of 60% of its IDEA, Section 611 funds within the first 15 months of the FFY 2014 grants cycle</li> </ul>	2	2
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement</li> </ul>	1	1
7	Performance on selected District of Columbia State Performance Plan (SPP) indicator: Indicator 3b	<ul style="list-style-type: none"> <li>• LEA met 95% participation target for disability subgroup on reading assessments</li> <li>• LEA met 95% participation target for disability subgroup on math assessments</li> </ul>	2	2

		<b>LEA performance results on Next Generation Assessments in reading and math (Partnership for Assessment of Readiness for College and Careers (PARCC) and the National Center and State Collaborative (NCSC) Alternative Assessment):</b>	<b>Math</b>	<b>Reading</b>
	Performance on selected District of Columbia State Performance Plan (SPP) indicators: Indicator 3c <sup>1</sup>	Proficiency rates are calculated based on the following performance levels: <ul style="list-style-type: none"> <li>• PARCC Level 4: Percentage of students who met expectations</li> <li>• PARCC Level 5: Percentage of students who exceeded expectations</li> <li>• NCSC Level 3: Percentage of students who met expectations</li> <li>• NCSC Level 4: Percentage of students who exceeded expectations</li> <li>• N/A — LEA did not meet minimum “n” size for disability subgroup</li> </ul>	18%	15%
<b>8</b>	Evidence of correction of findings of noncompliance that were issued in FFY 2014 and due for correction in FFY 2015, including progress toward full compliance	<ul style="list-style-type: none"> <li>• The LEA did not receive any findings of noncompliance from FFY 2014 that were due for correction in FFY 2015.</li> </ul>	N/A	N/A
<b>Total Number of Points Achieved</b>				17
<b>Total Possible Points from Applicable Elements</b>				17
<b>Percentage of Points Achieved from Applicable Elements</b>				100%

<sup>1</sup> For FFY 2014 IDEA Part B Determinations, OSSE is reporting the performance of each LEA’s students with disabilities (SWD) subgroup on the Partnership for Assessment of Readiness for College and Careers (PARCC) and FFY 2014 National Center and State Collaborative (NCSC) Alternative Assessment. This indicator will not be assigned a weight for this year. For FFY 2015 and beyond, OSSE will use each LEA’s SWD performance on the state-wide assessments in alignment with the new accountability system that will be developed pursuant to the Elementary and Secondary Education Act, amended by the Every Student Succeeds Act (ESSA). OSSE will provide LEAs information on how this indicator will be calculated in advance of next year’s determinations.

DISTRICT OF COLUMBIA  
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION



Division of Elementary, Secondary and Specialized Education

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**ENCLOSURE 2**  
**FEDERAL FISCAL YEAR (FFY) 2013 IDEA PART B LEA PERFORMANCE DETERMINATIONS**

<b>LEA:</b>	D.C. Preparatory Academy Public Charter School
<b>Final Percentage Rating:</b>	85%
<b>Determination Level:</b>	Meets Requirements

**SUMMARY OF EACH REQUIRED ELEMENT AND RATING ASSIGNED**

Element	Element Description	Determination Criteria	Number of Points Achieved	Number of Points Possible
<b>1</b>	History, nature and length of time of any reported noncompliance (APR Indicators 4b, 9, 10, 11, 12, and 13)	<ul style="list-style-type: none"> <li>• Indicator 4b – in compliance</li> <li>• Indicator 9 – in compliance</li> <li>• Indicator 10 – in compliance</li> <li>• Indicator 11 – not in compliance</li> <li>• Indicator 12 – N/A</li> <li>• Indicator 13 – N/A</li> </ul>	3	4
<b>2</b>	Information regarding timely, valid and reliable data	<ul style="list-style-type: none"> <li>• All data are submitted timely</li> </ul>	4	4
<b>3a</b>	Identified noncompliance from on-site compliance monitoring and/or focused monitoring	Student-level <ul style="list-style-type: none"> <li>• Less than 75% of areas reviewed in compliance</li> </ul>	0	2
<b>3b</b>	Dispute resolution findings	LEA has more than 100 students with IEPs <ul style="list-style-type: none"> <li>• No dispute resolution complaints were filed against the LEA or 0-16 findings of noncompliance</li> </ul>	2	2

4	Outcomes of sub-recipient audit reports	<ul style="list-style-type: none"> <li>• Timely submission of A-133 Report (if applicable) – 4</li> <li>• Type of Auditor’s A-133 Report Issued on Compliance (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the A-133 Report (if applicable) – 4</li> <li>• Material weaknesses identified by the Auditor in the A-133 Report (if applicable) – 4</li> <li>• Auditor’s designation as low-risk sub-recipient in the A-133 Report (if applicable) – 4</li> <li>• Significant deficiencies identified by the Auditor that are not a material weakness in the annual independent audit – 4</li> <li>• Material weaknesses identified by the Auditor in the annual independent audit – 4</li> <li>• Noncompliance or other matters identified by the Auditor that is required to be reported under Government Auditing Standard – 4</li> </ul>	4	4
5	Other data available to OSSE regarding the LEA’s compliance with the IDEA, including, but not limited to, relevant financial data	<ul style="list-style-type: none"> <li>• Timely LEA submission of Phase I and Phase II applications and reimbursement for a minimum of 45% of its IDEA, Section 611 funds within the first 15 months of the FFY 2013 grants cycle</li> </ul>	4	4
6	Compliance with the IDEA Maintenance of Effort (MOE) requirement	<ul style="list-style-type: none"> <li>• LEA in compliance with the IDEA Maintenance of Effort (MOE) requirement and LEA reported on MOE to OSSE timely</li> </ul>	2	2
7	Performance on selected District of Columbia State Performance Plan (SPP) indicators	<ul style="list-style-type: none"> <li>• LEA did not meet District of Columbia FFY 2013 AMO math targets for the disability subgroup</li> <li>• LEA did not meet District of Columbia FFY 2013 AMO reading targets for the disability subgroup</li> </ul>	0	2

8	Evidence of correction of findings of noncompliance, including progress toward full compliance (points added to total score)	<ul style="list-style-type: none"> <li>100% of noncompliance corrected as soon as possible, but in no case later than one year after the identification of the noncompliance</li> </ul>	2	2
		<ul style="list-style-type: none"> <li>BONUS: LEA has no longstanding noncompliance from FFY 2009, 2010, 2011 and 2012</li> </ul>	1	
<b>Total Number of Points Achieved</b>				85%
<b>Total Possible Points from Applicable Elements</b>				22
<b>Percentage of Points Achieved from Applicable Elements</b>				26

# **Appendix J**

## **2013-14 On-Site Monitoring Report Attachments**

Report Section  
Initial Evaluation

Compliance Item  
Timely Completion of Initial Evaluation 300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section  
Initial Evaluation

Compliance Item  
Timely Completion of Initial Evaluation 300.301(c)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	2	0	0.00	2	0	0	100.00

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section  
Reevaluation

Compliance Item  
Reevaluation §300.303(b)(2)

#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
0	1	0	0.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Extended School Year	1) ESY Limited Based on Disability §300.106(a)(3)	1	0	0	100.00	1	0	0	100.00
LRE (Least Restrictive Environment)	2) Continuum of Alternative Placements §300.115	1	0	0	100.00	1	0	0	100.00
IEP (Individualized Education Program)	3) IEP Accessibility §300.323(d)(1)	1	0	0	100.00	1	0	0	100.00
Data	4) Students Referred to Special Education Entered Into SEDS §300.211	1	0	0	100.00	1	0	0	100.00
Data	5) LEA Timely Response to Data Requests §300.211	1	0	0	100.00	1	0	0	100.00
Dispute Resolution	6) LEA Provides Information on State Complaints OSSE State Complaint Policy	0	0	1	0.00	0	0	1	0.00
Dispute Resolution	7) LEA Timely Implements Corrective Actions §300.600(e)	0	0	1	0.00	0	0	1	0.00
NIMAS	8) LEA Provision of Instructional Materials §300.172	0	0	1	0.00	0	0	1	0.00
Fiscal	9) LEA Policy/Procedure Governing Budgets §80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	10) LEA Procurement Policy/Procedure For Contractor Performance §§80.36(b)(1), (f)	1	0	0	100.00	1	0	0	100.00
Fiscal	11) LEA Policies/Procedures to Ensure Expenditure Approval in IDEA RW OSSE GAI	1	0	0	100.00	1	0	0	100.00
Fiscal	12) LEA Documentation of Obligation/Reimbursement of Federal Funds Within Grant Period	1	0	0	100.00	1	0	0	100.00
Fiscal	13) LEA Retention of Financial Records For 5 Years GEPA	1	0	0	100.00	1	0	0	100.00
Fiscal	14) LEA (Controls In Place) Policies/Procedures To Protect Assets Over \$5,000 §80.1	1	0	0	100.00	1	0	0	100.00
Fiscal	15) LEA Code of Conduct For Employees Administering Contracts §80.36(b)	1	0	0	100.00	1	0	0	100.00
Fiscal	16) LEA Accounting Record to Ensure Federal Funds Not Co-Mingled §80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	17) LEA Accurately Tracks IDEA Expenditures/ Self-assides §80.20	1	0	0	100.00	1	0	0	100.00
Fiscal	18) LEA Appropriately Charges Salaries to IDEA Grant Programs OMB Circular A-87	1	0	0	100.00	1	0	0	100.00
Fiscal	19) LEA Tracks Personnel Supported by IDEA Grant Funds OMB Circular A-87	1	0	0	100.00	1	0	0	100.00
Fiscal	20) LEA Has Source Documentation for Purchased Items/IDEA Funds Reimbursement	0	0	1	0.00	0	0	1	0.00
Fiscal	21) LEA Followed Procurement Procedures §80.36	0	0	1	0.00	0	0	1	0.00
Fiscal	22) LEA Follows Procedures to Ensure Expenditure of IDEA Funds on Allowable Activities	1	0	0	100.00	1	0	0	100.00
Fiscal	23) LEA Correctly Paid and Retained Invoices for Expenditure in IDEA RW §80.20, O	0	0	1	0.00	0	0	1	0.00
Fiscal	24) LEA Correctly Procures, Utilizes and Charges Construction Expenses OMB Circu	0	0	1	0.00	0	0	1	0.00
Fiscal	25) LEA Utilizes IDEA Funds for Providing CEIS §§300.226, 300.646	0	0	1	0.00	0	0	1	0.00
Fiscal	26) LEA Properly Tracks Students Who Receive CEIS §300.226(d)	0	0	1	0.00	0	0	1	0.00
Fiscal	27) LEA Consultation with Reg/Parent of Parentally-placed Students in Private Schools	0	0	1	0.00	0	0	1	0.00
Fiscal	28) LEA Seeks Reimbursement for Serving Parentally-placed Students with Disabilities in Privz	0	0	1	0.00	0	0	1	0.00
Fiscal	29) LEA Reduction of Expenditures for the Education of Students with Disabilities §3c	1	0	0	100.00	1	0	0	100.00

Report Section	Compliance Item	#C (Initial)	#NC (Initial)	#NA (Initial)	% (Initial)	#C (Final)	#NC (Final)	#NA (Final)	% (Final)
Initial Evaluation and Reevaluation	12) Parents Provided Procedural Safeguards	5	18	0	21.74	22	1	0	95.65
Initial Evaluation and Reevaluation	13) Parent Consent for Initial Evaluation §300.300(a)	22	1	0	95.65	23	0	0	100.00
Initial Evaluation and Reevaluation	14) Consent Form Signature Prior to Initial Evaluation §300.300(a)	22	0	0	100.00	22	0	0	100.00
Initial Evaluation and Reevaluation	15) Variety of Assessment Tools and Strategies Used §300.304	23	0	0	100.00	23	0	0	100.00
Initial Evaluation and Reevaluation	16) Parent Consent for Reevaluation §300.300(c)(1)	4	3	0	57.14	7	0	0	100.00
Initial Evaluation and Reevaluation	17) Consent Form Signature Prior to Reevaluation §300.300(c)(1)	4	0	0	100.00	4	0	0	100.00
Initial Evaluation and Reevaluation	18) IEP Team Review of Existing Data §300.305	7	0	0	100.00	7	0	0	100.00
Initial Evaluation and Reevaluation	19) Variety of Sources Used to Determine Continued Eligibility §300.306(c)	7	0	0	100.00	7	0	0	100.00
IEP (Individualized Education Program)	20) Parent/Student Invited to IEP Meeting §300.322(a)(1)	30	0	0	100.00	30	0	0	100.00
IEP (Individualized Education Program)	21) Parent/Student Notified of Meeting	12	18	0	40.00	18	11	1	62.07
IEP (Individualized Education Program)	22) Parent Meets Definition in IDEA Regulations §300.30 -	22	0	8	100.00	22	0	8	100.00
IEP (Individualized Education Program)	23) General Education Teacher Attended IEP Meeting	21	9	0	70.00	28	2	0	93.33
IEP (Individualized Education Program)	24) LEA Designee Attended IEP Meeting §§300.321(a), 300.321(e)	30	0	0	100.00	30	0	0	100.00
IEP (Individualized Education Program)	25) PLAAFP States Effect of Disability in General Curriculum/ Appropriate Activities	30	0	0	100.00	30	0	0	100.00
IEP (Individualized Education Program)	26) IEP Contains Measurable Annual Goals §300.320(a)(2)(i)	30	0	0	100.00	30	0	0	100.00
IEP (Individualized Education Program)	28) IEP Statement of Measurable Annual Related Services Goal(s) §300.320(a)(2)(i)	23	0	7	100.00	23	0	7	100.00
IEP (Individualized Education Program)	30) IEP Team Considered Strategies to Address Behavior §300.324(a)(2)	11	0	19	100.00	11	0	19	100.00
IEP (Individualized Education Program)		10	20	0	33.33	26	3	1	89.66
IEP (Individualized Education Program)	35) IEP Developed Within 30 Days of Initial Eligibility Determination §300.323(c)(1)	23	0	0	100.00	23	0	0	100.00
IEP (Individualized Education Program)	36) Implementation of Related Services §300.323(c)(2)	30	0	0	100.00	30	0	0	100.00
IEP (Individualized Education Program)	37) Annual IEP Review 300.324(b)(1)(i)	30	0	0	100.00	30	0	0	100.00
LRE (Least Restrictive Environment)	40) Consideration of Harmful Effects §300.116(d)	30	0	0	100.00	30	0	0	100.00
LRE (Least Restrictive Environment)	42) Student Placement Based on IEP §300.116(b)(2)	30	0	0	100.00	30	0	0	100.00